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A PARTICIPANT OBSERVATION STUDY OF TEACHERS' AFFECTIVE INTERACTION IN RACIALLY AND CULTURALLY DIVERSE CLASSROOMS

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ABSTRACT

A PARTICIPANT OBSERVATION OF TEACHERS' AFFECTIVE INTERACTION IN RACIALLY AND CULTURALLY DIVERSE CLASSROOMS

By

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The purpose of this qualitative study was to determine how teachers who were judged by researchers to be especially capable in the affective domain, interact in the classroom with pupils from racially and culturally diverse backgrounds including Black, White and Chicano. The basic question that was explored was "How do teachers establish and communicate norms that promote harmony in desegregated classrooms.

Observations were conducted in two classrooms, one a combination fifth and sixth grade, and the other a sixth-grade grouping. The pupils in those classrooms came from four distinct economic and geographical areas which comprised the school attendance area. The areas were: 1) low income housing complex, 2) government subsidized housing development, 3) a professional-executive area, and 4) an older "rural" area.

Data for this participant observation study was collected through two-hour audio-taped interviews with teachers, observations inside and outside classroom over a two month period,

note-taking of observations, and charts and maps of classroom activities. Particular attention was given to verbal interchanges, movement, posture and positioning, use of space, and pacing of activities. Outside classroom observations provided evidence for consistency of interactions observed in the classroom.

Analysis of the data collected was conducted by review of the written observation notes and the taped interview responses of the two teachers. Other data analyzed consisted of classroom maps, letters from the teachers and pupils, sketches, and after-observation interviews. These data were all used to develop a descriptive account of life in the two classrooms.

To answer the research question, three sub-questions were used to serve as a basis for the observations. They were: 1) How does the teacher communicate, verbally or non-verbally, acceptance of individuals, 2) How does the teacher help children discriminate between accepting and rejecting behaviors toward others, and 3) How does the teacher provide an environment which reflects a valuing of cultural and racial diversity.

Interpersonal interchanges between the teachers and their pupils and among the pupils were observed throughout the various segments of the viewing periods. These segments were those occasions that occurred during whole-group

instructional time, small-group instructional time, between the teacher and individual pupils, during transitional periods, and during outside classroom activities.

It was found that opportunities for cross-racial interactions were presented in instructional and non-instructional activities in both classrooms. Although they possessed different teaching styles and interacted with their pupils in different ways, the teachers appeared to be successful in promoting cross-racial harmony. Notable in the differences in the mode of teacher interaction was that one teacher tended to interact more in the whole-group context with her pupils, while the other teacher interacted much of the time with small groups and individuals.

Dedicated to

My husband Don, son Jeff,

daughter Sue, and my mother Mrs. Lelia Mabin

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CHAPTER I

Introduction

Background of the Study

In urban schools today, the focus of the change brought about by desegregation has been mainly on the physical mixing of children from diverse racial and cultural backgrounds. The physical mixture of students in and of itself does not assure an educational environment and process conducive to the growth of learners (Smith, 1974). The nature of the interaction that takes place between the teacher and the pupils and among pupils plays the most important role in determining the value of an integrated educational setting for the participants. In examining the quality of integrated education, then, the question that should be asked is, "What happens in the classroom when brown, white, and black children are brought together to learn?"

The purpose of this study was to determine how teachers, who were judged by Institute for Research on Teaching researchers to be especially capable in the affective domain; that is, the interpersonal, noncognitive area, interact in the classroom with children from diverse racial and cultural backgrounds. More specifically, the intent was to study how teachers establish and communicate norms that promote interracial harmony among children in desegregated classrooms. This study is based on an exploration of the context and content of interactions in classrooms in a desegregated school.

Teachers in desegregated classrooms vary in the degree of awareness of the diversity of backgrounds that exists and the implications for their own behavior in interacting with their students. A cursory examination of teacher training programs in the state of Michigan indicates that teachers may or may not have gained the preservice or inservice training, the experience, skills, knowledge, and attitudes necessary for meeting the affective needs of learners, which include their beliefs, talents, values, and life styles. The traditional teacher preparation program has not typically included courses and/or training which would provide insights into how to meet the affective needs of children in a desegregated classroom. How, then, do teachers acquire those skills for effectively dealing with children who come from diverse cultures? It appears that the determination of goals, selection of appropriate strategies, and decisions regarding specific teacher behaviors have been left to those who find themselves in the midst of the action.

The discussion of teacher affective behaviors related to interactions with children from diverse backgrounds has produced questions concerning certain teacher behaviors that should be explored. Gay (1978) raises the following questions in her consideration of preparation for teacher effectiveness in desegregated schools:

1. Does the teacher promote cultural diversity among

the students in a general sense?

2. What kinds of behaviors indicate the presence of valuing and accepting attitudes on the part of the teacher toward students of culturally diverse backgrounds?
3. What are some indications of teacher sensitivity to the intercultural patterns of human interactions in the classroom? (p. 152)

Desegregation of classrooms in public schools creates a resulting mixture of children from cultural backgrounds which previously would not have existed. Therefore, a multicultural dimension to the educational scene is introduced. The multicultural population creates the need for identifying specific teacher behaviors which can be studied in order to improve the quality of education for all students in desegregated classrooms. In this study, observations in the classroom were undertaken in an effort to gain insights, examples, and information regarding these questions.

The Teachers

The intent of studying classroom events in their actual context was to gain a description that was as complete as possible in terms of the interactions that were observed. The focus was on teacher behaviors which demonstrated ways of meeting the affective needs of pupils. The two teachers for this study were selected on the basis of their responses

in an Institute for Research on Teaching study involving written description of classroom affective occurrences--what led up to the events and how they dealt with them--and on the basis of judgments by Institute for Research on Teaching researchers of overall awareness of the importance and incorporation of affective needs of pupils in the ongoing activities of the classroom day in an elementary school setting. The Institute for Research on Teaching was established in 1976 at Michigan State University through a grant from the National Institute of Education to conduct research on teaching, offer research training, and serve as a communication center for research on teaching.

Two classrooms were observed in this study. One was a fifth and sixth grade combined group with twenty-one fifth graders and seven sixth graders. The teacher in that room, Teacher Evans, was a woman in her early forties who specialized in the teaching of mathematics. The other classroom observed was a sixth grade room of twenty-nine children. Teacher Parker was the teacher in that room. She worked with Teacher Evans and another teacher in a departmentalized teaching arrangement. Teacher Parker, a woman in her mid-thirties, specialized in science teaching.

As indicated, the two subjects were picked from a group of forty teachers who had taken part in a study of Teachers' Perceptions of Affect, an Institute for Research on Teaching

project. This project involved the collection of vignettes describing events with affective aspects that occurred in the classrooms of eighty-four elementary teachers from thirty-six different schools. At a later time, further study was undertaken through taped interviews with forty of the teachers who demonstrated a particular sensitivity to the affective domain based on the type of events described in the context, and mode of teacher intervention as described in the vignettes in which they occurred. The taped interview data were analyzed for evidence supporting inferences of teacher effectiveness in the affective area and insights in this area as it relates to pupils from diverse backgrounds. Thus, the two teachers selected for this study were among those who reflected a high degree of sensitivity in the affective area as rated by the Teachers' Perceptions of Affect research team. They agreed to be participants in the study.

Background of the Pupils

The two classroom groups selected for this study included pupils from four economic and geographical areas which comprised the Portair School attendance area. These areas are:

Low income housing complex. This recently built complex housed black, Chicano, and white families. Many of the families were on welfare, and many families residing there are headed by single parents.

Government subsidized housing. This housing development

had been built by a private firm and had been subsidized by government funds so that families with low incomes, but not low enough to meet welfare standards, could afford this newer, more adequate housing.

Professional-executive area. This was an area of large, new homes which had been built on the fringe of the school district, and was inhabited by executive and professional-headed families. Many of the parents in the area had been active during the early desegregation period in trying to bring about a smooth, positive transition in the school. A few minority families resided in this area.

Old "rural" area. This was an area of small, older homes which had been annexed to the city in 1957. The area was characterized by few sidewalks and cottage-type houses. Residents of the area were mainly blue-collar workers and predominately white.

The mix of the backgrounds of the pupils provided an example of racial, cultural, and economic diversity that could be found in an urban school.

Research Method

This study used the participant observation method of research which involved the collection of data through the following means: (1) two-hour, pre-observation, audio-taped interviews with teachers, (2) observations of classroom and other school activities over a two-month period, (3) note

taking of observations, and (4) sketches of classrooms which delineated positioning of participants and activities.

A copy of the forty-five item questionnaire used in the taped interviews is found in Appendix D. For purposes of this study, particular attention was given to responses to items #38-#45, which focused on racial and cultural diversity in the classroom. Information related to the racial and cultural composition of the classroom, particular strategies employed by the teacher, and teacher ideas regarding attitudes of pupils were explored by means of examination of these items.

The focus of the study was the affective interactions between the teacher and the pupils. In addition, affective interactions among pupils were also noted since it was felt that these interactions would also be significant in the study of the classroom context.

The object of this participant observation study was to describe teachers' and pupils' activities within the contexts in which they occurred. McDermott (1974) emphasized the degree of richness which can be achieved through descriptions obtained by this method. Not only can the interactions be observed, but the quality of interactions can be explored and their relation to participants' perceptions of the interactions. Such aspects of interactions as how individuals position themselves in relation to others can be examined with respect to the effect on outcomes observed (Hall, 1966). One value of such an approach is that the description can have meaning for the reader as well

as the observer. A global account of how things happen, how individuals react/interact, and what outcomes result can be presented in the context of "what's happening" in the particular setting. Another important value is that participant observation studies aim to capture the meanings of the participants themselves.

Observations were conducted in the two classrooms over a two-month period during the spring period of the school year. Because this study focused on the qualitative aspects of interactions that occurred in the classrooms, attention was given to verbal interchanges, movement, posture and positioning, pacing and activities that were other than instructional. In addition, observations of the teachers and their pupils were made in contexts outside the classroom, such as in the hallway, in the lunchroom, on the playground, in the gym, and on a field trip. Observing these other contexts afforded opportunities to gain deeper insights into the quality of interaction between the teachers and the students, and between student and student. Observations outside of the formal classroom context provided evidence for consistency of interactions that were viewed in the classroom.

Main Themes Explored in the Study

Three themes served as a basis for observation to guide the study of affective interactions between the teacher and the pupils in the classroom. The themes support the overall

question of this study: How do teachers establish and communicate norms that promote harmony among children in racially and culturally diverse classrooms? The following three themes were explored in this study:

1. How does the teacher communicate, verbally or nonverbally, acceptance of individuals in the following ways:
    a. Everyone is unique; e.g., ideas and abilities are heard and explored.
    b. Everyone has worth; e.g., helping and learning about individuals.
    c. Everyone is competent; e.g., capabilities are encouraged and success experiences are highlighted.
    d. Everyone belongs; e.g., invitations to participate, place is provided, ensuring membership in group.
2. How does the teacher help children to discriminate between accepting and rejecting behaviors and how does the teacher encourage accepting behaviors in the following ways:
    a. Describe and label accepting behaviors.
    b. Describe and label rejecting behaviors.
    c. Describe consequences of accepting/rejecting behaviors.

d. Encourage and reinforce accepting behaviors.

e. Confront and discourage rejecting behaviors.

3. How does the teacher provide an environment which reflects a valuing of cultural and racial diversity, such as visual aids, organization of groups, and/or use of space?

(The three themes listed here are among those included in the "Teacher Corps Observation Instrument: An Integrated Communications Curriculum". This instrument was field-tested with fifteen elementary teachers in three urban schools in the Lansing, Michigan School District. This instrument was developed by the Michigan State University 12th Cycle Teacher Corps team to observe teacher behaviors which reflected basic assumptions relative to effecting an integrated curriculum consisting of multicultural education, language arts, and creative drama in racially and culturally diverse classrooms. The goal of this Teacher Corps project was to bring about equal educational programs for urban clientele.)

Limitations of the Study

There are several limitations which must be placed on any generalization from this study. First is the fact that the study was undertaken employing a participant observation approach; two classrooms were selected since this method required long term involvement of the observer. The involvement included entry

procedures, familiarization with the site and personnel, negotiation of observation conditions, observation scheduling and execution, and exit activities. Field studies yield qualitative, descriptive data regarding groups of people in their social context. Such indepth studies do not allow for large samples of people to be studied by an individual observer at a given time.

Another limitation is that the teachers selected for this study had indicated strong commitment to the affective area by virtue of their willingness to write descriptive vignettes and participate in the taped interviews which had been part of earlier research conducted by the Institute for Research on Teaching Affective Outcomes Research Project team. The two teachers selected had given considerable attention to the focus of this study previous to the actual observation period, and, therefore, may not be typical of teachers in general.

A feature that is also limiting is that the teachers selected had taught for a period of ten years or more and had been part of a stable staff with only one or two changes in the teaching staff having taken place over that period. Changing staffs many times characterize the urban school; so in this case, this school was not typical in that the teachers were known to families living in the area for a period of time and were well established in their teaching positions.

Importance of the Study

The primary focus of this study is teacher affective interactions in racially and culturally diverse classrooms. Through qualitative study of how teachers communicate norms which support harmonious conditions for learning in the classroom environment, information is obtained which, hopefully, will be conducive to providing equal educational opportunities in a mobile, multi-ethnic, and multicultural society. That information has implications for educational practice and for the overall design of programs for teacher education.

Definition of Terms

1. Affective -- having to do with feelings, emotions, interests, and values of pupils in a classroom context.

2. Behavior -- way of acting, actions, acts; observable responses of persons.

3. Context -- a situation which is brought about by the participants therein, as they interact with each other.

4. Cultural -- belonging to or characteristic of a social group.

5. Desegregated classroom -- a classroom which at one time was characterized as having a racially and culturally homogeneous pupil population and which, through planned or legislated effort, now has at least one-quarter of its pupils coming from culturally and racially different backgrounds.

6. Diverse -- different, unlike in background, life styles, values, beliefs.

7. Entry procedures -- having to do with gaining permission and achieving comfortable acceptance into an established context of which one is not already a part.

8. Exit procedures -- having to do with disengagement from a context in which an outsider has been involved; bringing closure to temporary associations.

9. Interactions -- interchanges, either verbal or nonverbal, between teacher and pupil, or pupil and pupil.

10. Movement -- change of individual or group position from one physical space to another in a given context.

11. Multicultural -- having to do with several social or ethnic groups in terms of likenesses and differences that exist therein.

12. Participant observation -- that method of study which entails a degree of actual involvement by the observer in the activities of the culture under observation.

13. Portair School -- a fictitious name for the urban elementary school involved in this study.

14. Posture -- the position of the body; way of holding the body as observed of individuals in a group or individual context.

15. Qualitative -- concerned with the nature of characteristic features involved in interactions.

16. Space -- that physical area occupied by an individual, individuals or groups during social interactions in a given context.

Summary and Overview

In Chapter I, a background has been provided for this study. The teachers selected and the composition of the classrooms is described. The research method is defined and the main themes followed in the observation approach are described. Finally, the limitations existing and the importance of the study are discussed to provide for the reader a perspective of the exploration into classroom interaction.

A discussion of the literature that relates to this study is presented in two segments in Chapter II: (1) participant observation method of research in classrooms, and (2) teacher-pupil interactions in the affective area in racially and culturally diverse classrooms. In Chapter III, a detailed discussion of the methodology is presented. The data analysis and conclusions drawn from the study are discussed in Chapter IV. Implications and recommendations for further study are included in Chapter V.

CHAPTER II

Review of the Literature

Introduction

> Urban populations are diverse and mobile and at the same time, stereotypic and immobile. These populations vary with respect to their status (ethnicity, culture, class, sex), and their function (language, cognitive style, affective response, patterns, etc.). These differences have important implications for the ways in which educational opportunities are designed and delivered. Yet, these various groups are eventually held to similar mainstream standards despite the pluralistic nature of their idiosyncratic reference groups. Those populations seem to be in constant geographic movement within the city and into and out of the city; yet, between groups, movement is very limited and upward mobility more a dream than a reality. (Gordon, 1978, p. 7)

Teachers who work with children from racially and culturally diverse backgrounds are in situations which could call for special skills and techniques on their part for maintaining a learning environment which is positive for all pupils. Differences existing in pupils' social, economic, and cultural backgrounds are reflected in the day-to-day life in the

classroom. How the teacher deals with these differences can determine the quality of the interaction that occurs between the teacher and pupils, and between pupils and other pupils. This study focuses on those differences that lie in the affective area, that is to say, differences that exist in values, beliefs, attitudes, and interests which are reflected in the classroom behavior of teachers and pupils.

Overview

The literature that pertains to this study is categorized into two main segments: (1) That literature which is related to the participant observation study of the classroom, and (2) that literature which pertains to interactions in the classroom (i.e., teacher interactions with pupils, with some attention being given to pupils' interactions with other pupils).

Literature Related to Participant Observation Study of the Classroom

Jackson (1968) focused on life in elementary school classrooms. Observations were carried out in four elementary classrooms for a period of two years. Data were obtained relative to students' feelings about school and to teachers' perspectives of life in classrooms. Jackson reflects on classroom interaction in this statement, when he says,

> In sum, classrooms are special places. The things that happen there and the ways in which they happen combine to make these settings different from all

> others. This is not to say, of course, that there is no similarity between what goes on in school and the student's experiences elsewhere. Classrooms are indeed like homes and churches and hospital wards in many important respects. But not in all. (p. 9)

Participant observation study as a method of research is a process which involves a combination of several approaches. The researcher who chooses this method must be able to listen to how individuals communicate within a given context, and must be able to assimilate what is seen and what is heard in terms of the individuals within that context. This way of describing the observed situation reflects the overall "equality" of the situation from the perspective on an "outsider", but an outsider who is attempting to represent the meanings held by the "insiders".

The day-to-day life in classrooms is an ongoing sequence of events enacted by teachers and students. From the moment the actors come together, the drama begins. How those events occur in terms of what the actors say, how they look, where they are placed, and how they sound provide the basic cues or information to the participant observer as to what is going on. As the observer looks on and begins to draw together the bits and pieces of information, the meaning of the drama slowly unfolds. Only by following the participants through the chain

of occurrences can the observer begin to make sense out of what is seen (Jackson, 1968).

In classrooms, as in other places, events have a beginning, a middle, and an end. Transitions from one event to the other also have starting points and endings. Cues which designate the points of beginning and ending are shifts in position, changes in pitch of voice, and movement. These cues give meaning to what has occurred in a context both to the observer and to the participants. The observer comes into the context with no preconceived ideas as to what will happen there; however, the observer does have questions as to what in the situation makes things happen there; that is, what some of the things are that people do and say that bring about an outcome from an interaction. Thus, the participant observer looks at individuals in a social context, and how individuals' perspectives are reflected in their actions. In so doing, the participant observer does not predict the outcomes of events which are seen, since the subjects are playing out the situation according to their values, beliefs, and resulting behaviors. The examination of cause and effect is left to the observer after the information has been obtained through viewing and listening.

Entering into a social setting, in this case, the classroom, involves establishing a relationship between the observer and the participants on the "scene". Researchers McCall and Simmons (1969), in relating the complexities of participant

observer relationship one of acquired rapport combined with objectivity. They conclude that the observer must determine how much rapport is necessary to carry out the project study. Also, they contend that the extent to which the observer becomes involved in the situation is a sensitive issue. The observer in the classroom must be cognizant of these areas in order to bring about a manageable outcome.

Schatzman and Strauss (1973) discussed the sensitivity with which the researcher must approach the observation site and the participants therein. They state,

> Considering that people's privacies are to be "invaded", that commitments to their work and even their identity are called into question, it does not take much imagination to realize how tactical error, blunder, or social crudity can complicate an otherwise worthy project--not to mention the cost to the researcher of having to find a new site or to abandon a study altogether. (p. 22)

Overall, several factors are necessary to take into account when an outsider studies individuals in their own context. The first thing is the importance of understanding the characters <u>as they are</u> without employing predetermined ideas, notions, and attitudes. Second is the realization that the observer, while part of the scene as far as his or her presence and some degree of interaction (Wolcott, 1973) is nevertheless not an insider. That mixture of roles can

create aspects of loneliness. Third is the necessity for sensitivity to timing (e.g., when does a transition take place, when to speak, when to listen, when to enter, and when to exit. Finally, since human beings move and act according to their own will and desires, extreme patience on the part of the observer is vital for obtaining deeper meaning from day-to-day observations.

Contexts, in terms of events that happen during the school day, are determined in part by physical properties such as place and physical space (Hall, 1966), time, activity, the social identity of the actors present; i.e., the relationship of one to another. Participants' use of space can be an important index of changes in activity, social identity, and actors' identities. The observer must decide what to observe and record of behavioral cues as being the central part of a given situation. Erickson and Shultz (1977), in discussing contexts, state that "despite the redundance of cues, it usually is not possible to determine (in informal occasions in the United States, at least) an exact moment when the definition of situation has changed. It is only after the cues for a change in context have occurred that it is possible to determine that something has indeed changed" (pp. 5-10).

In consideration of interactions that occur in the classroom, Florio (1976) discusses the variance in contexts that is created by the participants. She notes that,

> When we claim that children somehow learn rules of appropriateness, it is easy then to assume that language is matched to contexts that are essentially static. While it is true that the classroom has many conventions that members and observers alike can share, describe, and refer to, the classroom is also comprised of ongoing and novel exchanges that are essentially created by all of the participants as the situation unfolds. (p. 32)

Interaction taking place in the classroom can look very simple to the outsider who happens to witness events from time to time. However, upon closer examination of day-to-day occurrences, the observer gradually begins to discern a pattern in the verbal and nonverbal interactions taking place between the participants. Although the participants are not aware of the complexity of the interchanges, analysis of those interchanges can yield an abundance of patterns and behaviors. The participants in the context determine the nature of the context; that is, those participants who are knowledgeable about the norms for acceptance and who choose to adhere to those norms promote the process of the activity.

Bremme and Erickson (1977) studied relations between verbal and nonverbal ways of acting in a classroom. The study focused on interactions of students in a kindergarten/first-grade classroom, and especially on those interactions occurring during "first-circle", a fifteen-minute segment of time taking place

early in the morning session in the classroom. Through representative videotaping and observations, they examined contexts or rules for making sense on the part of classroom participants. This study provided knowledge related to teaching and learning, supervising, and other work that goes on in classrooms.

The participant observer looking on in a school context brings into that context certain values, beliefs, and interests according to the individual's background. The report of the observer reflects the degree of familiarity with the setting, a sensitivity to the variation existing in the lives of the participants, as well as the impact of the presence of the "outsider". McCutcheon (1978) reflects that,

> But there are prices to be paid for attending to complexity and variety of classrooms. One is that only a few classrooms can be examined because of the time comsuming nature of the work. And another is that the report of the case study reflects the theories, values, and beliefs of the researcher, for it is through those perceptual issues that a researcher views the world. All research reflects the theories, values, and beliefs of the researcher to a certain extent. When we choose an inquiry approach, frame questions, pose hypotheses, select variables, and interpret our results, our theories, values, and beliefs enter into the process. (p. 5)

In observing humans in a social context, adequate information must be obtained in order to present description to the reader that is meaningful. McDermott, Gospondinoff, and Aron (1977) formulated criteria for judging the ethnographic adequacy of any description of concerted behavior. They applied these criteria to an eleven-minute small group reading lesson portrayed on film. They suggest that "it is necessary to determine the adequacy of any description of the form and content of concerted behavior in terms of whether it is (1) formulated, (2) posturally positioned, (3) oriented to, and (4) used to hold members accountable for certain ways of proceeding" (p. 24).

Erickson, Carrasco, Cazden, and Vera (1978) investigated social and cultural organization in classrooms of bilingual children. The purpose of their study was to obtain knowledge regarding the social and cultural rules of classroom interaction of bilingual children in first-grade classrooms, and to convey implications of their findings to bring about what they describe as "the design and conduct of 'culturally responsive' education for Chicanos and other bilingual populations". The two-year research study is ongoing and involves participant observation, videotaping, and analysis of the two sets of collected data. Through the fine analysis of the data, the researchers are gaining useful information regarding responsive bilingual-bicultural education.

Literature Related to Teacher Interactions in Racially and Culturally Diverse Classrooms

Racially and culturally diverse classrooms. Fuchs (1969) examined the views of beginning teachers who participated in Project True (Teacher Resources for Urban Education), a research and development project carried on by the Department of Education, Hunter College, and City University of New York in the middle 1960's. She says,

> Culture conflict in the classroom can present the danger of rejection and victimization of children when those in charge of their education are unable to understand some of the underlying cultural contact and cultural conflict problems causing children to engage certain types of behavior. (p. 27)

Fuchs recommended that particular attention be given to the preparation of teachers in our urban communities, especially in the area of helping teachers to better understand the social processes at work in the classroom which effect the children and the teacher. This study attempts to look at parts of the social processes in two classrooms of such areas.

Not everyone agrees with the uniqueness of the problem. Eash and Rasher (1977) content, on the other hand, that many of the problems that are associated with desegregated classrooms are to be found in all schools. They hold that three of the problems, namely, (1) wide range of ability of pupils,

(2) organization of materials to accommodate the wide range, and (3) the necessity for promoting cooperation among the pupils in order to bring about a positive learning environment are present in any school context.

However, teacher attitudes toward pupils do determine to a great extent the outcomes of teacher-pupil interaction. This may be a problem in ethnically diverse schools. Gay (1977) discusses personal contact with ethnically different individuals as it relates to racial understanding. She states,

> In other words, just because teachers encounter different ethnic groups in desegregated schools, there is no reason to believe that their attitudes will change, that they will be more sensitive and responsive to ethnic and cultural differences than if they were in segregated schools. It seems more reasonable to expect the reverse to happen. Teachers do best what they know how to do and are comfortable doing. (pp. 149-156).

She suggests that lack of understanding of diverse individuals may cause teachers to interact with those individuals with caution and hesitation.

The importance of teacher affect in relationship to overall learning must be considered in viewing classroom environment. Researchers Peng, Ashburn, and Gray (1978) studied the relationship of positive and negative teacher affect with pupil achievement. The pupils' own perceptions of teachers were

obtained through a questionnaire. The study revealed that positive behavior on the part of the teacher may not necessarily be conducive to higher achievement, and this inverse relationship was especially significant for the low socio-economic status pupils. These findings suggest that there are some other factors that could provide a better learning environment for culturally diverse pupils. What follows is an attempt to discuss some of these factors.

Teacher expectations and attitudes. The processes by which teachers communicate differential performance expectations to different children was studied by Brophy and Good (1970) through observations of dyadic contacts between teachers and individual pupils in four first-grade classrooms. They found that there was a demand for better performance for those children for whom the teachers had higher expectations. The teachers were also more likely to praise these pupils when they performed well. The researchers state,

> Teacher do, in fact, communicate differential performance expectations to different children through their classroom behavior, and the nature of this differential treatment is such as to encourage the children to begin to respond to ways which would confirm teacher expectations. (pp. 365-374)

The qualitative study of communication patterns of teachers in classrooms provides information regarding the kinds of

statements that could be made and the types of posturing which could convey these messages to pupils.

Another study which examined whether teachers' attitudes toward their students was revealed in their classroom behavior was conducted by Silberman (1969). Teachers and students in ten third-grade classrooms were interviewed. The teachers were interviewed to determine which students they had certain attitudes about, and later observed to record their behavior toward those students. The attitudes were: attachment, concern, indifference, and rejection. The students were asked to predict the frequency of certain behaviors directed at them. The findings of this study, done in suburban Chicago, clearly shows that teacher attitudes affected the distribution of each observed teacher behavior, although certain attitudes were more visibly expressed than others. The predictions of the pupils and the actual observations resulted in the most significant positive correlations. In summarizing the findings, Silberman states,

> It is likely that the daily classroom experiences of recipient students is significantly altered by teachers' actions which express their attitudes. These actions not only serve to communicate to students the regard in which they are held by a significant adult, but they also guide the perceptions of, and behavior toward these students

by their peers. (pp. 402-407)

Rubovits and Maehr (1973) observed teacher attitudes and behavior in seventh- and eighth-grade classrooms in a small midwestern city. The subjects were student-teachers in undergraduate preservice training and were teaching in racially mixed classrooms. Their study, a follow-up of work done by Rosenthal and others, involved the manipulation of IQ scores which had been randomly assigned to pupils. They found that the teachers gave preferential treatment to "gifted students" and to some extent, white students. Also, teachers regarded as highly dogmatic tended to encourage white students more than the black students. Although this study involved inexperienced teachers (preservice), it does provide insights into how attitudes can affect the behaviors of teachers as they interact with racially and culturally diverse pupils.

In addition to racial, personality, sex, and academic diversity, pupils in integrated classrooms reflect the diversity of family life patterns existing in larger communities. One recent study carried out by Sanford and Tracy (1978) examined the possibility that teacher ratings of children from divorced homes and children from intact homes would differ in terms of how they would be viewed in school situations (e.g., copes with stress and popularity) and personality traits (e.g., anxiety, social deviance, and happiness). Thirty teachers were shown videotapes of an eight-year-old boy interacting in the classroom.

Information indicating the boy was from a broken or divorced home was given to half of the group, while the other half was informed that he was from an intact (two parents) home. Results of the study indicated that teachers who believed the child came from a divorced home rated the boy more negatively on the variables of happiness, emotional adjustment, and copes with stress. The researcher concluded that the child from a divorced family is likely to be perceived more negatively than a child from a two-parent family situation. Pupils with varying family patterns are certain to be found in racially and culturally diverse classrooms. Teacher attitudes toward different family patterns can determine the quality of relationship with those pupils coming from such backgrounds.

Teacher behavior. In integrated classrooms, the variety of interactions taking place creates a responsibility for the teacher to deal with the ongoing interchange of behaviors. The importance of teacher listening ability as a response to the various interactions is commented upon by Good, Biddle, and Brophy (1975).

> Other basic ways in which the teacher may communicate interests in and acceptance of students are: private conversations, solicitation of student ideas, integrating student ideas into the curriculum, explaining why suggestions are rejected or

delayed, and generally modeling respect for individual and interest in learning. (p. 205)

The reinforcement practices of black and white teachers in integrated classrooms were studied by Byalick and Bershof (1974). They used the Positive Reinforcement Observation Schedule "in studying sixty female secondary teachers in the southeastern United States". The sample consisted of thirty white teachers and thirty black teachers from fifteen different schools. Data concerning expressed preference for positive reinforcement were obtained in integrated classroom settings. The results indicate that black and white teachers have similar reinforcement patterns, that only thirty-two percent of the teachers actually were observed to use the reinforcers which they had stated they preferred, and that the rate of reinforcement occurring in the classroom is relatively low. With regard to racial and sex groups in the classroom, they concluded that the opposite-race children were reinforced more frequently by the teacher than children who were of the same race, and that male pupils were more frequently reinforced than females; in the female group, black females were the least reinforced. The communication of reinforcement by teachers in integrated classrooms can reflect differences in treatment of diverse individuals in these situations.

In looking at teacher use of praise and criticism in relation to race, Brown, Payne, Lankevich, and Cornell (1970)

studied teachers in de facto segregated areas. The way in which teachers used praise and criticism as well as the effect on pupils indicated by their responses was examined in this study. Twenty-minute tapes were made of discussion periods, and the responses of pupils in these discussions were categorized. Results of the study indicated that the amount of praise used in the classrooms related to the number of responses; in classrooms where the teacher and the pupils were of unlike race there was a greater degree of praise and a lesser degree of criticism. The researchers concluded that:

> In summary, attitudes of teachers toward biracial situations seem to be an added variable in the praise-criticism dimension of teacher behavior. The study reported here indicates that classes in which the teacher's race differs from that of the pupils's have a more positive situation, which aids in pupil motivation. (pp. 373-377)

Teacher behavior was looked at as a factor in the quality of educational opportunity afforded students of ethnically different backgrounds in the schools in southeastern United States. Jackson and Cosca (1974) assessed teacher behavior in four hundred-seventy-four classrooms coding verbal behaviors directed toward students. Ethnicity of student recipients was noted. The results of this study indicated significant disparities in the teacher behaviors directed toward Anglo and

Mexican-American students. Greatest disparities were demonstrated in the areas of teacher praise or encouragement of students, teachers' giving of positive feedback, teachers' acceptance or use of students' ideas, teacher-questioning, all noncriticizing teacher talk, and all student-speaking.

Communication between teacher and pupils in integrated classrooms comprised of racially and culturally diverse pupils also occurs through nonverbal behavior. Feldman and Donohoe (1978) investigated the relationship between nonverbal behavior and the composition of teacher-student dyads. The experiment was conducted in two parts, with Experiment I using thirty-six high and low prejudiced white subjects (psychology students) acting as teachers; this experiment focused on the praising of successful white and black pupils (confederates). Results of the experiment indicated that high prejudiced teachers nonverbally discriminated between white and black students. Indications showed they favored white students more than did the low prejudiced teachers. In Experiment II, forty teachers (white and black) behaved nonverbally more positively to students of their own race than they did to a student of the other race. However, in this study, it appeared that only same race judges could determine the difference in the nonverbal communication of affect demonstrated by the subjects. In classroom studies, nonverbal communication appears to be a dimension which involves careful consideration of content

and context.

Notable in many of these studies is the disparity shown in teacher behavior toward pupils from different backgrounds. As mentioned earlier in this study, many teachers who are interacting with pupils from racially and culturally diverse backgrounds have little or no preparation for dealing with the complexity of the day-to-day involvement. Negative behaviors could take place without the actors realizing the occurrences.

A teacher's daily interactions extend outside of the classroom context. He or she is also part of the larger school setting. Interactions take place with other teachers, auxiliary personnel, and administrators. These individuals also possess attitudes and behaviors which could influence what happens inside a particular classroom between a teacher and the pupils. Regarding the administrator's view of teachers in integrated classrooms, Haskins (1977) has this to say:

> Principals should have a well developed personal philosophy of education. They should continually question the caliber of teachers as a group--their training and certification requirements. Principals should encourage scholarship from students and demand it from teachers. They need good teachers, and they have some influence over that. They cannot excuse teachers because the children

> are disadvantaged; they speak another language at home; the community values are different; there are no books in the home; a particular child comes from a broken family; and so forth. (p. 57)

Student to student interaction. Teachers' attitudes and behaviors in the classroom are demonstrated in situations in which there is an interchange with the pupils. The pupil recipients are also interacting with each other. Although the emphasis of this study is placed on the teacher, the pupil to pupil relationship must also be considered in terms of what's happening in the classroom. This view is held by Jackson (1968) who states,

> Strangely enough, not too much is known about how young children themselves look upon their school experiences. This fact is particularly surprising in a day when it has become almost a national pastime to find out how people feel about things. We do seem to become mildly interested in learning about student opinion by the time the students have reached high school, and on our college campuses, the pollsters are almost as plentiful as in the supermarket. But grade school students' sentiment with regard to classroom life is relatively unexplored.

The notion that the emphasis placed on teacher interactions with pupils far outweighs that placed on the pupil

actions and interactions is also supported by Lightfoot (1978). She states,

> We will begin to gain a sense of the range and variability of perceptions, behaviors, and experiences of children in school if we record not only teacher initiated interactions or teacher responsiveness to children, but also the actions and interactions of children--those that are child created, initiated, and sustained, and those that evolve out of social interactions among peers. (p. 3)

She relates that pupil interactions are extremely complex and, therefore, difficult to categorize. In regard to minority children from lower class backgrounds, she contends their actions and interactions may be misinterpreted by researchers.

Singleton and Asher (1977) studied racially integrated classrooms and children's peer preferences. Their research was based on children's responses to two sets of sociometric tests; one which rated preferences of children for play activities, and another based on peer preferences for work (school) related tasks. Their findings indicated that children in their study rated members of their own race higher on the scales, but that they still tended to give relatively positive ratings to cross-race classmates.

The outcomes of this research led them to feel that the

degree of cross-racial acceptance in the integrated school context was increasing. The research examined cross-race acceptance rather than "best-friendship". The sixth-grade children tested had been in integrated classrooms throughout their school years and were part of a longitudinal sample examined over a three-year span. For the white children in the study there was no evidence of greater racial bias in the sixth grade than in the third grade. However, for the black children there was more indication of own-race preference at the sixth-grade level than at the third-grade level. This study provides information about children's classroom interaction and the quality of peer interactions in desegregated classrooms.

Slavins (1979) investigated biracial learning teams and cross-racial friendships in desegregated junior high settings. Studies were undertaken using experimental and control groups of students. The findings indicated that students who had interacted in multiracial learning situations improved in race relations as assessed by increasing cross-race attraction. This researcher further concluded that the results were not especially due to teacher characteristics or to the selection basis of the students. Slavin states,

> Teacher expectations may have caused some portion of the changes in student behavior, but it is unlikely that this had a major impact on the results,

> as race relations outcomes were mentioned to the teachers as only one of the many possible outcomes. (pp. 381-387)

This study suggests that the opportunity for interaction for racially diverse pupils can play an important part in promoting harmony in desegregated classrooms.

An examination of the effects of desegregation on the interethnic attitudes, interethnic contact, and self-esteem of black, white, and Mexican-American pupils was conducted by Stephan and Rosenfield (1978). The subjects of the study were fifth and sixth graders from a segregated school and a naturally integrated school before desegregation had occurred. Pupils responded to a questionnaire designed to assess the three areas after desegregation had taken place. All three groups were highly ethnocentric according to the attitude and contact data. Also indicated was the fact that the black students from the segregated school had more negative attitudes toward both the white group and Mexican-American group, as well as within their own group, after desegregation. Neither interethnic contact or self-esteem were affected significantly by desegregation. This study supports the opinion of Smith (1974) that the mere mixing of pupils does not automatically bring about more positive human relations.

The diversity existing in racially and culturally mixed classrooms brings with it variations in degrees of self-concept

held by the students. The self-concept level of the students can determine the quality of the interaction taking place between students. Shiffler and Lynch-Sarrer (1977) studied the relation between self-concept and classroom behaviors in informal classroom settings. They used an observation scale in observing fifty-three children in a first through third grade classroom and fourth through sixth grade classroom. A self-concept test of three referent forms, self-teacher-peers, as well as a sociometric questionnaire was administered to the pupils. Data analysis revealed different patterns of classroom behavior for differing self-concept levels. The greatest percentage of task-oriented behaviors were held by pupils in the highest self-concept group; while pupils in the lowest self-concept group had the greatest percentage of non-directed behavior.

Carrithers (1970) carried out an extensive review of the literature that related to school desegregation and racial cleavage from 1950 to 1970. A number of patterns emerged from the review of that literature. They are as follows:

(1) The child as early as three years is aware of racial differences.

(2) The child holds attitudes that are greatly dependent upon his perceptions of parents, peer, and school attitudes, and upon his perceptions of their support of his attitudes.

(3) The demonstrated preference of white for white and black for white may be changing.

(4) Cleavage starts in elementary school with boy and boy against girl and girl, but with the onset of puberty, the cleavage develops racially.

(5) The Negro boy seems better able to adjust, and is more accepted in interracial associations with boys and girls than is the Negro girl.

(6) There is no general agreement about the effects of interracial contacts on attitude change. Some studies have found heightened tolerance, some heightened resistance, some no change. There seems to be, however, a general agreement that interracial contacts per se will not bring about increased tolerance of acceptance. (pp. 24-47)

Summary

A review of the literature related to this study is presented in Chapter II. The review is organized into two segments. The first segment pertains to the participant observation method which was used in this study. Major studies of racially and culturally diverse classrooms have not used this mode of inquiry. In this study, the participant observation method was used to explore what kind of interactions take place in these settings. Then, to examine those interactions, the second segment of the review is related to teacher-pupil

interactions in the classroom.

In the next section, Chapter III, the research methods used in this study are discussed and a detailed description of the research setting is presented.

CHAPTER III

Methods of the Study

Introduction

This study focused on the interactions of teachers with pupils in the classroom in the affective area, which includes the emotions, feelings, interests, and values held by children. Observations were carried out in the classroom over a two-month period. No preconceived ideas were made as to how the teachers actually functioned in the classroom, except for information gained through the taped two-hour interviews. How those interactions appeared in reality remained the prime question of the study. Foremost in the mind of the observer was the aim of observing teachers in classrooms comprised of children from racially and culturally diverse backgrounds in order to find out what happens in the day-to-day context.

The teachers had been subjects in the interview phase of the Institute for Research on Teaching "Affective Outcomes Project" and had been judged by the researchers as particularly effective in the affective domain, in that they were able to verbalize awareness of the overall area, professed competencies in dealing with affect, and appeared able to apply strategies appropriately. The primary focus was to explore how this actually worked in the live situation. Effort was made to capture what was said, how people appeared, where they placed themselves, and what occurred before, during, and after affective

events that took place between participants in the classroom setting.

The question that was explored was: How do teachers go about bringing together a number of pupils from diverse backgrounds into a harmonious relationship conducive to the learning situation? The three main themes, as outlined in Chapter I, p. 9, served as a basis for the exploration. It is assumed that teaching styles vary from individual to individual, as do school communities, in their make-up. The two case studies described here offer examples of how two particular teachers function in their classrooms.

The Methods

The participant observation method was used in this study to gain information about how teachers function in classrooms with their pupils. Through use of this method, there was an opportunity to gain access into, and to become part of the context which was being observed. The "participant" aspect of the role encompassed (1) being physically on the scene, and (2) being accepted as part of the scene in a way that did not alter the context greatly over time. The "observer" facet consisted of noting, recording, listening, and reviewing.

Observation of the two classrooms was carried out over a two-month period in late winter and early spring. Time of observation varied since the two teachers were part of a

departmentalized program and, therefore, taught pupils other than those in their classrooms during the day. This study focused primarily on the teachers working with those pupils in their homerooms. Such times occurred mainly in the latter part of the school day; although, some morning observations were done in both settings. Occasionally, a special program or event would change the time scheduled for observing the classrooms.

The first contacts with the teachers had come about through the taped interview sessions done as part of the "Affective Outcomes in Education" research project conducted by the Institute for Research on Teaching at Michigan State University. Teachers taking part in the interviews had also been involved in an earlier phase of the project in which they produced written descriptions of incidents related to affective outcomes in their classrooms.

The questionnaire used was the "Affective Study Interview Questionnaire" which was formulated by the research team. It contained forty-five questions (see Appendix D). For purposes of this study, particular attention was given to the responses to items #38-#45, which focused on racial and cultural diversity in the classroom; although, consideration was given to the total set of items in making judgments about teacher effectiveness. Information related to the racial and cultural composition of the classroom, particular strategies employed which promoted

positive affective interaction, and ideas regarding attitudes of pupils was obtained by means of these item probes. In addition, the taped responses of the two teachers served as a basis for comparison on what was actually seen during the observational period. The responses of the teachers as recorded on the tapes were compared with observations of what was happening in the classrooms of the two teachers.

Upon selection of the two teachers for this study, the observer approached them regarding the in-classroom observation and explored with them the various facets of having an outsider present. They were assured by the observer that every effort would be made not to interfere with the ongoing activities of the classroom. It was explained that the observer would be visibly engaged in note-taking, and that the observer would be establishing different vantage points from time to time depending on the situation. Both teachers noted that their pupils had interacted with student teachers as well as various auxiliary staff in the building, and that they regarded most outsiders as "helpers". Comments were made by the pupils throughout the observation period that indicated to the observer that they thought the observations were part of a preservice teacher training program. Evidence of this idea persisted to the end as attested to by one of the notes from a pupil which read, "Dear Mrs. Nickerson, you're the nicest helper in our class we've ever had. I

think you'll make a good teacher someday--Angela O." Feedback such as this indicated to the observer the acknowledgment by the students that they recognized the presence of someone else in their context (Field Notes, 5/7/79).

Effort was made to record the affective interactions, which included the interpersonal and intrapersonal aspects, between the teachers and pupils and among the pupils, during transitional periods between activities, and during activities outside of the classroom context which involved the pupils in Teacher Evans' and Teacher Parker's rooms. The observer also observed on the playground, in the gym, and in the halls to gain further insight into the relationships observed in the classrooms. One observation was made with Teacher Evans and her pupils on a field trip to a community-sponsored Youth Talent Exhibit. The observer was unable to make a similar field trip with Teacher Parker due to illness.

The note-taking consisted of writing brief narrative accounts of the observations. Such accounts consisted of words and dialogue heard, and descriptions of subjects and activities. Inferences, questions, and/or speculations were noted as they occurred to the observer; however, they were written to the side of the factual accounts so that they remained separated for later reference. Interview sessions with the teachers following the observations provided a time for raising questions and gaining additional desired information

related to the activities viewed. Sketches of group and classroom arrangements were made by the observer from time to time to provide a pictorial referent for the interaction taking place (e.g., see Apendix B, Figure 1). The sketching of events is a painstaking activity since attention must be given to many details such as composition of groups, placement of individuals, and, as in this study, race and sex of the participants. It also means that the observer is engaged in three activities simultaneously: viewing, recalling, and recording pictorially on paper. All data were carefully reviewed by the observer immediately following the observation sessions and additions were made at this time. These reviews were vital since the observer was recording in the midst of occurrences and, therefore, reflection on the overall context was not reasonable at the time of recording. (Schatzman & Strauss, 1973, p. 95)

The observations. The procedure for the observations was described to teachers in this way:

1. Teacher interaction with her pupils was the focus of the observation.

2. The teacher was observed in several different contexts; e.g., during different times of day, interacting in small and large groups, during activities taking place outside of the classroom.

3. The observer was viewing ways in which the teacher

dealt with intergroup and interpersonal behavior of pupils from racially and culturally diverse backgrounds.

The observer also indicated that it was necessary to maintain a vantage point in the classroom away from the on-going activities and movements of the teacher and pupils. Usually a position at the back of the room was most advantageous; although at times, the sides or front of the room provided better viewing locations.

How the observer was to be identified in the classroom was discussed with the teachers. The teachers felt that since the pupils previously had contact with student teachers, student-teacher coordinators, and classroom observers, the observer would be identified simply as someone from Michigan State University who had come to see what was happening in the classroom. The observer maintained a friendly relationship with the pupils, but at the same time made an effort to stay out of the activities in the classroom.

After-observation interviews were held to obtain the teacher's own account of attitudes, feelings, and sense of satisfaction and disappointment that became visible to the observer only through the individual's reporting (Jackson, 1978). In addition, the observer obtained names, sex, and race of children in the classroom; however, in reporting, identification was kept anonymous. Therefore, the names of all the participants were changed in the reporting of this

study. Finally, the teachers were able to ask for feedback as to what was observed in their classrooms. Dialogue between the teacher and the observer provided a basis for creating a comfortable relationship.

The School

Selection of the site for the study, Portair School (a fictitious name), came about as a result of the selection of the two teachers who were part of the Institute for Research on Teaching "Affective Outcomes Study" and who both happened to be teaching in that school. The school did meet the criteria of the study in that it was in a community area which could be described as desegregated. In addition, observing the two teachers in one school was advantageous to the observer in terms of travel time to and from the site and continuity of observations.

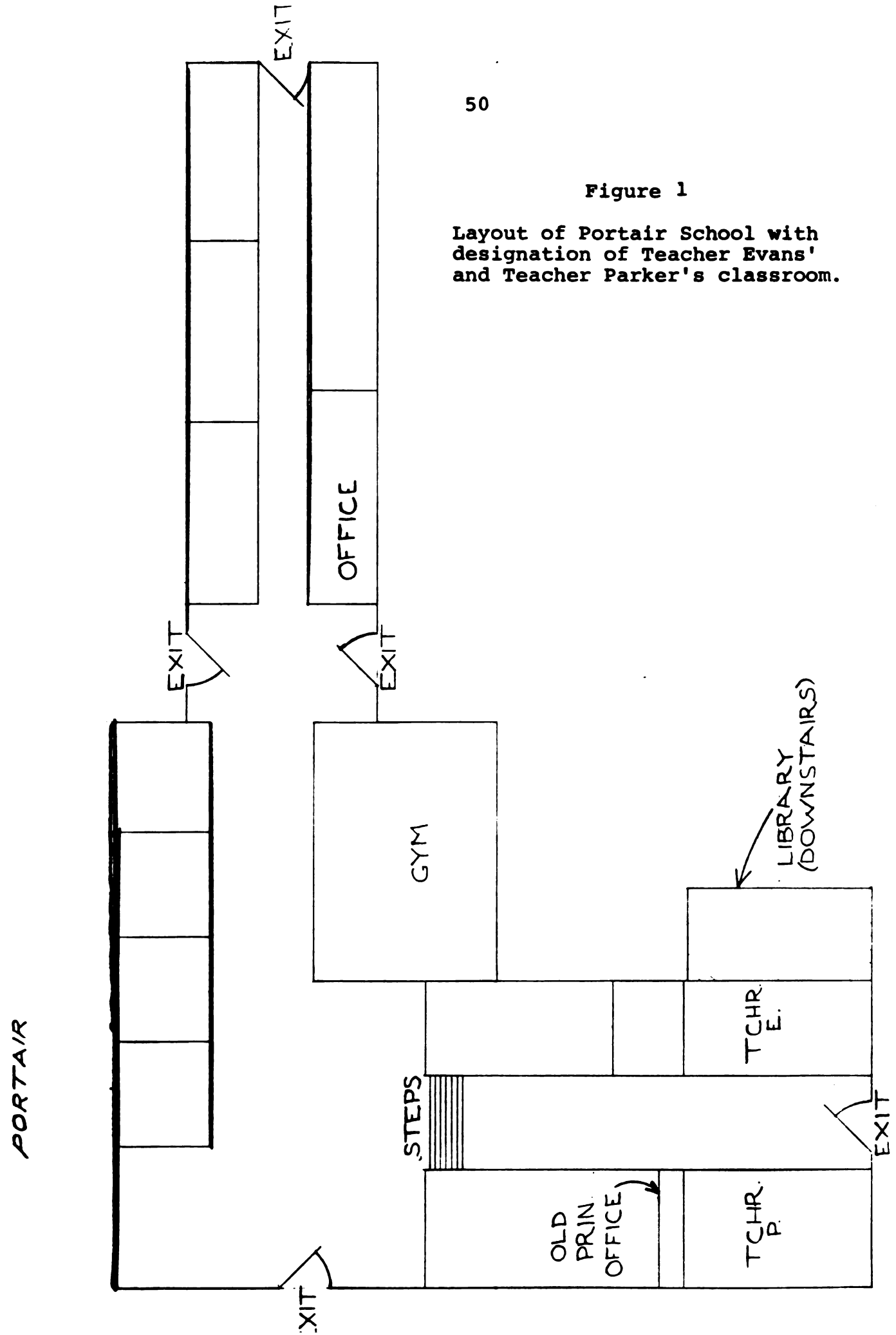
Portair School, located on the fringe area of the Lansing metropolitan community, has an enrollment of three hundred and two children. The school is probably unknown to many residents of the larger community since it is not at all visible to travelers using one of the area's busiest thoroughfares only a few blocks away. This main street is lined on either side with small businesses, eating establishments (one Italian, one Chicano), a neighborhood bar (T-bone steak, $3.49 and large T.V.), and numerous middle price-range apartment houses. By driving through the area, the

observer was able to develop an impression of the community. The little side street on which the school is located has only partial sidewalks on one side. Small, older cottage-type houses, many of which have a pick-up truck or a camper parked close to the house, surround the school. A few blocks away newer, larger homes form another area. Further to the west of the school, there is low-income housing consisting of two developments. One is obviously newer, more substantially built, neater looking, and more spacious than the other. Beyond this area, the larger, single-family homes begin to appear. The population throughout the school residence area is fairly mixed racially as reported by the principal and the teachers; however, the low-income housing development has a large concentration of Blacks and Hispanics. The housing patterns and their dramatic contrasts in the area are reflected in the diverse population of the school.

The school itself is a one-story, light tan brick structure which was originally a small, four-room "rural school". Later, a large "L" shaped wing was added to accommodate the expanding population of the community. A layout of the school is shown in Figure 1. The original part of the school contained the classrooms of the two teachers observed. Although the old and new areas were delineated by only a few steps, the old area was commonly referred to as the "upper level" by the staff.

Figure 1

Layout of Portair School with designation of Teacher Evans' and Teacher Parker's classroom.



A small room adjacent to Teacher Parker's room which was utilized as a storage space had the distinction of having been the original principal's office. This was first made known to the observer by the principal during one of the early visits. It was reiterated later by several of the sixth graders who were eager to point out that the room had once been a principal's office, and that it was so small that "not very many kids could have sat in there at any one time."

The Classrooms

Upon entering Teacher Evans' classroom, the observer had the feeling of being in an old-fashioned schoolroom with straight rows of desks, black chalkboard, built-in, glass-front bookcases, and a small sink in one corner. However, on the back wall was a large, very current, full-color picture of the Michigan State University Spartan 1979 basketball team with numerous clippings from the local newspaper sports section displayed nearby. A number of the pupils wore Michigan State University tee-shirts with various slogans printed on the front. Pupils' work was evident around the room which was filled with desks, work tables, and materials. Plants lined the window ledge on one side of the room, and in the far corner, in front of the room, was Teacher Evans' desk with stacks of papers, books, films, and other materials filling the entire desk top. The physical aspect of the room itself

appeared traditional with the desks lined in straight rows equidistant apart with work areas placed at the back of the room. There was no visible evidence of such things as interest centers or other nontraditional patterns of grouping according to the seating arrangement (see Figure 1, Appendix B).

The layout of Teacher Parker's classroom was essentially the same as Teacher Evans' except that the arrangement was reversed since the two classrooms were opposite each other (see Figure 2, Appendix B). The room was colorful with samples of pupils' art work displayed on the walls. Several mobile designs hung from the ceiling. Along the window counters, pots of healthy-looking plants were lined up forming almost a hedge-like appearance. In the back corner of the room, a bushy fern added a splash of light green. Throughout the rooms there were brightly colored kites made by the pupils. On the inside wall was a poster entitled, "Outstanding Pioneer Civil Rights Leaders". The desks were arranged in straight rows and the teacher's desk was placed in the far corner of the room by the windows. As in Teacher Evans' room, the classroom was filled with desks, tables, materials, and equipment. An interesting three-column list was written on brown paper at the back of the room and attached to the chalkboard. The list caught the observer's attention because it appeared that it could have been the outcome of discussion between the teacher and her pupils. The teacher indicated

later that the pupils wanted to talk about rules for everybody (Field Notes, 3/5/79).

Figure 2

TEACHER PARKER'S PUPILS' RULES

Parents	Students	Teacher
1. Prepare good meals.	1. Be clean.	1. Be fair.
2. Limit T.V.	2. Respect others.	2. Be a good listener.
3. See that homework is done.	3. Listen carefully.	3. Encourage students.
4. Love us.	4. Follow directions.	4. To get involved.
5. Talk to us.	5. Be on time.	5. To work up to own potential.
6. Keep us clean.	6. Get enough sleep.	6. Be clean.
7. Show interest.	7. Participate in activities.	7. Enjoy fun.
8. Be a good listener.	8. Be nice.	8. Try new things.
9. Show respect.	9. Tell the truth.	9. Be a good sport.
10. Encourage child.	10. Be responsible for yourself.	10. Talk to us.
11. To do his/her own.	11. Use materials wisely.	11. Treat all equally.
12. Solve provlems.	12. Be good sports.	12. Set rules.
13. Be consistent.	13. Do homework.	13. Show them love.
14. Be patient.		14. Be firm.
15. Be sure children get proper food and sleep.		
16. Support school programs and attend events.		

17. Teach children to respect others' rights.

18. Be a good example.

19. Encourage children and praise their good work.

Life with the Observer

First reactions of the observer. From the back of the two classrooms, the observer attempted to find out the meaning of what was being viewed. Throughout this process there was the realization of being an "outsider", although questions and glances from the subjects diminished after only a few days. If anything, it appeared that the observer was an accepted individual in both classroom contexts. The most common questions from the pupils were, "What are you writing?", and "Why are you drawing that?" The principal entered one of the classrooms during an observation and assured the observer that the curiosity would soon pass by saying, "After a while they won't ask you what you are doing." (Field Notes, 3/8/79) Another commonly asked question was, "Are you going to be a teacher?" The observer always answered the onlookers' questions as quickly as possible and returned to the note-taking. One youngster, a Black child, wanted to know if the observer knew his grandmother, who happened to be an outstanding leader in the community. The observer was pleased that she could respond to the child by saying that she knew his grandmother.

Overall, the teachers appeared at ease with the observer's presence. They both would ask when the observer planned to visit the next time and would indicate any problems with scheduled observations. A dinner meeting with the two teachers at the end of the first week of observation provided a time for personal interaction and served to help bring about a comfortable teacher-observer relationship. The quality of that relationship is vital since it largely determines the degree to which the observer will be accepted into the context as a participant. It is also through a positive relationship that communication is facilitated and information regarding the subjects becomes more accessible.

Acceptance of the observer. Indication of acceptance of the observer was evident about two weeks after entry into the classroom. At this time, invitations came from the pupils to join them in various activities. The teachers would remark when the observer left, "You could stay longer", or "Wish you could watch the next activity (or session)." Several times, the teachers stopped by the observer seated at the back of the room and conversed quietly for a few minutes, usually relating information about the pupils.

Occasionally, there were questions from other teachers in the building as to whether the observer would also visit their rooms. The observer felt that other teachers were aware of her presence in the building and were interested

in the study.

Disengagement from the classroom. After the sixth week of observation, the observer recognized that observations were appearing very similar to earlier ones that had been viewed. By this time, the days were getting warmer and spring plans and school-closing activities were underway.

Exit interviews were arranged with the two teachers (Field Notes, 5/12/79) during which the teachers reflected on the experience of being a subject. Teacher Evans stated that the pupils liked having another person present, and that they looked forward to the visits. She said she liked having someone looking on. Her summarizing remark, in response to her interactions with her pupils, was that she felt the pupils want you to be part of what's going on. A packet of letters written by the pupils was presented to the observer. The letters expressed appreciation for the assistance given the pupils by the observer during her visits to the classroom. The letters provided concrete evidence of the participant role that the observer had assumed in the study. The teacher also extended an invitation to the observer to come back soon (see Figure 12, Appendix C).

Teacher Parker stated that the observation helped her to think about things she had never thought about in her teaching, and that it was a good opportunity to verbalize (Field Notes, 5/12/79). Letters from her sixth graders

were presented to the observer as well as one from the teacher. Each letter was unique and sounded sincere to the observer.

Data Analysis

Analysis of the data collected was conducted by reviewing the written notes which described what was seen in the classrooms of the two teachers and which provided evidence for answering the research question, "How do teachers go about communicating norms that promote harmony among racially diverse children in a learning environment?" To answer this main question, three subquestions or themes served as a basis for the subsequent analysis of the data in order to identify examples of affective interactions taking place during the school day. In addition, the taped interview responses were analyzed to obtain information relative to the teachers' perceptions of what they did in their classrooms regarding their interactions with their pupils. These data along with classroom maps, letters from the teachers and pupils, sketches, and after-observation interviews with the teachers were used to develop a description of how the teachers worked in their classrooms.

Summary

In this chapter, the introduction and methodology of the study have been discussed. A description of the school and classrooms has been provided to offer the reader a background for the context of the study. The role of the

observer as a participant in the two classrooms is described. Finally, the analysis of the data collected is discussed.

Chapter IV will discuss a more detailed treatment of the analysis and conclusions drawn from the participant-observation study relative to teacher affective interactions with pupils from racially and culturally diverse backgrounds.

CHAPTER IV

Data Analysis and Conclusions of the Study

Overview

In this chapter, analysis of the data is presented relative to the research question, "How do teachers go about communicating norms that promote harmony among racially diverse children in a learning environment?" The two classrooms, although located in the same school and across the hall from each other, looked different in terms of the way the teachers functioned, interactions of the pupils, and the activities that occurred in the day-to-day contexts. The commonality found in both classrooms was the evidence of the positive tone that existed overall in the interactions of the teachers with their pupils in that activities, lessons, and the general classroom routine proceeded in a manner that was unbroken by demonstrated conflict among the participants.

Over the school day, teachers interact with their pupils in many different contexts. In analyzing the data collected, it appeared that interchanges were observed during whole group instructional periods, such as during reading and language arts (Field Notes, 3/9/79). It was evident that interpersonal interactions took place in the small group context (Field Notes, 3/9/79). Also notable throughout the observations were the teacher and individual pupil interactions (Field Notes, 3/13/79). Finally,

other situations, such as transitional periods and outside classroom activities emerged as contexts for interpersonal interaction that played an important part in the ongoing school day (Field Notes, 3/8/79, 3/21/79). Therefore, the data were separated into five segments: (1) teacher affective interaction during whole group instructional time, (2) teacher affective interaction during small group instructional time, (3) teacher affective interaction with individuals, (4) teacher affective interaction during transitional periods, and (5) teacher affective interation outside of the classroom.

To answer the research question, three themes or subquestions were followed which offered guidelines for the observational study of the two teachers. In this respect, the observer did look for those instances which would exemplify a preconceived model, since the set of subquestions had been used in previous observations. The three themes are presented here along with information from the study which supports those themes. The conclusions illustrate specifically how the teachers establish and communicate norms that promote harmony among children in desegrated classrooms.

Theme 1: How does the teacher communicate, verbally or nonverbally, acceptance of individuals in the following ways:

a. Everyone is unique; e.g., ideas and abilities are heard and explored.

b. Everyone has worth, e.g., helping and learning about individuals.

c. Everyone is competent; e.g., capabilities and encouraged and success experiences are highlighted.

d. Everyone belongs; e.g., invitations to participate, place is provided, ensuring membership in group.

The second theme used as a basis for observation dealt with ways in which the teacher helps pupils to discriminate between accepting and rejecting behaviors.

Theme 2: How does the teacher help children to discriminate between accepting and rejecting behaviors, and how does the teacher encourage accepting behaviors in the following ways:

a. Describe and label accepting behaviors.

b. Describe and label rejecting behaviors.

c. Describe consequences of accepting/rejecting behaviors.

d. Encourage and reinforce accepting behaviors.

The third theme that the observer considered in the observation was:

Theme 3: How does the teacher provide an environment which reflects a valuing of cultural and racial diversity; such as visual aids, organization, and/or use of space?

The conclusions of the study are discussed following the presentation of the data analysis.

Moving Into the Context

Harry F. Wolcott (1973) aptly described the reality of the participant observer role in that recognition must be

given to the fact that the mere presence of that person will alter the situation, but that time does accommodate the degree of intervention. Wolcott states,

> I adopted the role that Gold (1958) describes as the participant observer, a role in which the observer is known to all and is present in the system as a scientific observer, participating by his presence but at the same time usually allowed to do what observers do rather than expected to perform as others perform.

Gaining entry into Portair School was not a difficult task, Preliminary procedures regarding data and time of first visitation had been conducted via the telephone with the principal, Dr. Henderson. The principal, a man in his late forties and a native of the urban community, was highly visible in the school context. He was often seen in the halls, in the classrooms, and he maintained an "open door" policy in the school office. The observer noted that the pupils felt free to come to the office to talk with him about health problems (e.g., diabetes, glaucoma) and these problems and transportation. The needs of the pupils seemed to be attended to by the principal and by other school staff.

The principal offered a great deal of support for the study by providing insights and information regarding the background of the school. Questions from the observer related

to procedure would result in thoughtful looks followed by scurrying around to pull from his files any written brochures, bulletins, etc., that would pertain to the topic of discussion. Found in Appendix C are examples of bulletins and other documents related to rules and activities as represented in Figures

During the first several days of the classroom visitations, the observer was greeted vocally by the teachers and pupils upon entering. The salutations diminished after a few days to a nod from the teachers, or no acknowledgement as they continued on in whatever activity they were engaged, and with an occasional look or "hello" from the pupils. One pupil, a Black boy in Teacher Evans' room, did consistently check out what it was that was being written by the observer. One day, the child approached the observer, stood watching for a few seconds, and then said, "Could I ask you something, and you can answer now or later, but I sure would like to know what you are writing" (Field Notes, 3/20/79). The observer responded with the answer that seemed to work best in satisfying such curiosity with the explanation that a record was being kept of what was "happening" in the classroom.

The Teachers and Their Pupils

Teacher Evans taught in a fifth and sixth grade combination classroom composed of twenty-eight pupils. Her special instructional area was mathematics, and she taught it not only

to fifth and sixth graders but also to the third graders under a departmentalized arrangement. It was reported by the teachers that the arrangement utilized the curricular talents of the staff in teaching assignments. Teacher Evans' daily schedule, therefore, included a mixture of pupils, room assignments, and contexts during the morning session. For purposes of this study, she was observed teaching the fifth and sixth graders from her own classroom during the afternoon session in which she interacted mainly with her own homeroom pupils.

Teacher Evans is a white woman, about five feet three inches, of medium build with a very distinct way of speaking, and with a quick smile. She would readily tell you that she is an avid sports fan of basketball and football particularly. Her enthusiasm for sports is conveyed to her pupils with daily references to what is going on in the sports world. She also talks about actions and reactions of the pupils in the classroom articulately. Evidence of her knowledge of the history of the school, the background of the familes, and the changes in the community was clearly indicated in her discussion of events related to the boys and girls in her classroom.

Of the twenty-eight pupils in Teacher Evans' classroom, there were twenty-one fifth graders and seven sixth graders. They were a mix of twelve Blacks (six boys and six girls), two Chicanos (one boy and one girl), and fourteen White pupils

(six boys and eight girls). The class roster at the time of this observational study is represented in Figure 3 with race and sex of pupils indicated.

Teacher Parker is also White and a woman in her thirties. She has a very direct way of speaking and a subtle sense of humor which is demonstrated in her many snappy, witty remarks which are enjoyed by the pupils in her classroom. An ongoing joke observed was the subject of her age. Any reference to historical events in the subject matter would generate remarks from the pupils regarding the fact that their teacher must have been there at the time. This would be followed by Teacher Parker's response, usually with her hands on her hips, "I am not that old!" Then there would be lots of giggling and laughter on the part of the teacher and the pupils (Field Notes, 3/19/79).

Teacher Parker's classroom consisted of twenty-eight pupils also. Racially, they represented a mixture of eight Blacks (four boys and four girls), two Chicanos (one boy and one girl), and eighteen White pupils (thirteen boys and five girls). Figure 4 presents a listing of the pupils. Many of the pupils resembled pupils of junior high age in their style of dress (jeans, boots, longer skirts, cowl neck sweaters), and their hair styles (feathered hair, full, curley types, afros with a pick on one side). Some of the boys were fairly tall and several of the girls appeared to have reached puberty.

Figure 3

Class List - Teacher Evans

Grades 5 & 6 Portair

Name	Race	Sex
(Fifth Grade)		
1. Terry	Blk	F
2. Sally	W	F
3. Kevin	W	M
4. Thomas	Blk	M
5. Ryan	W	M
6. Betty	Blk	F
7. Jane	W	F
8. Lora	W	F
9. Barbie	Blk	F
10. Arthur	Blk	M
11. Lana	W	F
12. Avila	C	F
13. Mark	W	M
14. Morrey	Blk	M
15. Sam	W	M
16. Jean	W	F
17. Kara	W	F
18. Ann	W	F
19. Elmer	C	M
20. Stan	W	M
21. Bertha	Blk	F
(Sixth Grade)		
22. Damon	Blk	M
23. Theresa	Blk	F
24. Lora	W	F
25. Jim	W	M
26. Brian	Blk	M
27. Liz	Blk	F
28. Matt	Blk	M

Blk = Black
W = White
C = Chicano

Figure 4

Class List - Teacher Parker

Grade 6 Portair

	Name	Race	Sex
1.	Tom	Blk	M
2.	Dana	Blk	F
3.	Don	W	M
4.	Pat	W	F
5.	Polly	Blk	F
6.	Ted	C	M
7.	Toby	W	M
8.	Jim	Blk	M
9.	Matt	W	F
10.	Lonnie	Blk	M
11.	Terry	W	M
12.	Dan	W	M
13.	John	W	M
14.	Jack	W	M
15.	Mark	W	M
16.	Robert	W	M
17.	Carole	W	F
18.	Donna	W	F
19.	Mark	W	M
20.	Sam	W	M
21.	Tom	W	M
22.	Jesusa	C	F
23.	John	Blk	M
24.	Don	W	M
25.	Geraldine	W	F
26.	Mary	Blk	F
27.	Sara	Blk	F
28.	Keith	W	M

Blk = Black
W = White
C = Chicano

Teacher Affective Interaction During Whole Group Instructional Time

In Teacher Evans' classroom, whole group instructional time was characterized by beginning with careful, explicit instructions to the whole class. Children were seated at desks facing the teacher, whose voice was audible and distinct from the front of the room during instruction giving time. After instructions were given, a low hum of voices could be heard with pupils' heads bent forward over papers on desks. Teacher Evans honored the raised hand of a pupil for responses to questions. From time to time, she would call names of pupils who were not responding. Field notes from math class, March 3, for example, read:

> Hand raising to get turn. (Teacher would call names of children who didn't have hand up occasionally.) Teacher passed out assignment sheets. Teacher walked aisles while assignments were being completed, stood beside desks as she spoke to individuals.

Comments from the teacher to the whole class were heard frequently during this time. For example, she would comment, "Papers look nice and neat", or "No right or wrong answers", of "You did a good job today, I'm pleased", or "I'm not too slick at this, but I'll give it the old college try", or joking remarks about herself as compared with the pupils

(e.g., age, physical ability, coordination, etc.). Her responses varied with the situation, such as, "Some of you bombed out on the unit, that's true, but you tried" (Field Notes, 4/24/79).

Noted during instructional times was the movement of the teacher throughout the classroom, up and down aisles, stopping occasionally to check the progress of work as in mathematics (Field Notes, 3/5/79) or English lessons (Field Notes, 3/22/79). Pupils at their desks often took similar positions to each other during this time with one arm propped on desk, head bent forward, and hand supporting heads as they worked.

Use of various kinds of materials which reflected the diversity in the classroom was evident in the ongoing activities. Teacher Evans was aware of the background of her pupils and she recognized the different needs they might bring. Many of the children were from one-parent homes and the issue of divorce was included in some of the materials used in the classroom. Reflecting on a film that was shown in the classroom, Teacher Evans has this to say (see question 36, Appendix E):

> We saw a movie on divorce this year and I was a little threatened by that. The Focus Lady (a special teacher for the school-wide social emotional program) was in here and I counted, there were sixteen kids in my room that are

either from divorced parents or going through a divorce now.

Therefore, for over one-half of the pupils in the room there was recognition given to their particular problems stemming from their background.

In planning activities, according to the transcript as well as observations in the classroom, Teacher Evans gave evidence of providing opportunities for the pupils to interact with each other and, therefore, have an opportunity to learn about each other and to learn about the teacher. In addition, the close proximity among the pupils during instructional and non-instructional activities was an indication of the cooperation that existed.

Observations in the two classrooms provided bases for a contrast between the two teachers. Differences in mode of interaction emerged over time. Of particular interest was that from the first visitation to Teacher Parker's classroom, the observer witnessed whole group instruction taking place along with spontaneous, open discussion (Field Notes, 3/5/79, 3/6/79, 3/8/79, 3/9/79, 3/13/79, 3/15/79, 3/20/79). The teacher would sit on a high stool at the front center of the classroom, pupils facing her, with those seated in the two outside rows usually turned in their seats as they engaged in the instructional activity.

Spelling lessons were part of the afternoon session. They were characterized by the teacher conveying her expectations

(e.g., "I want to see good penmanship on everybody's paper.") at the beginning of the activity. Then, Teacher Parker would pronounce a word and all heads would turn downward toward the desks. After a few quiet moments while writing occurred, comments would begin regarding the word pronounced or something related. This open discussion would continue for several minutes with many students participating, usually heads turned toward the speakers. Teacher Parker would then pronounce the next word and the pupils would again attend to the instructional task. Teacher Parker indicated that she valued open discussion (Field Notes, 3/13/79) as part of the activity of the classroom.

The reading lesson followed a similar pattern. As an example, the observer's notes of March 5 read:

> Teacher Parker asked lots of questions after each person read. Kids offered comments. There was kind of a back-and-forth conversation. Pupils' heads always turned toward pupil speaking. Teacher Parker sits on high stool (in front of room).
>
> Teacher Parker frequently commented to the whole regarding their responses (e.g., "I must say, you are doing a good job", or "You worked beautifully", or "What did you learn?").

Early during the observation period as well as during the taped interviews, Teacher Parker had indicated that her

specialized area was science and that she taught this subject to all the fifth graders in Teacher Evans' and Teacher Smith's rooms, as well as her own sixth graders, under the teacher-initiated departmentalized plan. The observer viewed Teacher Parker with her homeroom pupils during science activities. Science teaching was carried out in Teacher Smith's room which was larger and equipped with two long tables suitable for experimenting and group work. During this period, Teacher Smith taught language arts to her own fifth graders in Teacher Parker's room.

Instructions for the science lessons were given before the pupils left their homeroom and any needed materials were carried by the pupils to the other classroom. Preparation for the lesson was quick with a certain air of expectancy being created by the teacher with her voice pitched higher than usual and her movements accelerated as she gathered materials. Once inside the science teaching site, groups formed and experiments began. Grouping for science was done by pupil selection (see Figure 3, Appendix B). The pupils were provided with materials for experimentation related to the particular science area and worked in pairs or groups of two's three's, and four's. Teacher Parker circulated among the groups asking and answering questions, and occasionally, demonstrating a concept. Notes of the observer read (3/12/79):

Kids in groups working on second class levers.

> One pupil assisted by teacher in experiments. Teacher moved from group to group. Teacher stands with hands on hips. Teacher says, "If you people back there wish to be excused, the rest of us can keep on going" (to talkers). After small group work, pupils move back to big group for discussion. Teacher, explaining second class lever, says, "Someone help me, I'm confused." Kids laugh, attempt to solve problem.

Carry over of the enthusiasm of the teacher for science was seen throughout the day with frequent references to science by the teacher and spontaneous questions from the pupils, followed by discussions.

Whole group instruction many times included references to individual pupils and individual differences. For example, during a spelling lesson on words related to seeing, smelling, tasting, and feeling, the teacher commented, "Each of us perceives differently. We are all different" (Field Notes, 3/20/79). The pupils offered their individual contributions of anecdotes and experiences relative to the words on the list.

Encouragement from the teacher came with comments like, "How many of you are going to do just a wee bit to a lot better on the spelling test?", or "I can see Mary is using her head for more than a hat rack!", or "Some of you are going to be doctors" (Field Notes, 3/13/79). Such statements

would be made during large group instruction by Teacher Parker in a strong audible voice and usually from a position in front of the room.

Frequently during the observation, the observer heard references to the coming junior high experiences of the pupils which were made by the teacher. Such references resulted in a pause by the pupils, marked by heads turned toward the teacher, as if the statement served as a reminder of the seriousness of the task before them. Teacher Parker often made comments like, "When you get into junior high, you will read words that are spelled differently" (Field Notes, 3/6/79), or "We'd better get back to the lesson, next year the teachers will not let you do that" (Field Notes, 3/15/79).

One of the ways in which Teacher Parker helped her pupils in discriminating between accepting and rejecting behaviors was through using herself as an example. Her description of how this might be enacted was as follows:

> I: What produces a well-functioning and cohesive group? That is, a stable and cohesive group where students show respect for one another and work well together?
>
> T: Being a wild and crazy guy. I guess for me, I find that humor and put-downs and that kind of thing work. Just being able to laugh at yourself and laugh with them at yourself....

Just seeing that you don't have to be perfect. That you can let down. Being honest.

Another example of the teacher's demonstration of behavior which encouraged and reinforced accepting behaviors was seen in this statement (see question 36, Appendix E):

Example setting. Showing kids that you respect them and demanding their respect of you. Demanding respect is a hard thing to do, you have got to earn it....Don't say something that you can't do. Don't make idle threats. Be fair; when you say you are going to do something, do it.

During the observations, Teacher Parker demonstrated models of accepting behaviors which could be emulated by her pupils. The approach, however, does suggest an indirect method for helping pupils to develop these behaviors in that the behaviors were not described by the teacher.

Teacher Parker utilized materials which reflected the diversity existing among the pupils in her classroom. Her homeroom pupils were sixth graders and had reached an age where their perceptions of life were becoming broader. In her classroom there were also many children from broken homes and because of this fact, movies pertaining to that subject were used. Teacher Parker described one incident related to the showing of such a film (see question 27, Appendix E):

We had a movie one day on divorce and it was the

> father and mother trying to play the kids against each other....The father trying to play the kids against the mother and vice versa. Well, so many of these kids are from broken homes that I thought, wow, I'm really going to get into some feelings on this one. They didn't say anything. So I said to them, "I thought we were really going to have a fantastic discussion--what's the deal?" One of the girls says, "I don't even know who my father is." And I said, "What?" At least I figured that they saw their father. He left when she was a baby and he has never been back. So then the other kids got talking about it and, yea, they didn't have any feelings about their father one way or the other--he just up and left one day and that was that.

During the many discussions, there was open recognition of the racial and cultural diversity that existed in the classroom. There were questions and discussions regarding heritage, living styles, and personal problems posed by the White, Black, and Chicano pupils.

Teacher Affective Interaction During Small Group Instructional Time

Small group instructional time in Teacher Evans' room occurred during the afternoon session and centered mainly on

language arts/social studies and related activities. Many times the pupils worked in groups made of other pupils seated nearby. See Figure 4 in Appendix B for seating pattern.

One ongoing activity was the making of storybook puppets depicting characters in library books selected by pupils. The books selected represented a variety of topics appropriate for later elementary pupils. The observer, during one visit, moved about the room, noting the titles of books and the pupils who selected them relative to race and sex. On each desk was a book which was referred to often as the pupils went about drawing patterns, selecting colorful materials, and planning designs. Some of the books selected by various pupils had titles such as:

Ellen and the Gang (Black pupil)

Puppy Summer (Black pupil)

Stuart Little (Black pupil)

The Other Side of the Fence (White pupil)

Little Pear (Chinese pupil) (Black pupil)

Savage Sam (Black pupil)

Shen of the Sea (White pupil)

Duke Ellington - King of Jazz (Black pupil)

Aaron and the Green Mountain Boys (Black pupil)

Irish Red (White pupil)

Louis Armstrong: Ambassador Sachmo (Black pupil)

The observer felt that the choices were interesting in that;

first, the pupils obviously had a wide selection of books with diverse subjects to choose from, and secondly, that many of the selections afforded opportunity for gaining insights into either the pupil's own cultural background or insights into another culture.

Teacher Evans designed situations which fostered cooperation among her pupils in the day-to-day activities in her classroom. Pupils were encourage to converse and share with other pupils and were able to experience the accomplishment of tasks harmoniously by using these behaviors.

The teacher demonstrated concern for how the pupils grouped themselves. She provided opportunities for the pupils to interact with different pupils in the ongoing activities. This interaction provided opportunity for the pupils to learn about each other, which promoted the idea of harmony in the classroom. This concern was reflected in her taped interview response to question fourty-two:

T: I guess I sometimes am more conscious of it (racial diversity) to be sure that all the Black kids don't get to do one thing or all the White....Somehow it comes out that way--that, gee, look at that group, it is all Black children; it is all the White children.

I: You just arrange the group yourself?

T: What I usually do after they form the group--

> there is usually three or four that don't have a group; there are always those that can never find a group. Then I might put them around. But I'm trying to think of the group work that we have done--they are not all in the same group. Some days, and I don't know why, they tend to choose someone of their own color to play a game. I don't think they consciously do it either. We do watch it, we have forms to fill out; how many groups for reading, are they all minority kids, and so on.

The seating arrangement in the classroom (see Figure 1, Appendix B) also reflected a mixture of racial and cultural diversity and, thus, provided opportunity for interaction among the pupils.

Pupils were grouped around the room in two's, three's, and sometimes larger groups. Groups were usually self-selected. Occasionally, Teacher Evans' voice could be heard from a spot in the room, as in this example (Field Notes, 3/9/79):

> Maybe T____ will help you cut your circle like he cut his (Teacher Evans to White boy. T____ is Black.) Noise level low--groups change because of sharing of materials. Different kids have different expertise--have chance to use with others.

> Teacher Evans talked with Black boy who had three books on desk and no ideas. Teacher Evans came and sat next to me, suddenly surrounded by kids.

Figure 4 in the appendix illustrates the grouping in the activity.

During this small group instruction, Teacher Evans alternated between sitting at her desk and talking to individuals and circulating throughout the room, stopping to talk to various pupils as she moved (Field Notes, 3/13/79). Often, she moved close into a group to demonstrate how to construct a puppet. Throughout the activity, there was close working space between the pupils and a quiet conversation level. Interaction continued between pupils and teacher, and between pupils and other pupils.

Math instruction was sometimes done with small groups (Field Notes, 3/15/79), with the teacher working problems with the pupils at the chalkboard. From time to time, the teacher would leave the group to move around the room and help children individually. Teacher Evans was often heard to say, "That's right, very good" in an audible voice and directed toward an individual. As pupils finished the lesson, they moved to the back of the room to play games on the floor or at a work table.

During small group reading time, Teacher Evans would sit at a desk in the group she was working with at the time, all

sitting close together. Voices were low and Teacher Evans would take a turn reading in the session.

During the observations in the other classroom, the observer noted that Teacher Parker interacted with small groups which were self-selected during science activities and craft activities. During these times, the teacher sat at a desk close to the group or on the floor with the group if they were seated on the floor. Such interactions were characterized by low conversational tone of voices as the teacher watched or demonstrated a technique or strategy. Teacher Parker indicated several times to the observer that she wanted the pupils to experiment on their own in science and use their own ideas in craft projects. Small groups were instructed to come back together into a whole group situation, in which the teacher would ask questions such as, "What did you learn?" to initiate a summary discussion of the lesson (Field Notes, 3/8/79).

In grouping the pupils, Teacher Parker had a different attitude from Teacher Evans. Her approach was one that reflected less regard for mixing pupils from diverse backgrounds. She described how grouping in her classroom occurred in this response in the taped interview (see question 41, Appendix E):

T: I don't group children. We do a lot of group work, but I don't group them.

I: How do they get grouped?

T: They will group themselves.

I: Are you ever concerned that maybe there isn't a mix?

T: There isn't. The powerful Black kids always take the reading table. They sit here. The rest of them sit on the floor. They sit at the reading table with the chairs. Then I have two or three Black children that are not in the "in crowd" and they will join the other groups. Then I have about four kids that are not welcome in any group so I have to take and put them in a group. I don't group them because it is too much of a battle. You spend your time fighting them to get in their groups. One of my girls, one of the powers, the big athlete and everything, she wants it her way. If she can't have it then she is not going to do anything. And it is just not worth it. Cuz she'll do anything that I ask her to do if she can do it her way. To me, that's the way you get to the end. So I just let them group themselves. And they will play, like when they go out and play football and stuff. That's one rule. If it

> is something like playing football, anybody in our room that wants to play can play. You cannot ban anyone from the game unless I ban them. I can ban people, but they can't. So that's a hard and fast rule. But as far as working in the room, they group themselves, I don't even get involved with that.

Thus, it could be seen that in that classroom there was a lesser degree of planning or intervention on the process of small group interaction by the teacher. Instead the whole group context was used by the teacher to provide for inter-racial interaction, and a multicultural interchange.

Teacher Affective Interactions with Individuals

Teacher Evans' interactions with individual pupils occurred throughout the various activities in the classroom. In the whole group context, individuals contributed ideas and listened to others, and the teacher responded to those individuals. In some instances, there was the admonishing response of Teacher Evans, such as, "I don't remember calling on you", to a pupil who didn't raise his hand for a turn to answer (Field Notes, 3/05/79), and there was the joking response, "Don't call me Mrs. Grumpy, call me something complimentary" (Field Notes, 3/13/79). There were the names of endearment directed toward individuals like, "Sweetie Pie" (to an individual), and "Munchkins" (to a group of individuals).

Teacher Evans gave consideration to and recognition of pupils with special problems. One pupil, M_____, a Black boy, had emotional problems according to Teacher Evans. Her special attention indicated by the assignment of tasks which would give recognition to the pupil, individual conferencing, and individual attention paid by the teacher to the pupil were demonstrations of the teacher's awareness of that pupil and his set of problems. Another pupil, A_____, also a Black boy, had diabetes and glaucoma and, therefore, required special diet and related adjustments for his participation in school life. Teacher Evans gave special attention and time to this student (Field Notes, 3/12/79).

Pupil L_____, a Chicano girl, was experiencing problems at home which resulted in her having to assume many responsibilities beyond those typically required of an eleven year old. The pupil often came to school tired, sullen, and irritable after having stayed up late the previous night caring for younger children and performing household tasks. Teacher Evans described the pupil's situation to the observer after the pupil had made a request to the teacher to be excused from physical education activities in the gym. Teacher Evans had excused the pupil and spent time conferencing with her (Field Notes, 3/20/79).

One of Teacher Evans' pupils, a Black child, was reported by the teacher to have emotional and learning problems.

Teacher Evans commented on some of the special tasks he had been assigned (e.g., Building Fire Inspector by the principal) to help him gain confidence in himself (Field Notes, 3/15/79). During a mathematics lesson, the pupil (M _____) appeared at the door as Teacher Evans stood in front of the class instructing. In describing this session, the observer's notes read:

> M _____ (Black child) just walked in room delivering brochures to be sent home. Teacher Evans comments audibly before the class, "You are helping Mrs. W. (school secretary) today. You are the best helper she's had for the job." M _____ smiles slightly, walks out of the room.

The observer recalled that this was the same pupil who had problems following directions in a group game in gym and that Teacher Evans had walked over to him to explain the directions to help him participate in the game.

During the observation period, parent-teacher conference time took place. At this time, conferences were arranged to report the progress of the individual pupil to the parents. Before the scheduled conference session, Teacher Evans called each child to her desk and reviewed the progress report with the pupil. The teacher and pupil would sit closely at her desk and discuss the report while the other pupils worked at their desks.

In Teacher Evans' taped interview response (see question

25, Appendix E), there were strong indications of recognition of individuals in various ways; and this recognition of individuals was reflected in ways in which activities were organized and the options that were provided related to the activities. An example of the teacher's recognition is in this statement:

> I do a lot of oral work. There is a lot of interaction all day. I guess that is just the way I operate--I do try to take into account their feelings.

Another demonstration of acceptance of individuals was her use of close space in communicating with her pupils. Teacher Evans had this to say describing her position at times with groups (question 32, Appendix E):

> I think one of the things is that I do things with them. Be it academics or just the affective, maybe that's one way that I do it. I'm on the floor playing the game, I'm wherever they are, I'm playing the game on the recess. I try to be with them and be part of them, yet still keep my role as the teacher.

Teacher Evans interacted in these special ways with the pupils in her classroom. The pupils came from diverse backgrounds, and the teacher assumed responsibility for recognizing their cognitive as well as their noncognitive or affective needs.

The teacher in the other classroom, Teacher Parker, interacted with her pupils in a different manner. However, she was nonetheless attending to the students' feelings and to individual needs. In that sixth grade classroom, the pupils often played a game called "Eraser Tag" during transitional times in the daily routine. This game was played many times during the observational period. Teacher Parker described her intervention during a game and discussed how she encouraged a pupil who was unsure of herself (question 25, Appendix E):

> ...(The object of the game was to) catch somebody without the eraser falling off. And she chose two other kids to play--she didn't play. I said, "What's the deal, it's your game and you are not playing?" She didn't like the game. "Well, for crying-out-loud, why did you choose it?" Well, they like it. She pointed at the two girls that are the leaders of the room. And I said, "Well, it's your day--when it is their day, they can choose what they want." Well, she did because I had reinforced her; she chose a different game than the one she had.

Teacher Parker valued talking with and listening to individual pupils as a way of recognizing them and giving particular pupils help on special problems as a way of

meeting their needs. Her description of how she goes about gaining insight into the problems of individual pupils is as follows:

> I think one of the biggest ways is just to be tuned into kids--listen. When we have art, they can just mill around the room and talk, they play music. I eavesdrop like crazy. Sometimes you go right to the kid and say, I was eavesdropping and I heard this problem or that problem.

Teacher Parker's interactions with individual pupils were mainly comments made to a pupil before the whole group. Many times there would be a joking quality to the statement (e.g., "Is that your sexy walk, J_____?") or questions regarding something a pupil was wearing (e.g., "Is that a new watch, S_____?", Field Notes, 3/13/79; or "I notice you have new shoes on, nice!").

During instruction, pupils were reinforced in their efforts to respond to topics of discussion with various signals from the teacher to listen to comments and recognize individual contributions. For the pupil who had difficulty expressing his or her comments, there would be a statement such as, "This is his chance, you can interpret it in a different way when you do it", (Field Notes, 3/13/79).

Teacher Affective Interactions During Transitional Periods

Transitional periods in Teacher Evans' room were often

marked by the teacher reading a short story from a book brought in by a pupil, reading poetry, or playing whole group games such as "Eraser Tag". Of all these activities, Eraser Tag seemed to be the one that was a favorite of the pupils. In the game, everyone had a chance to participate (including the teacher). Two players would walk quickly (never run) up and down the aisles, one bearing a chalk eraser on the head, and chased by the second player whose goal it was to catch the eraser-bearer. Once caught, the eraser-bearer could choose another player to continue the game. Teacher Evans was chosen often and all eyes were on her as she played the game. The game could go on for five minutes with the pupils interacting, but at the same time, finishing assignments or putting materials away. The noise level was usually low with only the fast shuffling of feet audible as the players passed quickly up and down the rows between the desks.

During one of the game sessions, a Black child was chasing Teacher Evans, who had great problems keeping the eraser on her head. The chase went on until finally one of the pupils announced that it was hard to keep an eraser on your head without an Afro (hair style). Teacher Evans laughed, kept running, and said, "Well, I should get an Afro!" (Field Notes, 3/21/79).

Another interesting transitional activity was the Michigan State University Spartan basketball fan demonstrations carried

out by the teacher and the pupils. The enthusiasm reflected the Michigan State University fan interest during an exceptional year. At any given time during breaks in instructional activities, Teacher Evans might say, "Let's have a Go Green, Go White" (Michigan State University colors), and the pupils would all respond with a loud cheer (Field Notes, 3/9/79). On days when basketball games were to be played, most pupils would wear something green (for some of the girls this could be a green bow attached to a sweater or shirt), and the teacher would also wear the colors. Occasionally, the pupils would ask if they could initiate a cheer. Breaks between instructional activities could result in open, lively discussion about who would play, predictions of scores, and an analysis of the opposing team. Clippings from the sports page were brought in by pupils and the teachers. During the observation period, there were at least two occasions when Spartan napkins and green and white decorated cookies or cake were passed out for a treat in honor of the Michigan State University team. The class wrote letters to the individual players before one game to express support and best wishes. "Basketball fever" continued throughout the season, and the fifth and sixth graders in Teacher Evans' room had daily exercises to demonstrate their enthusiasm. To the observer, these special occasions represented unique situations in that the teacher

and her pupils experienced positive affective interactions in the daily context of the classroom.

"Going home time" seemed to be a time for evaluating the behavior for the day. Pupils passed by the teacher looking at her as she stood by the door. From time to time, there would be a hug initiated by a pupil. The occasions were marked by lots of talking. Notes taken on March 8 read:

> Teacher by door--passed out conference slips--it is time for individual conferencing. Teacher says, "Think about how you acted today, want to see improvement before 8:40 a.m. tomorrow. Mavericks got in today." Teacher, "I need Excedrin P.M." Kids laugh. "You have to put up with one teacher, I have to put up with twenty-eight--is it fair?" Pupils smile and laugh as they leave room.

Reading a story was often used as a transitional activity after a lesson was completed by the class (Field Notes, 3/21/79). Teacher would walk slowly up and down the aisles reading a story and making occasional comments regarding the characters or action. The pupils would sit in relaxed positions (feet extended beyond desk, inclined positions, some seated sideways in seats) with eyes following the teacher as she moved. Teacher Evans utilized materials that were brought in by her pupils and which reflected their interests and values. The observer noted on numerous occasions that materials contributed by the pupils were incorporated into the classroom activities.

In the taped interview, she commented on the materials brought in by her pupils (question 26, Appendix E):

> T: ...recently one of them said they had read something that if you are not happy with yourself you can't be happy with others. I think that's true.
>
> I: This is what one of the children brought up?
>
> T: Yea, I don't know what they were reading. They bring me Readers Digest and every other little thing to read out loud.

During transitional periods, Teacher Parker included a wide variety of strategies which appear to serve affective purposes. Games such as "Eraser Tag" (described previously in Teacher Evans' transitional activities), Simon Says, and a favorite called, the "Artist Game" were often played. All the games involved the entire group and were carried out as pupils finished work and put away materials. The games usually began with those pupils participating who had finished their assignments and with the rest of the pupils joining after they had finished their work. In addition to the games, there were exercises usually done in the aisles beside the pupils' desks and led by the teacher standing in the front of the room. During one after-observation interview, Teacher Parker stated (Field Notes, 3/23/79):

> Games and "stretches" are necessary between

classes. I can't sit still all day--I know my sixth graders can't. When I see they are getting restless or bored, I play Simon Says or "20 Guesses", or some other short game. This just gets their minds off the task and lets them rest for a minute. When they sit down, they are ready for work again.

I also let them get drinks whenever they need them. This always gives a time for a short stretch.

Science concepts were used as a basis for some transitional activities. In one observation of the class going to outdoor play (Field Notes, 3/13/79), Teacher Parker asked questions related to science. Pupils who could answer questions were able to choose the game for group play and carry needed equipment (football, basketball, etc.). Some questions asked were:

Who was a Russian scientist? (Answered by a White child.)

Who was (scientist)? (Answered by a White child.)

How many earth days in a year? (Answered by a Black child.)

During the games such as "Eraser Tag", Teacher Parker would join in the games (Field Notes, 3/15/79), or lead the activities, such as the playing of "Simon Says". At other times during transition, she would read from a book.

The teacher directed the pupils' entering and leaving the room. She sometimes called pupils by row when leaving

the room. When the pupils were entering the room (e.g., after lunch, gym, etc.), the teacher would position herself by the door, commenting and addressing individuals as they entered. Lining up procedures from time to time included other variations in calling small groups (Field Notes, 3/5/79).

Teacher Affective Interactions Outside of the Classroom

In Teacher Evans' classroom, the transition from inside to outside of the classroom was characterized by the teacher giving directions to the whole group regarding the activity to follow. Sometimes there were very specific instructions regarding acceptable behavior that would be expected. In getting ready for gym, Teacher Evans often drew a diagram of the game to be played on the chalkboard near the door as the pupils gathered around the area in preparation to leave the room (Field Notes, 3/6/79). Teacher Evans gave short, clear directions such as, "No ball-hogs in this game." It appeared that the outside classroom activity was clearly defined inside the classroom, and that the preparation by the teacher set the stage for interaction among the pupils during the activities which followed.

Outside the classroom, Teacher Evans interacted throughout the activities, sometimes participating as a player in the games, and always with eyes sweeping around covering the movements of the entire group. Teacher Evans indicated that she

often devised games that allowed for participation of all the pupils so that everyone had a chance to be part of the action. However, even with careful planning, there were some pupils who were not able to fully participate. One example was M_____ (Black boy), who indicated confusion in following the sequence of the steps of a game, "Basketball Baseball". His confusion slowed the game and the pupils reacted with loud shouts and pointing fingers. It appeared that they were trying to correct his actions. Teacher Evans watched a few seconds, then moved quickly toward the boy and as she drew close, bent over and put her arm around his shoulder and stood talking for a few seconds. The other pupils' voices quieted, Teacher Evans moved away, and the boy continued to complete his part of the game. (This was the same boy that had been appointed Fire Marshall.) Figure 5 in Appendix B depicts the playing field as seen by the observer. The circles represent the participants, and the long arrows represent the teacher's movements.

On the playground, the observer noted similar activities which were also outlined to the group before leaving the classroom. The teacher and the observer often stood to the side of the activities, and Teacher Evans would comment on various pupils and the quality of the interaction taking place between pupils (see Figure 8 in Appendix B). The diagram of Outdoor Play shows the racial mix of the kickball game in

which that pupil assumed leadership, as well as the racial composition of the other games being played.) At times such as these, the observer gained insights from the teacher into the interaction among the pupils. For example, she explained that one of the Black pupils often brought together pupils (White and Black) who were not included in other games. Efforts such as that indicated to the observer that there was a recognition by the pupils of the importance of demonstrating accepting behaviors toward other pupils.

The observer accompanied the group on one field trip to the "Youth Talent Show" held at the Civic Center in the downtown area. The pupils were assigned to cars driven by several mothers (one Black and three White) who had volunteered transportation. Most of the pupils were wearing the Michigan State University green and white colors, as was the teacher (and the observer). At the show, the pupils walked among the displays talking quietly as they moved. Teacher Evans, during the visit, conversed with each group, as well as individual pupils who lingered at certain displays. The observer's notes (3/26/79) describing the trip read:

> Four mothers (one Black, three White) and teacher drove. Before leaving, children were well-disciplined, sat and talked about M.S.U. vs. Indiana State game. (Kids were high over game--talked it out before they left room.)

Most of pupils wore green and white--one girl had green and white pom-poms. Teacher Evans wore a green sweater--another teacher had brought a green and white cake to the classroom.

At the Civic Center, kids viewed exhibits in pairs/small groups. Groups were racially mixed. One White girl and one Black girl were flirting with older boys from another class and giggling.

Teacher Evans stood with and viewed with each pair/group/individual. She kept circulating over a large display room. Teacher Evans conveyed concepts and points of interest to pupils. Groups started breaking, kids began to wander. Large group gathered in lobby. Teacher Evans gave instructions for leaving and went around gathering rest of kids. Remainder of pupils stand together. Mothers nearby.

M_____ (Black child) talked to me for the first time today. This is the fourth week of observing. Teacher had remarked about his problems (thought emotional--this is the same kid that had problems following game in gym). Pupils conversed about exhibits. Looked at ones entered from their school. Talked to each other--moved about in pairs/groups. Teacher had assigned kids

to various cars. One kid (White child) wanted to ride with his mother. Teacher Evans put him in another car. The pupil, M_____, is a twin--other twin is in Teacher Parker's room.

Pupils walked around the exhibit room and were deeply interested for about one hour. There were other groups viewing the exhibits. Observer could always "pick out" Portair group from the rest of the crowd of youngsters because they remained more in groups than the other pupils.

The observer accompanied the group to the gym which also served as the lunchroom. Lunchtime seating patterns of Teacher Evans' pupils were interesting to view relative to the way they arranged themselves at the tables. Several community residents served as "noon aides" during the forty-five minute period in which three grades ate lunch. Principal Henderson was visible throughout the period, moving and talking to groups and individuals. He commented that the noise level varied with the menu, and that it was lowest on days when chicken was served. The principal made wide, sweeping swings around the room, always with quick steps, and usually ending up by the observer and commenting on individual pupils or how lunchtime was going in general.

Teacher Evans' pupils conversed as they ate lunch. Often there were invitations to the observer to join them at their

tables (Figure 6 in Appendix B). According to the principal's comments, the seating pattern of the pupils remained about the same throughout the year (Field Notes, 3/15/79 & 3/20/79). Figure 6 illustrates the seating pattern of the pupils at lunch-time. The observer noted that the pupils separated themselves by sex at the two tables; however, the seating pattern of the girls and boys appeared racially mixed at their respective tables.

The observer noted that Teacher Parker differed somewhat from the other teacher in the interactions with her pupils outside of the classroom. She often positioned herself at the classroom door as the pupils entered and left the class-room. Thus, the hallway was the scene of numerous encounters. Conversations regarding what was planned for the evening or the weekend were usually carried on in the hallway as the boys and girls prepared to leave. The hallway seemed to serve as a kind of socializing center.

The hallway served also as a monitoring station for Teacher Parker. The field notes (3/22/79) of the observer related to one incident read:

> After lunch, T_____, L_____, J_____, and J_____ (Black pupils) came in late from the playground. L_____ had come in carrying coats of all the boys. T_____ refused to offer any explanation regarding what had happened. Teacher Parker talked to boys

in group. A game on the playground had caused the problem. The bell rang--T_____ wanted to continue arguing rather than go into the school. T_____ started talking about J_____'s mother. Teacher Parker gave choice (very direct, not smiling) as rest of class moved out of room to science room, "Either go to talk to principal and go home, or make up your mind to join class." The boys chose to join class.

The observer continued to watch the movements and actions of the boys following the incident during the science class. The boys joined various groups and participated in the activities; however, there were no interactions observed between the boys involved in the incident. The specific placement of the boys involved in the fight can be seen in Figure 7 in Appendix B, with the circles marked with 'X' designating where they were.

Gym classes were organized around competitive games like, "Pears and Apples", a running group game directed by the teacher who called out specific directions throughout the game. Teacher Parker's strong voice, as well as her laughter, could be heard as the pupils played the games.

Observation of the field trip to the Youth Talent Show could not be carried out due to illness of the observer, however, it was reported by the principal that Teacher Parker's

group had behaved admirable and were excited over seeing several projects on display that had been done by fellow classmates. The principal made a point of relating the information to the observer on the day following the class trip.

The observer went with the pupils from Teacher Parker's classroom to the lunchroom on several occasions. Seating patterns of the pupils followed similar arrangements during the observations (see Figure 6 in Appendix B). A small group of Black pupils chose to sit together. The group made of two boys and two girls interacted often in the classroom with comments and remarks being made back and forth among the four. Teacher Parker often walked through the lunchroom during the observations, walking briskly and responding to any greetings from her pupils. The principal had commented to the observer that she did this often, and that he thought it was her way of letting the pupils know that she was nearby, even though it was lunchtime.

Conclusions

Teacher Evans interacted much of the time with small groups and individuals. Thus, she set a model for the pupils of communicating with all individuals in that setting. Her proximity to the individuals with whom she was interacting conveyed warmth and acceptance. Her presence fostered interchanges among the pupils which enabled them to work, play,

and learn together. Through modeling, she presented examples of positive interaction which the pupils could emulate.

In that classroom, the communication pattern established by the teacher was informal and spontaneous. Her frequent use of names of endearment and her willingness to respond to the pupils in their expressions of enthusiasm (as in the case of their interest in basketball) promoted a climate of harmony.

Teacher Evans' love for sports provided basis for a shared cultural event. Her ongoing comments and references to sports, wearing of the Michigan State University colors (green and white), display of articles and pictures pertaining to the sports world, and the initiation or joining in on group cheers conveyed enthusiasm to her pupils. The teacher's enthusiasm was caught by the pupils as demonstrated through their open discussions of football and basketball, and their wearing of the colors (sweaters, warm-up suits, hair bows, jackets, etc.). The enthusiasm for sports and the identity with the University sports figures, several of which were Black, became evident based on the students' attention, questions, and readiness for group discussion related to sports events. All of these interactions occurred in a spontaneous fashion.

In contrast, Teacher Parker worked with the whole group of sixth graders during most of the instructional and non-instructional periods. In these contexts, she usually chose

to take a position in the front of the group. Her choice of the high stool on which she sat enabled her to assume a relaxed position, but at the same time to maintain a posture which allowed for her to be seen as an authority figure at all times.

In many of the group discussions, the teacher remained at the center of attention. She directed the dialogue, commented on each pupil's contribution, injected her own ideas and thoughts, and, therefore, assumed a controlling position in the class discussions. Notable throughout the discussions was the attention and enthusiasm demonstrated by the pupils. Throughout the observations, the observer was impressed with the participation of most of the pupils in the group discussion, which meant that the pupils who came from many different backgrounds were engaging in a sharing of their thoughts, reactions to problems, and ideas regarding issues. Group discussion was valued by the pupils since pupils chose to participate, listened to others, and appeared interested in what was going on. The fact that discussion could take place at any time during the day indicated that the pupils understood the activity and could identify this as being something that was completely acceptable in their classroom. It was a time when pupils expressed themselves openly before their peers and, therefore, gained insights into the ideas, beliefs, and values of their classmates.

Teacher Parker said in one taped interview that she wanted her pupils to feel comfortable in expressing themselves (see question 26, Appendix E).

In numerous instances, Teacher Parker's enthusiasm for science was conveyed to her pupils through constant reference, varied strategies, and positive attitudes, and served as a unifying agent in the classroom. This sharing of knowledge provided a common base for occasions of affective interaction between the teacher and the pupils. The science instructional lessons were designed so that each pupil could undertake experiments in his/her chosen group. Opportunity was afforded to share ideas and explore abilities revolving around science concepts. Teacher Parker supported the group efforts by spending time with each group, conversing with individuals, and giving recognition for achievement and success in accomplishing the tasks.

References to science provided a common base for many of the open discussions which took place during other class periods such as English or reading. Ideas, comments, and questions were honored by the teacher indicated through her nods, verbal responses, and eyes focused on the speaker. As a pupil spoke, the other pupils turned toward the speaker and listened, indicating that the pupils were interested in what was being said. The pupils had had common experiences during the science instruction and the carry over into the open discussion was

notable. Teacher Parker's relaxed posture as she sat on the high stool and her paper or book held low in her hands were cues to the pupils that the discussion could continue. Her responses to questions and comments were thoughtful and detailed according to the topic.

Knowledge of science information was also used by the teacher as a means for organizing activities. Pupils who could answer questions related to science could choose a game to be played during outdoor play or could choose certain play equipment to be used on the playground. In addition, science concepts served as a basis for exploring some of the problems that the sixth graders expressed relative to growing into the pre-adolescence or concerns about energy conservation. Teacher Parker's attitude toward the discussions was open, accepting, and sincere. Such discussions were carried out in a whole group context, but were usually stimulated by individual pupils' comments or questions.

Teacher Parker interacted with the pupils as a whole group more than she did in a small group context, or with individuals. In interacting with the whole group, she often made comments to individuals, reinforced ideas offered by pupils, and publicly praised the pupils for accomplishments, task completion, etc. For example, her public recognition of the Chicano pupil for returning a folder of work (Field Notes, 3/9/79, Appendix A) was followed by applause from the

other pupils.

Teacher Parker injected herself into much of her interactions with the pupils, using her own experiences as examples, placing herself as a target for ongoing jokes (usually regarding age), and openly expressing her feelings relative to the students' attitudes and behaviors. The pupils responded with comments or laughter to this type of personal relationship with the teacher, which was usually demonstrated with the whole group.

Ongoing references to the coming junior high experience were made by the teacher during instructional periods and at other times. The pupils were sixth graders and junior high was the next experience to come. The "next year in junior high" reference encouraged the pupils to think about what they were doing at the time in relation to what would come later. The fact that the "junior high" statements were made to the entire group conveyed the idea that the teacher was concerned about the pupils after they left her classroom.

In observing the teachers, it appeared that their affective interactions took place during the various segments of the day and in different contexts, namely: (1) during whole group instructional time, (2) during small group instructional time, (3) with individuals, during transitional periods, and (4) outside of the classroom. During each of these instances, the teachers used elements within those occasions to provide

opportunities for interpersonal interchanges between the teacher and pupils, and among the pupils themselves.

The overall climate of both classrooms was a positive one in which activities were carried out in a smooth manner, participants conversed and interacted, and ongoing tasks were accomplished. From the several contexts observed and according to what the teachers stated in the taped interviews, the teachers had developed an understanding of the social processes at work among the group of racially and culturally diverse pupils (Fuchs, 1969; Silberman, 1969; Rubovits & Maehr, 1973). In addition, both teachers demonstrated recognition of some of the special problems that existed with certain pupils in the room (e.g., children from one-parent homes), and that there was modeling of acceptance and recognition of these children (Sanford & Tracy, 1978).

Although they possessed different teaching styles and, thus, interacted in different ways with their pupils, the teachers were successful in promoting cross racial interaction through their own behaviors and instructional arrangements (Serow & Solomon, 1979). The classroom settings, however, were more traditional and structured than the typical "open" classroom which is considered to be more conducive to social interaction among the pupils. Opportunities for cross-racial interaction were presented in instructional

and non-instructional activities. The provision for pupils to work and interact otherwise in a variety of contexts encouraged positive relationships. In addition, the verbal interchanges that took place in the whole group contexts created a positive basis for cooperation and harmony among the pupils.

Summary

In Chapter IV, analysis of the data collected through participant observation and the taped interview responses of Teacher Evans and Teacher Parker is presented. The school, the teachers, and their pupils are described to provide background for the reader. Data relative to the research question is analyzed through use of three subquestions or themes which are defined at the beginning of the chapter.

The conclusions of the study are discussed in the second part of the chapter which describes specifically how the two teachers establish and communicate norms that promote harmony among children in desegregated classrooms.

In the next section, Chapter V, implications and recommendations for further study will be discussed.

CHAPTER V

Implications and Recommendations for Further Study

Implications of the Study

This study of teachers' affective interaction in racially and culturally diverse classrooms has educational as well as programmatic implications. As stated in Chapter I, the traditional teacher preparation program has not typically included courses which provide insights into how to meet the affective needs of children in a desegregated classroom. The two teachers observed in this study had both taught for a period of over ten years. They had experienced the change in the racial and cultural composition of the school and, therefore, in their classrooms. Through their background and experience they were able to set goals, select appropriate strategies, and make decisions regarding their own behaviors related to meeting the affective or noncognitive needs of the children in their classrooms.

In the mobile society that exists in this nation, there is a need for teacher education programs which provide background, training, and experience which would help all teachers develop skill and competence in working with culturally and racially diverse pupils. Furthermore, most of the studies cited in Chapter II reveal problems that exist in desegregated classrooms relative to teacher interaction and pupil interaction.

These studies suggest the need for research in several areas which are critical to the overall learning climate and to individual pupils in a multicultural classroom context. By critically examining the experiences of teachers in desegregated classrooms such as those of the two teachers cited in this study and thereby gathering insights into successful and unsuccessful practices related to teacher interpersonal interaction, teacher educators and practitioners can better determine procedures which promote harmony among pupils.

The ideas reflected in the three main themes which support the research question presented basic quidelines for observation of teacher interaction in multicultural classrooms. The first theme is based on the importance of the teacher's ability to communicate acceptance of pupils who come from diverse backgrounds in order to promote harmony in the classroom.

Notable in this study was that the teachers were able to convey acceptance of pupils from diverse backgrounds in many different ways. This suggests that depending on the particular teacher and a particular group of pupils, communication of acceptance can vary greatly within a given context. For example, different types of classroom activities can be planned to provide for involvement of all participants, thereby insuring a recognized place for each member of the group. For the members of the group, then, there is visible evidence of

acceptance. Moreover, it is possible for the teacher to give consideration to the noncognitive or affective domain within the framework of a structured classroom setting. Opportunities for affective interaction can be provided through thoughtful pacing of activities which allows for periods of social interaction among the participants.

The teachers' attention to grouping and the use of social space to promote a climate for positive interaction among the pupils is also significant in that these measures can provide additional richness to the learning environment. In the context of the classroom, the participants are able to not only engage in cognitive activities, but also experience interpersonal interactions which foster harmonious relationships.

The second theme focuses on the teacher helping pupils to discriminate between their own accepting and rejecting behaviors toward others. This dimension of the teaching responsibility is one that teachers may or may not undertake comfortably, in that, the fostering of accepting behaviors within others requires thoughtful, consistent effort appropriate to the group. It also demands recognition by the teacher of those behaviors which convey rejection of others, e.g., exclusion of individuals from a discussion, lack of respect shown to individuals, and lack of cooperation shown to others. Observation and evaluation of social interactions among pupils can enable teachers to develop skills in this area.

Finally, the provision of an environment which reflects a valuing of cultural and racial diversity, such as in the use of visual aids, in the organization of groups, and in the use of space, is significant to the quality of interaction that takes place in a desegregated classroom as well as outside school walls. Such an environment then becomes a natural reflection of the participants which live within it. The evidence of recognition of diversity that exists in a classroom can serve as a backdrop for the structuring and planning of activities that are to take place. Opportunities for interpersonal interaction afforded through use of timing and pacing of activities, grouping, and work and play relationships are basic to the teacher's effectiveness in promoting harmonious conditions in the learning environment. Consideration of these three sets of factors is essential if the teachers are to develop skills, attitudes, and knowledges to effect a suitable situation in which all pupils have access to equal educational opportunities.

Affective interaction in the classroom has not been emphasized by many teachers since it has been felt that time allotment necessary for attention to cognitive instruction consumes most of the school day. However, the two teachers in this study had given considerable thought to the affective area, that is to say, individual values, differences, beliefs, and interests of their pupils. Their willingness to discuss this area in the "Affective Outcomes Research Project" provided

an indication of their interest in the area. Attention to the focus of this study was fostered through long term involvement in the project and recognition of their efforts through feedback from the researchers as well as other teachers. It appears, then, that support and reinforcement given by persons active in the educational scene can promote the competency of teachers responsible for education in classrooms of diverse pupils. In addition, the opportunity for teachers to talk about and reflect on what they are doing can further enhance their effectiveness.

Qualitative study of how teachers communicate norms which support harmonious conditions for learning in the classroom environment has implications for educational practice. The participant observation method entailed the presence of another adult person in addition to the teacher in the classroom over a period of time. The presence of an outsider provided the teacher with an opportunity for dialogue regarding her performance, behaviors, and interactions. Both teachers stated that they valued the opportunity to verbalize their thoughts and concerns with an interested person and that this opportunity had not been afforded previous to the time of the study. It appears that the participant observation method of study could provide a meaningful inservice strategy for teachers in their own classrooms. Inservice programs many times address broad issues which are dealt with individually by the teacher in his or her own classroom. However, the way in which the

teacher implements and carries out the strategies and information derived from such programs is an uncertain and unguided experience. Persons with knowledge and background in teacher education and trained in participant observation methods could provide a valuable resourse in evaluation of teaching methods and outcomes.

Recommendations for Further Study

Several areas for further study relative to teacher interactions in racially and culturally diverse classrooms will be suggested by this observer.

One question for investigation is: In grouping pupils, to what degree does the teacher place emphasis on racial and cultural diversity in bringing about harmony in a classroom of racially and culturally diverse pupils? Controversy pertaining to this issue has been reflected in the discussion of the incorporation of a multicultural perspective in the ongoing school curriculum. Some questions raised relate to the value of focusing on diversity which could present the opportunity for divisiveness to be fostered among pupils from diverse backgrounds. Observation of strategies employed by teachers and pupil outcomes would provide insights into the behaviors that result from such attention given to cross-racial grouping. Issues to be examined within the study should include: (1) the size of the group in which communication and interaction is fostered most, (2) how often should mixed grouping be used to promote greatest cooperation and harmony, and (3) the degree

to which teacher proximity and intervention create a climate for positive interaction.

Another area of investigation suggested is the study of teacher-pupil interactions in learning situations composed of pre-adolescent pupils from diverse background. The concern of this observer is that the pressures of preparation for secondary education are so great that attention to the affective or noncognitive area is often overlooked. At this time, however, young people become increasingly more aware of their own beliefs, attitudes, values, and interests. It is also at this time that cleavage between racial groups develops and becomes more visible than in early elementary grades (Carrithers, 1970). Such a study could include observation of interactions, interviews with pupils and teachers, and assessment of particular areas of conflict and/or concern related to this stage of development.

The findings from this type of case study can also be used as a basis for correlational investigations into the linkage between affective or interpersonal factors and cognitive achievement demonstrated in racially and culturally diverse classrooms.

The implications for teacher education and teacher practice cited here reflect the observer's interest in and valuing of the affective dimension in racially and culturally mixed classrooms. The involvement of the observer in the development

of programs for education that are multicultural has stimulated this interest. Since particular attention has not been given to this area by teacher training institutions, further research and articulation of the findings could provide visibility and background for development of programs and implementation of strategies in classrooms. Thus, the several areas of investigation suggested here are possible studies which could delve into some of the complexities that exist within the classrooms of the nation today.

Concluding Statement

This participant observation study was based on an exploration into the context and content of interactions in desegregated classrooms. As a participant in such a setting, the writer had opportunity to interact with pupils and teachers on a day-to-day basis and, thus, become part of life in those classrooms. Over time, the degree of acceptance by the teachers and pupils became such that exploration of what was going on in the classrooms became a comfortable adventure. But the participant was also an observer, which meant that involvement in the classrooms must be limited so that fullest attention could be given to what was being said, events that were occurring, and outcomes which resulted. Through this combination of roles, the researcher was able to gather the information related in this study and, thus, describe two teachers' affective interaction in racially and culturally diverse classrooms.

APPENDICES

APPENDIX A

EXAMPLES OF FIELD NOTES

Field Notes

Observational Notes - 3/2/79

1:45 - 3:30

Enter school, told by secretary that 5th & 6th grades are in gym for MSU Global Education Show. (This is a traveling show which is presented to elementary school children by the Theater Department of Michigan State University. This observer had participated in the initial stages of the planning serving as a consultant to the Director and the students in formulating global education concepts appropriate for elementary school children.)

Fifth and sixth graders are seated on floor, eyes focused on five entertainers. Bodies are bent forward. Children seated in circle. Three teachers are seated outside of circle on folding chairs. Teachers' positions form triangle outside of circle. Prin. E. standing at side of gym by radiator. Observer stands beside Prin. E. and provides identification. Prin. E. extends invitation to watch for awhile. Kids are smiling, laughing occasionally. Prin. E. and observer leave and go to office.

Child (B.B.) sitting in office. Child appears ill (looks weak, doesn't have much to say). Secretary helps child with boots, talks as she assists.

Principal and observer go into office and sit at round

table as explanation for study is provided. Principal is attentive, smiles occasionally, nods head often, and provides background information regarding school, P.T.A. activities. Talks about school involvement with low-income housing development. Provides copy of P.T.A. newsletter. Principal explains that school draws from four different areas:

1. Older area of small houses (rural area which was there when annexation of the area to Lansing took place).

2. Low-income housing development.

3. Government housing where families live who have incomes over level of what is considered low-income. Housing developers received subsidy for building.

4. Subdivision residential area. Residents in high income bracket. Professionals' families (some Black in group).

Prin. E. agreed with study of two teachers who appeared to be suitable for study. Gave some background of teachers, as well as total staff. Said he was viewed as "obstinate" by central board.

Prin. E. and observer left office and walked slowly down corridor toward teachers' rooms. Prin. E. explained that he wanted to talk to a couple of the sixth-grade boys in Teacher P.'s room; so he wanted to go to the "upper level". It was almost time for school to dismiss and talking and footsteps could be heard coming from classrooms. As we approached the rooms, three boys met us and said "Hi!" to the principal. The principal

turned and said, "There are some of the 'yahoos'."

Teacher P. (previous conference with Dick Prawat) was standing outside her room. She talked to students as they came out. We talked about observations. Kids came out of room going into coat room adjacent to classroom. Several of the kids called out, "I hope you break a leg this weekend skiing." Teacher laughed, turned toward the observer and said she wanted to get to the bank. She indicated she welcomed the observation study, but that one day next week would not be good because she would be attending a conference.

The principal waited outside of room watching as kids came out of room. Most of kids greeted him as they walked past with "Hi, Dr. S." or some joking remark. Finally, two boys came out, and laughed when saw the principal. He laughed and nodded to them and put his arm around the boys' shoulders and started walking toward his office. (These must have been the boys he wanted to talk to.) Some other boys called out, "Hanging is too good for them, Dr. S." A half dozen kids watched and laughed as they walked down the hall.

Teacher E. came out of other classroom. Wanted to know if pupils could have explanation regarding observation. The three of us began talking about the observations to take place. Teachers talked about possibility of "bad days" for observing. Upon questioning, it was explained "bad days" were days when they (the teachers) felt bad. It was agreed that we would negotiate on bad days as to whether or not observations would

take place.

Teachers returned to respective classrooms. The doorways were directly opposite. I watched as each teacher stood at her desk, making comments to each other, and straightening up desk tops. Teacher E. indicated she had hair appointment and that it was Friday and she wanted to "get going". The conversation ended with plans for observations to begin the following Monday afternoon.

Theoretical Notes

It looks like the principal is a key person for information in the building. It also looks as if he wants to be part of the study, judging from his eagerness to cooperate. I wonder why he calls himself "obstinate".

Methodological Notes

I see that it will be necessary to check regularly with the teachers as far as schedules, plans, etc. Also, I am curious about how the principal operates in the building. Right now, it looks as if the pupils know him well.

I feel it was helpful to have had the previous contacts with the school through the taped interview sessions.

Observational Notes - 3/5/79

The observer decided to stop by principal's office before going to the teachers' rooms. Principal sitting at desk, waves his hand in gesture of invitation to enter. We talked about

arrangements with teachers. The principal agreed with conditions of observation. The principal offered a cup of tea. Principal states that these two (Teacher P. and Teacher E.) are good teachers to observe. He told about Teacher E sending work home with kids and requesting that it be returned with parent's signature.

Theoretical Notes

Felt it was interesting that the principal concurred openly that the two teachers selected for observation, were good teachers in his estimation. Obviously he is aware of what they do in the classroom.

Methodological Notes

I will want to observe how the principal maintains contact with the classrooms and the teachers.

Teacher P.

The observer went to Teacher P.'s room. The teacher was seated at her desk. There was a low conversation level in room. Teacher nodded to the observer and then looked at pupils for attention. She asked if I wanted to speak to the pupils. I offer explanation of what is going to happen. Observer made statement, "I'm here to find out what happens in your classroom." The teacher explained to the observer that the kids were changing seats to break up talking groups. Teacher now stands in front of room. Teacher invited some suggestions from kids as to where they should sit. Teacher

now stands over near desk. All kids now face teacher. Teacher says J_____ (W.B.) can come back up to front seat in middle row if his good conduct could continue. Kids say, "That's going to be hard for J_____." Two Chicanos (boy and girl) left room to see bilingual counselor. (The principal had described the work of the counselor during the previous visit.)

The Spelling Lesson. Teacher announces, "I want to see good penmanship on everybody's paper." Teacher pronounces words. Lots of talk occur (kids and teacher) between words pronounced by teacher. Teacher talked, commented, kids respond. (Lots of interest, everyone seems involved.) Some children talk to other pupils nearby between words. Kids turn to talk to each other. Papers are passed for checking.

Transition immediately after spelling lesson is game, "Simon Says". Teacher directs activity from front of room. There is lots of laughter and interaction between pupils.

English (total group). Two Chicano pupils return; they've been gone ½ hour. Teacher acknowledges return by turning head toward pair. Pupils take out paper, prepare for lesson. Pupils all at desks, heads downward over desk. Teacher discusses use of adverbs. White child says to teacher, "Some people from the South say words wrong."

Teacher replies, "Some people say words wrongly." Teacher walks around room as she talks and directs lesson, and as children progress through lesson. Teacher P. announces, "People not finished will have a H.W. (homework) and I will collect it tomorrow." The class is composed of nine minority pupils; 4 Black boys, 2 Chicanos (boy and girl), 3 Black girls. Twenty-five kids present.

Getting Reading for Gym--Whole Group. Teacher announces lining up procedures. "If you have on brown shoes, socks, underwear (and she adds) and skin doesn't count here," with a laugh as brown-skinned kid (not wearing brown clothes) starts for line. I note that she uses color game to form line for gym. Diana (B.G., last one in line) shouts out, "I don't have on a boy's shirt," responding to a remark from White boy. Teacher standing nearby hears comment, responds by saying that boy didn't say, "You had on a boy's shirt, he said, you didn't have blue in your shirt." The girl accepts the teacher's comment. I felt that the teacher's intervention had helped to resolve a problem. Rules written on brown paper attached to chalkboard at back of room (rules) attracted my attention.

Teacher stated that students were instructed to write goals/expectations that each group was expected to follow.

TEACHER PARKER'S PUPILS'
RULES

Parents	Students	Teacher
1. Prepare good meals.	1. Be clean.	1. Be fair.
2. Limit T.V.	2. Respect others.	2. Be a good listener.
3. See that homework is done.	3. Listen carefully.	3. Encourage students.
4. Love us.	4. Follow directions.	4. To get involved.
5. Talk to us.	5. Be on time.	5. To work up to own potential.
6. Keep us clean.	6. Get enough sleep.	6. Be clean.
7. Show interest.	7. Participate in activities.	7. Enjoy fun.
8. Be a good listener.	8. Be nice.	8. Try new things.
9. Show respect.	9. Tell the truth.	9. Be a good sport.
10. Encourage child.	10. Be responsible for yourself.	10. Talk to us.
11. To do his/her own.	11. Use materials wisely.	11. Treat all equally.
12. Solve problems.	12. Be good sports.	12. Self rules.
13. Be consistent.	13. Do homework.	13. Show them love.
14. Be patient.		14. Be firm.
15. Be sure children get proper food and sleep.		
16. Support school programs and attend events.		

17. Teach children to respect others' rights.

18. Be a good example.

19. Encourage children and praise their good work.

Theoretical Notes

I notice that there is an informal, spontaneous interchange that takes place between the teacher and the pupils during the various lessons. I have never observed this kind of give and take in a later elementary room before.

Methodological Notes

I will want to observe for the incidence of open discussion in this classroom. I will also watch the teacher-pupil interchange in these occasions.

Observational Notes - 3/5/79

Teacher E.

Whole Group--Math. Observer noted that teacher honored hand-raising to get turn to speak. Teacher called names of children who didn't have hand up occasionally. Teacher passed out assignment sheets and walked aisles while assignments were being completed. She often stood beside desks as she spoke to individuals. Teacher explained that teachers switch rooms instead of kids, most of the time. This is a departmentatlization arrangement. Teacher comments, "Papers look nice and neat." Teacher goes to own desk as kids work

(all bent forward toward desk, completing assignment.) White girl walks by observer, she wanted to show her MSU/ Magic T-shirt to observer. Lesson is over and some pupils line up at door to return to other fifth grade classroom in other wing.

Transition--Game. Kids sit in rows at desks. Teacher tells them to come up to teacher seated in front who holds small slips of paper. First kid selects one, reads directions, performs according to what is on paper. Papers read: Sing 4 lines to Mrs. N., or give a kiss to Mrs. E., or go down to Mrs. S.'s room and give her a hug. One kid carries out direction on paper and then chooses kid to do the same. (B.B. chose B.G.). Kids show interest, laugh often, watch movements of players.

5th & 6th Focus Movie (Social-Emotional Education Program). Following transition game, teacher and two boys prepare 16mm projector for movie. Rest of class clean up desks, etc.; 2 girls erase chalkboard, straighten books (Black girl). White pupil approaches observer sitting at back of room, asks, "How did you happen to want to come to Portair?" He seems to be satisfied with the answer, "To find out what's going on in your classroom." Kids view Focus movie, "Love Susan." All pupils are attentive; eyes focused on movie. Theme of movie--Susan thought nobody loved her. Discussion followed afterward. Many comments from pupils relative to kids own situation,

experience. One pupil started talking out of turn. Teacher E. said, "I don't remember calling on you." Teacher walks around during discussion. There is a knock on door. Teacher E. steps into hall. Kids start to talk to each other, noise level rises. Black pupil says, "You all be quiet." Kids look at him, voices quiet.

English Lesson--Whole Group. Lesson on proper nouns. Teacher writes Mrs. Nickerson on board. Kids smile. Teacher calls on kids individually. Reinforces with, "That's right, OK." Teacher used pupils' names in examples. Teacher's eyes would sweep around room, call on person on one side, then the other. Lesson ends at time for school to dismiss. Teacher praised kids for conduct over day, saying, "You've been good kids today!"

Theoretical Notes

It appears that Teacher E. uses proximity to help get kids on task. She seems to interact with individual pupils throughout the room. I also note the large Spartan Basketball Picture on the wall in both rooms.

Methodological Notes

I will want to check out Teacher E. movements and her comments during instructional times. I also am interested in how hand-raising is honored in this classroom. Is this the way to get a turn to speak? I will note the incidence.

Observational Notes - 3/6/79

Teacher P.

Spelling Lesson. Kids getting ready for spelling lesson. Teacher stands and says, "Let's all go, Ooh." Kids respond in unison. Pupil asks, "Why do we have to have spelling." Teacher responds, "Do you think I got this far by not writing my spelling?" Kids write words. Pupil asks if teacher ever makes mistakes. Teacher says, "Of course, I never make mistakes. Me? I am Perfect P_____." Teacher sat next to me, said kids are able to work on own, can go out of room, things go on. Teacher goes back to front of room. Says, "I must say that some of you write nicer in pen." (To whole group.) Response from one pupil, "Thank you." Teacher (after lesson), "OK, if spelling isn't finished, it's 'H.W.' (homework)." Teacher, "Let's all stand up. Hands stretched high. Let the blood run." Teacher got kids quiet by announcing that rows were ready. Said, "First row is OK, etc. Row by window if OK."

Teacher P. asks question regarding lesson. Pupil begins to answer, but is hesitant. Teacher says, "She'll get it, give her a chance, give her a chance." (Other kids are raising hands.) The pupil was slow in responding. Teacher walks to back of room by observer. Observer questions about small group work. Teacher says kids will be working in small groups. Says she has kids experiment a lot on their

own in science.

Observer notices Black history poster on bulletin entitled, "Outstanding Pioneer Civil Rights Leader".

Black boy named Johnnie kept responding, "Yes sah', Masta'" under his breath as teacher made comments. Teacher didn't hear. Other kids around heard and looked his way.

Teacher P. talks between pronouncing words, "When you get to junior high, you will read words that are spelled differently." Lots of open discussion while work is being finished--other kids comment, listen. Pupils comment on junior high.

White pupil and Black pupil answer questions asked by teacher. Teacher says they are using heads for more than hat racks. Discussion continues long time on English dialect. Kid asks why Americans speak so fast. Teacher gives explanation. Kids started talking about where their grandparents were from. Teacher described her grandparents. comments came from various pupils throughout the room. Everyone was attentive. Faces looked interested and bodies appeared relaxed. Teacher sits on high stool in front of class, legs crossed. Pushes hair back from face quite often. Comments come readily. Kids eager to enter in.

Teacher says, "We'd better get back to the lesson, next year the teachers will not let you do that", (referring to talk and open discussion).

2:00 p.m. Gym. Group went to gym after teacher explained games. Kids played Squad Tag. Kids were numbered off by fours, 1-2-3-4. Squads mixed up boys, girls, racially. Next game, "Pears and Apples". Teacher gives directions before starting. Individual competition. Overall noise level is medium. Kids watch other kids to see who will last longest in game. Teacher has pupils line up at end of session.

Theoretical Notes

I notice that teacher uses warm-ups and relaxer-type exercises between activities. Also, teacher seems to be informal, and uses self as example. She displays a sense of humor in her remarks. Teacher also called pupils by rows in seeking attention for next activity.

Methodological Notes

I notice that boy (White) at back of room sat turned toward observer, checking observer by looking over with eyes. His attention not on the lesson. This same kid was reported by safety for using "swear" words on the playground after school, previous day. He was reported to Teacher E. as I sat with teacher in conference. The safety (W.G.) sits up in front in the 4th row. I will observe these pupils more closely.

Observational Notes - 3/6/79

Teacher E.

Getting ready for gym. Game explained on chalkboard.

Small boy walks up to chalkboard for clarification of rules. The pupil I noted yesterday as a "reader" just came in; wears glasses, has books on desk. Whispers to White kid across aisle. Consultant comes in, calls off names on folders from box (Special teacher). Black pupil gazes at bulletin board. Teacher E. sits in desk in back of Black kid--she tells him she really likes paper sculpture. White pupil talks with Black kid by window. Lots of interaction between pupils. Teacher walked around while reading story that had been started day before, shuffled feet when walks. Kids had decorated Pringle can sculptures on desk. Teacher read funny story--kids laughed a lot. After story, teacher has boys stand up. They count off 1's and 2's. Girls, stand up. 1's line up at door. Teacher organized game for gym before they leave room. Game is "Baseball Basketball".

In the gym, the pupils played the new game. One kid (Black) forgot to kick can. Kids all pointed and yelled. Teacher walked over to him and put her arm around shoulder and explained what was what. Kid seemed subdued. Teacher used whistle to get attention back and the game continued. Game allowed for everyone to get a turn to do everything.

On way back from gym, Teacher E. introduces reading teacher to the observer. She asks if I am a spy from superintendent's office. I realized today that 15 minutes after I'd been here a kid said, "Isn't Mrs. N. coming today?"

It occurred to me that pupil hasn't realized observer was present; he hadn't noticed my entering. Vicki, 3rd grade, comes into room to sing song for Teacher E. Teacher says she has given special help in math to child (Black).

Theoretical Notes

I noticed that none of the pupils that I could see watched my moving from one vantage point to another. The teacher did look as I changed positions. I feel that they are becoming used to my presence.

In the gym, I was interested in the pupil who had a problem in the game. Teacher E. seems to give him extra attention.

Methodological Notes

I will check out transition times. There seems to be lots of interaction at these times.

Also, I am interested in finding out more about the pupil that Teacher E. interacted with in the gym.

Observational Notes - 3/8/79

Teacher P.

Science. Groups enter science room. Noise level is high. Teacher gives lights off/quiet (signal). Teacher takes a couple minutes to discuss procedures. Pupils begin work on fulcrum. Groups around room. Heads came up. Teacher says, "You worked beautifully." Went over lesson in group. Teacher asks, "What did you learn?" One pupil brings equipment back.

Rest of pupils take seats and get books out for spelling. Talking time in between. Teacher asks, "Whatever did we do today?" Class responds in unison. Teacher says, "Excellent, excellent job, don't discourage me in the last 30 seconds." Word "artist" created all kinds of talk about Leonardo DaVinci, scientists, movies. Pupils even got into discussion about something that had happened recently. However, when teacher's voice was heard pronouncing word, heads went down. Kids exchange papers. Pupils turn around to see how many words were spelled wrongly. Kids stand around in groups after test, checking out papers. Pupils give out scores before total group. Teacher comments, "Good for you" to those who have none wrong. The whole reporting procedure goes fast. Sticker rewards are given for completed assignments. Kids line up excitedly for stickers. Each child takes great care in selecting right sticker. Teacher says emphatically, "Every-body s-i-t." Teacher talks about St. Patrick's Ticket. Pupils can elect <u>not</u> to do one assignment (not to include Social Studies or Math). Teacher talks about ground rules for "St. Patrick's option-out" tickets. Teacher and kids engage in lots of discussion. One kid says, "That's cool." Kids respond to idea of stickers with lots of talk. Tony (Chicano boy) gets to pass out tickets. Josephine (Chicano girl) brought folder back--teacher announces this to all kids. They applaud showing their support and giving reinforcement. Josephine

is a Chicano girl. Kids all say good-bye as I left.

Theoretical Notes

Teacher's speaking seems to be a signal for the pupils to resume the task. It also appears to be understood by all the pupils.

It also seems that the teacher tends to give feedback like "Good for you" for those pupils who get all the answers right.

I wonder where the teacher got the idea for the stickers.

Methodological Notes

I notice that the pupils are still watching my coming and going. I am going to monitor the degree to which they watch my movements.

Observational Notes - 3/9/79

Teacher E.

Making storybook puppets. Room is full of materials and pupils are engaging in activities. Teacher moves about the room. Teacher assists child and says, "Maybe Tellis will help you cut your circle like he cut his." (Teacher to W.B.; Tellis is Black.) Noise level of voices is low. Groups of pupils change often because of sharing of materials. Different kids appear to have different expertise. Pupils have chance to use own talents with others. I walk around the room looking at title of books. Titles of books selected

by kids are:

"Ellen and the Gang" (B.G.)

"Back to School With Betsy"

"Puppy Summer" (B.G.)

"The Little Stray Dog"

"Stuart Little" (B.B)

"The Other Side of the Fence" (W.G.)

"Little Pear (Chinese)" (B.B.)

"Moonbeam and Dan Starr"

"Cafe-Racers"

"The Soccer Book"

"The Dog in My Life"

"Savage Sam" (B.G.)

"Rachel Jackson"

"Shen of the Sea" (W.B.)

"The Boy Who Wouldn't Talk" (B.B.)

"Duke Ellington--King of Jazz" (B.B.)

"Aaron and the Green Mountain Boys" (B.B.)

"Irish Red" (W.B.)

"Louis Armstrong: Ambassador Stachmo" (B.B.)

Pupils continue to work. "If you rather have colored clothing, help yourself to the paper, it's back there," says teacher. Teacher E. talked to B.B. who had three books on desk and appeared to have no ideas. Teacher E came and sat next to me and explained intent of lesson. Suddenly we were

surrounded by kids either listening or asking questions. Lots of interaction between teacher and group. Teacher puts hand on B.G.'s shoulder and says, "It's been a hard day." B.G. says, "We're demanding," to teacher. Children close in a circle formation. Teacher's voice is modulated as she talks. B.B.--"See, Mrs. E., see what I've done." B.B. to W.B.--"Is that Wilbur?" Two kids push at drinking fountain and laugh, WG/BB. I note that the girls are on one side of the room and boys on other side.

Teacher passed out reaction sheet to pupils. On it they could record reactions to week's accomplishments. Teacher E. said, "No right or wrong answers." Teacher explained she had attended Institute-(Observer questioned any major changes--spin off, contamination--from her having this experience). Kids raised questions. Allen (B.B.) asked about word "procrastinate". Open discussion followed during writing of reaction sheets. Pupils finish and teacher initiates a cheer for Spartans for basketball victory that night.

Theoretical Notes

Teacher talked about feelings. It seems that teacher was trying to bring about a comfort level with her pupils. I notice that teacher reinforces what is being done by pupils.

I notice, also, that the seating arrangement is different.

Methodological Notes

Teacher used reaction sheets. I will observe to see if

this is a common practice. I also am interested in the "Spartan Cheers". I will be watching to see if this is a common occurrence.

Observational Notes - 3/12/79

11:35 a.m.

Lunchtime at Portair. Kids seated at table according to room. Two boys and two girls (all Black seated together at one table). One boy is said to "like" one of the girls. One all boys table, one all girls table (Black and White, check this out to see if it is always the same). Kids stated they didn't always sit in same groups, but sixth graders did sit at certain tables. Kids at table from Mt. Vernon and Colorado. Kids talked loudly as they ate chicken, mashed potatoes, bread, butter, diced pineapple, and milk. Lots of talking. Everyone stayed in place at table until Principal gave signal to line up. Principal said kids were good today! No pushing, shoving, etc.

Theoretical Notes

Some of the pupils asked why I didn't sit with them at lunch. I had decided to move around as much as possible over the lunch period. I feel as if I am being watched very closely.

Methodological Notes

Next time I observe at lunchtime, I will try to remain at the outside boundaries of the room. I think this can be

done, and it will allow me to observe more freely.

Observational Notes - 3/12/79

Teacher P.

Science--2nd class levers. Kids in groups working on 2nd class levers. Kids assisted by teacher in experiments. Teacher moved from group to group. One person in each group put materials back. Teacher stands with hands on hips and says, "If you people back there wished to be excused, the rest of us can keep on going." (Said to talkers). After small groups work together, they go back to big group for discussion. Teacher begins explaining 2nd class lever to whole group. In middle of the discussion, she says, "Someone help me, I'm confused." Kids laugh and try to help in explanation. All are listening. Discussion continues to end of period. Class prepares to leave, collects materials. Return to own classroom. Johnnie volunteered to read certain words from spelling lists. Teacher says, "I get to hit the next one that is wrong", in response to wrong answer (jokingly). Teacher up in front, seated on desk throughout lesson. Chicanos (boy and girl) leave to go to counselor. Teacher says, "See you later." Johnnie (B.B.) yells out, "valley", in answer to question asked by teacher. Teacher P. to B.G., "Did you get new shoes?" as she passes desk. Girl smiled. Teacher responds to raised hands throughout lesson. Kids stand--started

exercise, did not give any verbal directions. All the pupils' eyes are on the teacher and following the exercise she does.

At the end of the lesson, the teacher is seated at front of room, on desk. Kids, while getting ready for recess, started talking about child psychology. Discussion continues with whole group for several minutes. To get equipment for outdoor play, kids answered questions about science. Teacher asks various questions, various pupils answer. Two kids answered right away.

Theoretical Notes

I wonder how groups were chosen. I cannot see any planned mixture or pre-determined composition. Challenges seem to be presented by teacher throughout the lesson.

Methodological Notes

I will want to observe how groups are formed. The forming of groups happened so quickly, I was unable to see the pattern. Discussion by whole group seems to be comfortable. I will want to watch for this type of discussion to find out who participates.

APPENDIX B

SKETCHES OF CLASSROOMS AND ACTIVITIES

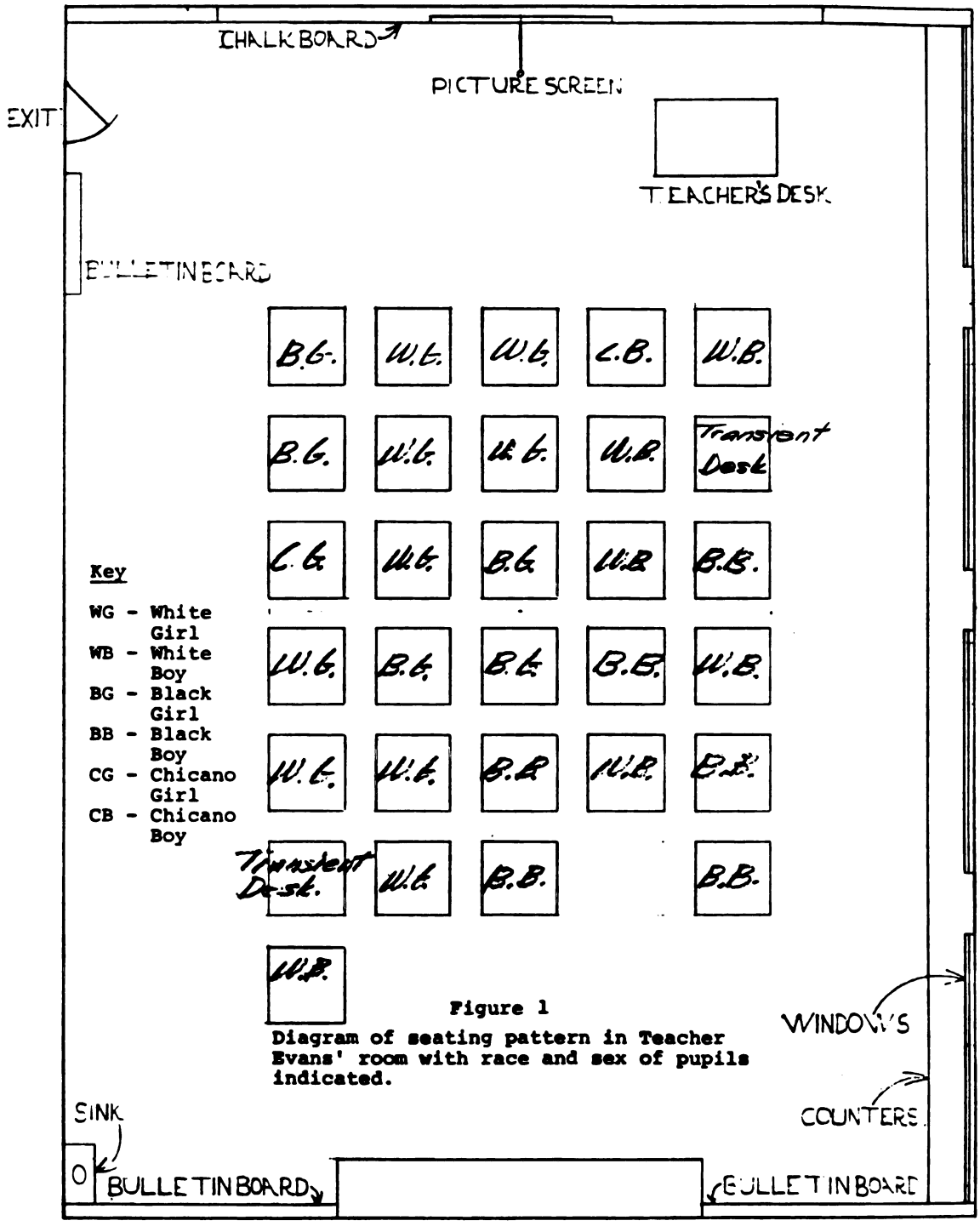


Figure 1

Diagram of seating pattern in Teacher Evans' room with race and sex of pupils indicated.

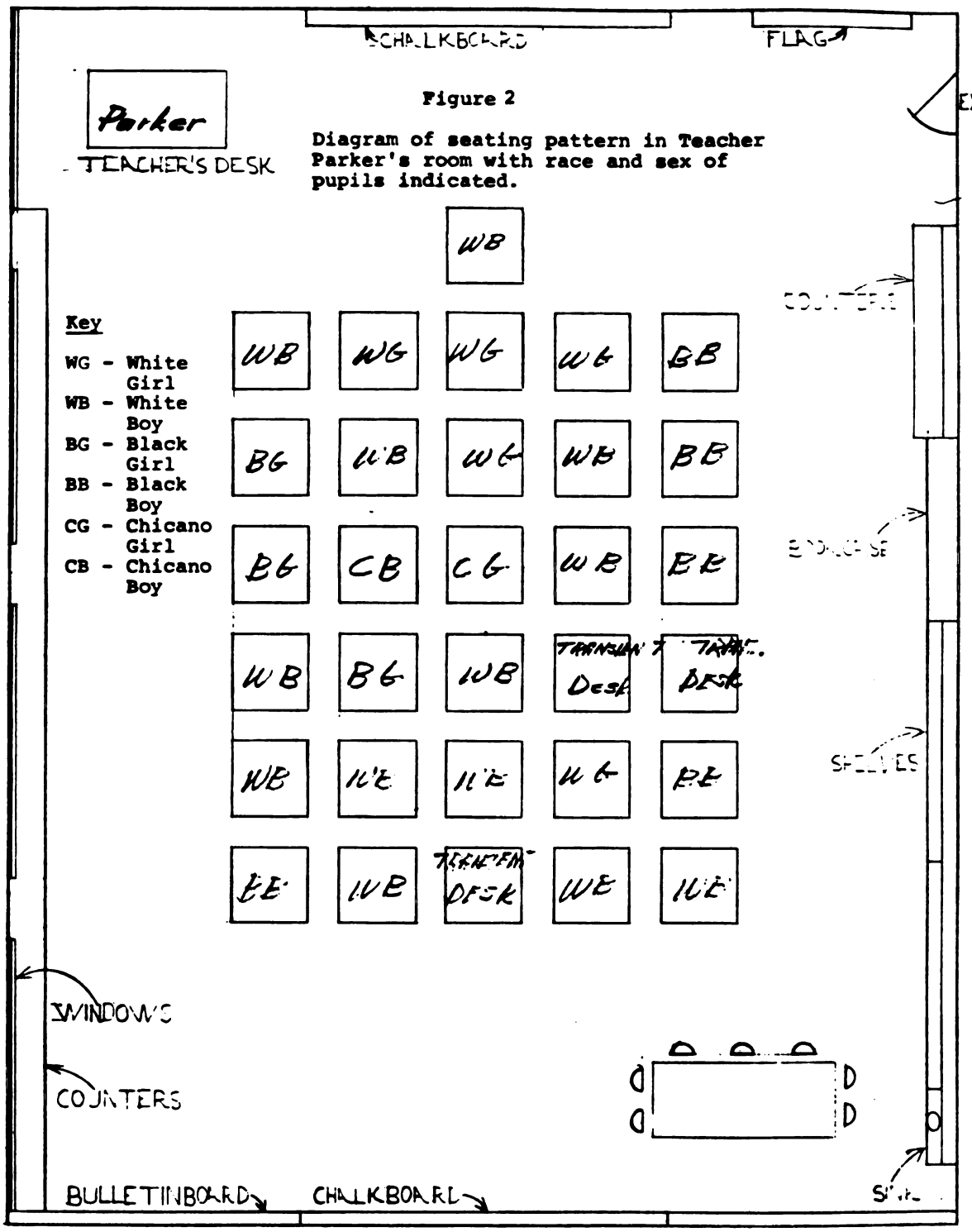


Figure 2

Diagram of seating pattern in Teacher Parker's room with race and sex of pupils indicated.

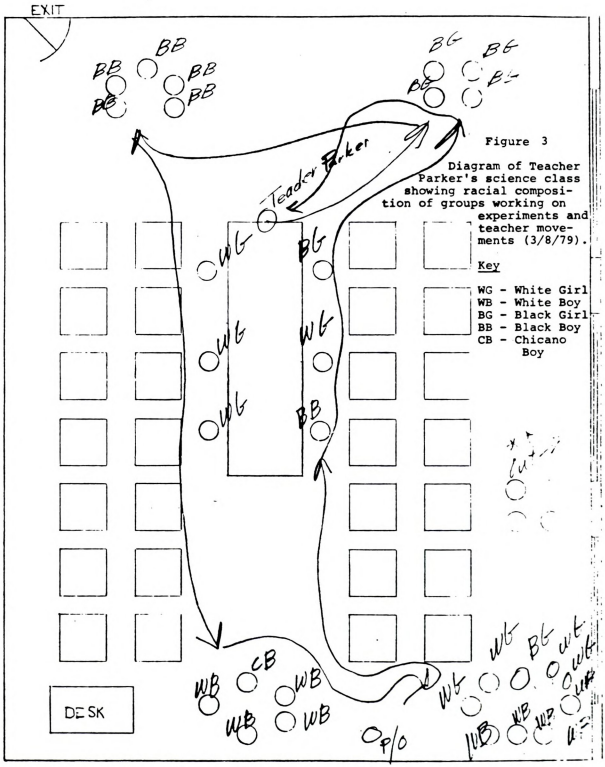


Figure 3

Diagram of Teacher Parker's science class showing racial composition of groups working on experiments and teacher movements (3/8/79).

Key

WG - White Girl
WB - White Boy
BG - Black Girl
BB - Black Boy
CB - Chicano Boy

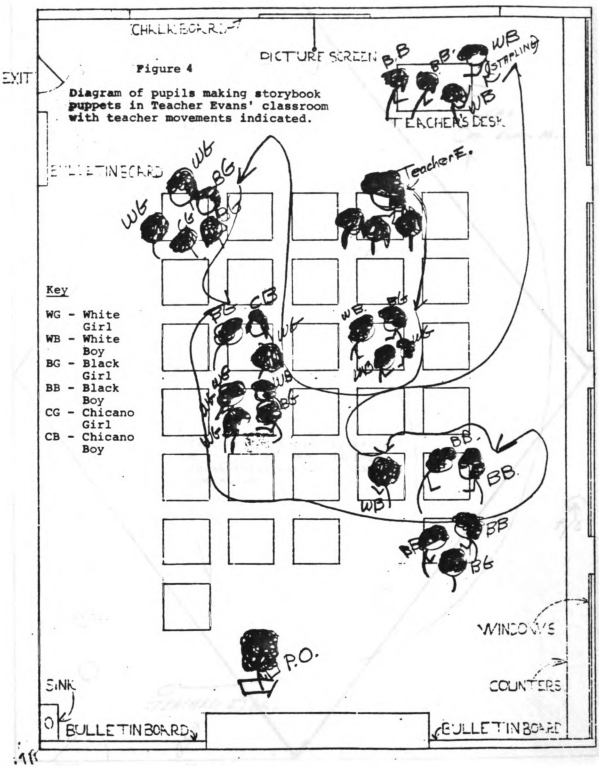


Figure 4

Diagram of pupils making storybook puppets in Teacher Evans' classroom with teacher movements indicated.

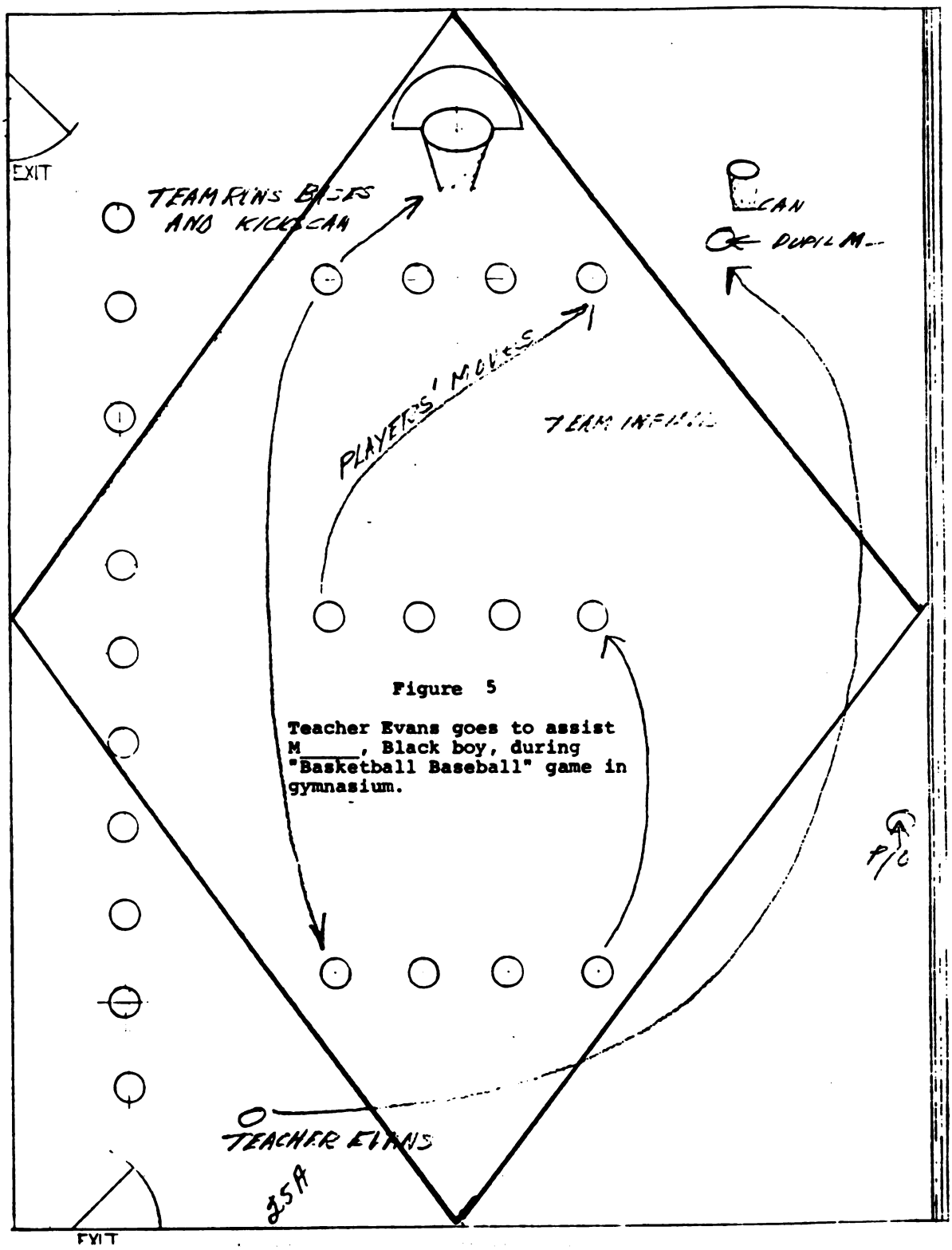


Figure 5

Teacher Evans goes to assist M_____, Black boy, during "Basketball Baseball" game in gymnasium.

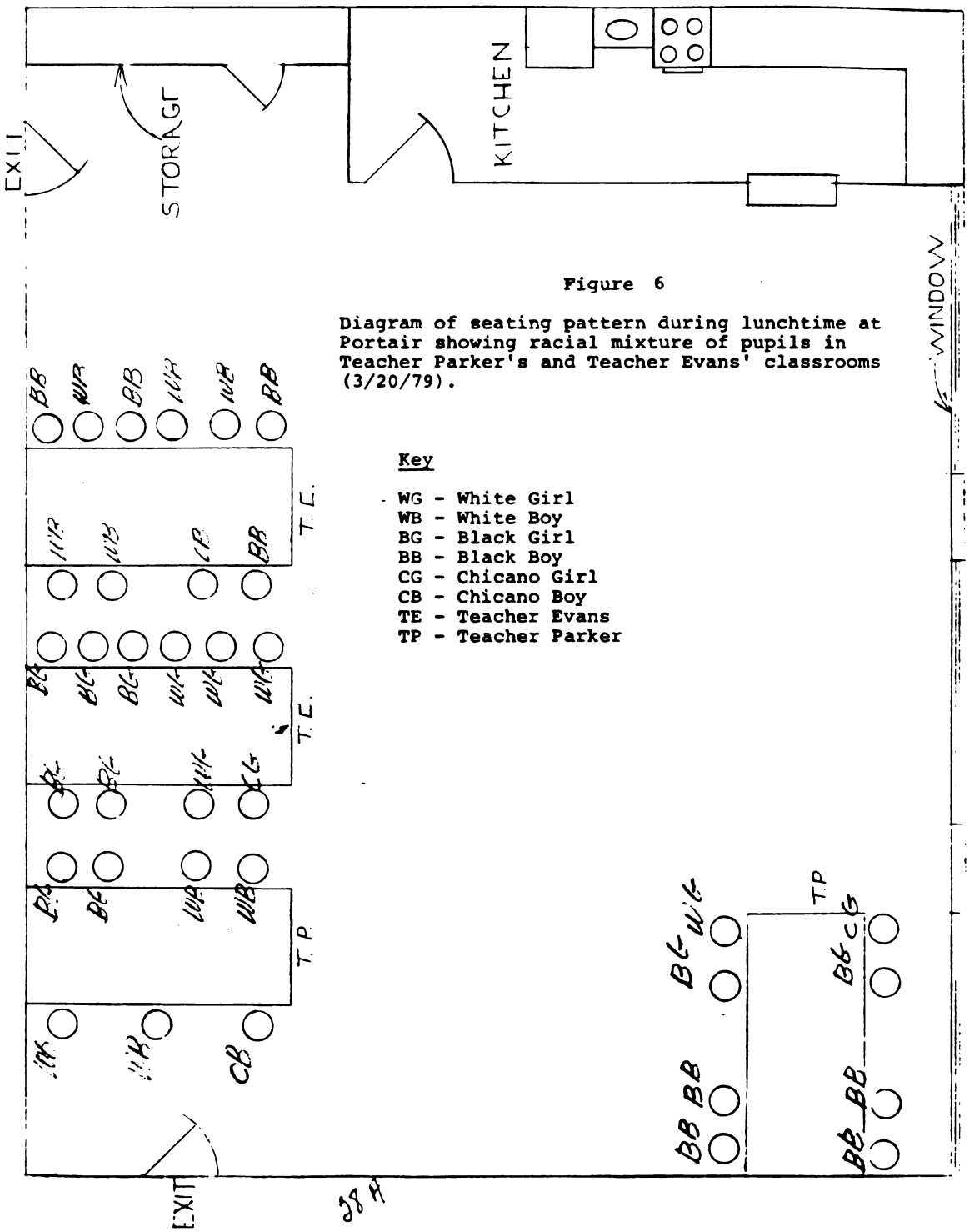


Figure 6

Diagram of seating pattern during lunchtime at Portair showing racial mixture of pupils in Teacher Parker's and Teacher Evans' classrooms (3/20/79).

Key

- **WG - White Girl**
- **WB - White Boy**
- **BG - Black Girl**
- **BB - Black Boy**
- **CG - Chicano Girl**
- **CB - Chicano Boy**
- **TE - Teacher Evans**
- **TP - Teacher Parker**

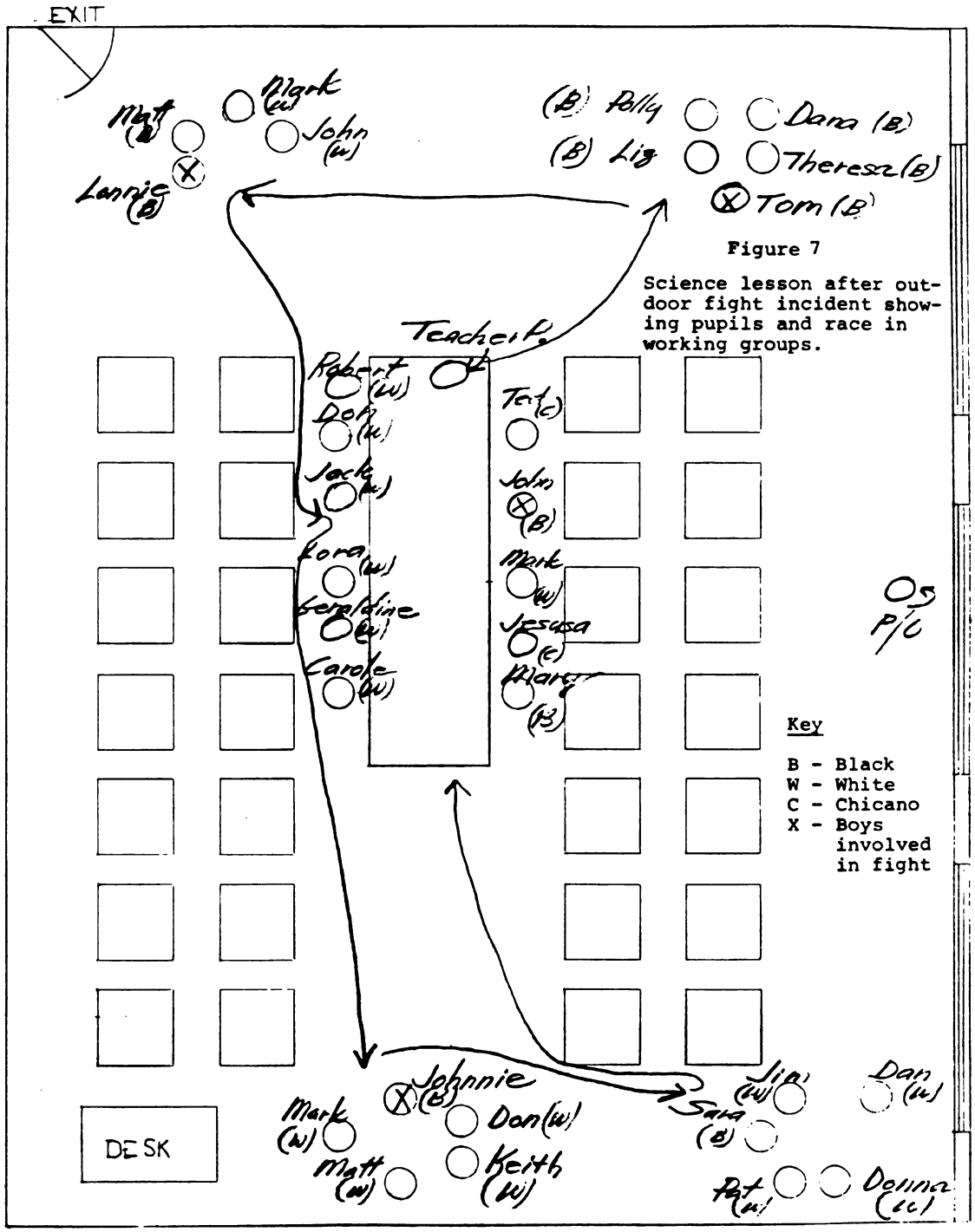


Figure 7

Science lesson after outdoor fight incident showing pupils and race in working groups.

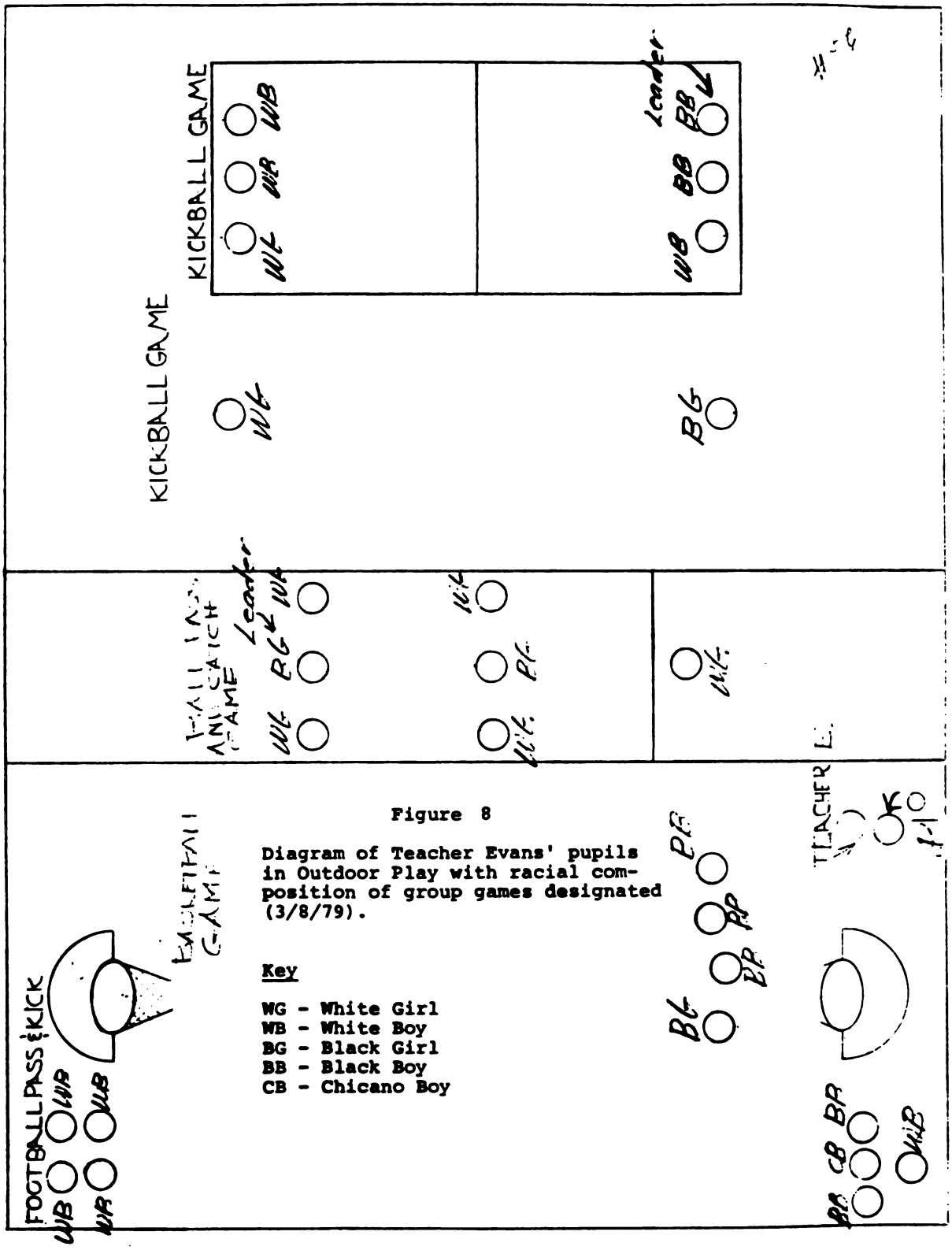


Figure 8

Diagram of Teacher Evans' pupils in Outdoor Play with racial composition of group games designated (3/8/79).

Key

WG - White Girl
WB - White Boy
BG - Black Girl
BB - Black Boy
CB - Chicano Boy

APPENDIX C

SCHOOL BULLETINS, COMMUNICATIONS, AND PUPILS' LETTERS

School Newsletter - Viking Express

SAFETY PATROL NEWS

On January 22, 1979, the Safety Patrols were treated to a trip through the new Oldsmobile Cutlass Plant. Dr. arranged the trip as a reward for the safeties, to show our appreciation for the fine job that they are doing. We all enjoyed the trip. We were amazed at seeing how a Cutless is put together. Thank you parents for taking us to Oldsmobile. Thank you Dr. for arranging the trip.

It has been mighty cold many mornings this winter. When it is 15 F or colder in the morning, safeties have a hot cup of cocoa to warm them up. We would like to thank Mrs. for preparing the cocoa for us. Also, a thank you is in store for the P.T.A. for paying for the cocoa.

Officer Curtis has visited Portair recently. He met with the safeties in January for a slide/talk program. He met with the whole school for a winter safety program. Both programs were interesting and we learned many safety practices.

The Safety Patrol Picnic will be on June 6th this year. Keep up the good work to earn this reward for service.

Figure 9

THANK YOU ! ! ! ! !

The help of junior and senior high students at the Portair Family Fun Night was greatly appreciated. The assistance of these fine young people made the evening run very smoothly and allowed parents the opportunity to participate with their Portair students.

COMMUNITY COORDINATOR

We have many programs set up at this time, but there is room for more, If you would like to share your skills, please contact Me. at any day between 2:30 - 4:30. At this time we have basketball, open gym, disco dancing, and cooking. I can use any talents you may have, even if only for one night.

PARENT MEETING

A excellent group of parents met on Monday, Feburary 19, 1979 to discuss the Compensatory Education Program at Portair School. The group reviewed the way students are selected for the program and how the School District determines the number of students to be served in each building. The present program was discussed with parents giving their reactions to the program and the reaction of their students. Funding restrictions placed on the programs were discussed. Some considerations for the program next year were offered by the grou

The next meeting will deal with the priorities for the program at Portair School during the 1979-80 school year.

BILINGUAL PROGRAM

During the past month the bilingual program has been placed special emphasis in the area of mathematics. This math instruction is supplementary rather than in place of the regular math taught in the classroom.

Since the bilingual program consists of a small number of students, they have been getting some individual attention in specific areas such as:

- 1st and 2nd graders work on basic addition and subtraction problems
- 3rd graders work on more complex addition as well as subtraction and related story problems. Now we are starting some work in multiplication.
- 4th graders are being drilled very hard on multiplication and easy division along with related story problems.
- 5th and 6th graders have been working on using math to solve everyday type of problems, such as shopping, earning money, etc.. The emphasis is to make them think and learn to use the five basic skills (addition, subtraction, multiplication, division, and usage of decimals) correctly.

INVITATION TO PARENTS

The Child and Adolescent Citizens' Advisory Council of the Community Mental Health Board of Clinton, Eaton and Ingham counties currently has openings for consumers.

This committee acts as a voice for the community in advising the Board on a wide range of issues ranging from the very basic needs of children and adolescents extending to institutionalization.

The Council wishes to urge parents who are keenly concerned with the welfare of all children and adolescents to apply by calling 374-8000, where the initial contact person is Lynne Z.

The meetings are held only once a month on the third Friday from 1:30 until 3:00, at the Ingham Community Mental Health Center, 407 W. Greenlawn, Lansing, just west of Ingham Medical Center Hospital.

If you have topics of concern, but are unable to be a participating member on a permanent basis, please let us know that also.

Figure 10

PORTAIR ELEMENTARY SCHOOL

Lansing School District

Faculty Bulletin #25 March 5, 1979

A. For Students

1. Band - March 13th 9:00 - 10:00 a.m.
   Permission slips will be sent.

2. March 13th - No School A.M. - All Students

3. Student Pictures - Re-takes March 14th 1:00 p.m.

B. For Staff

1. FOCUS Workshop - March 5th 3:15 - 4:30 p.m.
   Paid - Voluntary

2. Textbook Contingency Fund - A request for proposals from the Textbook Contingency Fund has just been received.

   From our earlier discussion, I assume our highest priority is 1979 Harcourt Brace reading beginning at the fourth grade and going up.

   I'll submit a proposal for this unless I hear otherwise.

3. Summer Workshops - Posted on the bulletin board is the form for summer workshop requests.

   Do we want to make a request?

4. Flower Fund - Elaine reminded us at the last meeting of the last assessment.

5. A.V. Equipment - Please return when not in use.

MICHIGAN STATE UNIVERSITY

INSTITUTE FOR RESEARCH ON TEACHING
COLLEGE OF EDUCATION · ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

Figure 11

Letter to Principal

May 31, 1979

Dr. Edward Henderson
Principal
Portair Elementary School
Lansing, Michigan

Dear Ed:

Thank you for the great support, counsel, and cooperation extended to me during my in-depth study at Portair School. The helpfulness shown by you, your great secretary, Sue, the staff, and the students was indeed invaluable in carrying out the two-month study.

My best wishes to you for success in your new position.

Sincerely,

Jacquelyn R. Nickerson
Institute for Research on Teaching
Elementary Education Department

JRN:jd

P.S. Hope it doesn't rain during lunchtime!

Figure 12

Letters to Observer

May 7 1979

Dear:

Mrs Nickerson
your the nicest helper in our
class were ever had. I think
yall Make a good teacher
someday. The cookies were
really good and so was the
punch and I hope you stay
a Michigan State Fan and
come and visit us again
sometime

Sincerely

A.

Dear Mrs. Nickerson,
Thankyou so much for the
penicals, cookies, and punch.
I enjoyed having you here.
The testing was fun. I didn't
know much about Michgan State
until you came. I didn't know
so much about myself until
you came. Thankyou somuch
again for comeing. I hope
I can see you again sometime.

Sciencelry
J.

May 7 1979

Dear Mrs. Nickerson,
How are you feeling?
Pretty soon we will be going to Disneinvile,
and act and dress and everything just like them
Boy it will be so much fun.
I'm going to wear my Liberace hats.
Boy I wish you could come,
you would have a lot of fun with me,
I only you could come back.
Well, hope you get lots & lots of A's's's's.

Sincerely
K.

May 7 1979

Dear Mrs Nickerson

You where a good Helper To us
We wish you would not have To
go. Thank you For The cookies r
Juices. I wish you could see
Ower plants. r Hot.

Your Friend always
L.

APPENDIX D

INSTITUTE FOR RESEARCH ON TEACHING

AFFECTIVE RESEARCH STUDY INTERVIEW QUESTIONNAIRE

Institute for Research on Teaching

AFFECTIVE STUDY INTERVIEW QUESTIONNAIRE

Developed by: Richard Prawat, Jacquelyn Nickerson, Barbara Diamond, Ronda Hunter, Sylvia Whitmer

The purpose of this interview is to gain a better understanding of how you as a teacher feel about certain things. We're interviewing a number of teachers who were asked to participate because of the fine cooperation extended to us last year in the teacher vignette study--when you and other teachers were asked to describe situations or events occurring in your classrooms.

First, let me say at the outset that what you say will be completely anonymous. For example, an identification number will be used when the audio tape is transcribed by our secretary and when the coders read the transcript. Only the project director and the interviewer will have any inkling of who said what. I say this not because we're going to get into any very sensitive issues, but just to put your mind at ease.

Now, before we begin, I need a little background information. (Turn on tape recorder, give teacher number.)

First, I would like to know how many years you've taught, including this year.

How long have you been teaching in this school?

What grade level are you currently teaching?

What grades have you taught in the past?

Have you had course work at the graduate level? Toward what degree?

How many children in your class?

What sort of teaching arrangement do you operate under? Self-contained classroom, open space setting?

Do you team teach?

Now I'm going to ask you some general questions relating to teaching and the classes you've worked with. I want to emphasize that what we're interested in is your opinion--there's absolutely no right or wrong answers to these questions. OK? Let's begin.

1. Of the various things you do as a teacher, which do you consider to be the most important?

2. Every so often, teachers tell me they have a really good day. Could you tell me what a good day is like for you? What happens?

3. Have you attended any workshops during the past three years? Can you briefly summarize this workshop experience?

   Probe for: when; where; who sponsored; content of workshop prior to the one being discussed; perceived benefits.

4. Here are 12 titles of recent articles appearing in teacher magazines. You may have read some of these but for purposes of this question, pretend that you haven't. Could you select three that you would most want to read and three that you would least want to read and tell why? (Present list.) (List follows.)

5. Imagine this situation if you will. The school wide achievement tests showed a big drop in reading this year. Therefore, it has been decided that teachers must spend 2 more hours a week on reading instruction. Which of the things that you do would you give up and why?

   Probe for choices other than language arts choices.

6. What kind of reputation would you most like to have with the classes and students you currently deal with?

7. When you are remembered by your students 20 years from now, what would you like it to be for?

8. Of the teachers you had yourself at one time or another, which do you consider were outstanding? Could you describe one of them for me?

9. What kids in your class bug you the most and why?

   Probe for specifics.

10. Some classes are just plain better than other classes. Can you think of an especially good class that you had? What made it good? Could you describe the class?

Titles of Articles

1. "How to Have a Responsible Classroom"
2. "Go Metric with Games"
3. "Instructor's Guide to Sanity Saving Discipline"
4. "Are You Giving Writing Its Due?"
5. "The Other Basics: Self-Reliance, Self-Confidence, and Self-Discipline"
6. "Learning Center Blueprints"
7. "The Basics: Reading Diagnosis"
8. "Dealing with Racial Conflicts in the Classroom"
9. "Teaching About Death"
10. "An Alternative to Blanket Standardized Testing"
11. "What To Do About Basic Skills in Math"
12. "10 Steps to Good Discipline"

11. What about the worst class that you ever had? Could you tell me about it?

12. Do you think teachers know something about their group before they ever see the kids? Just by looking at the class list, or maybe on the basis of talking to other teachers? What kind of information about students do teachers have and use before they ever see the kids?

13. I want you to conjure up an image of an "ideal student". What would that student be like? Could you describe that student for me?

14. Some students consume an inordinate amount of a teacher's time and effort. Do you have any students like that? Could you describe them?

15. When you are instructing the whole class, how do you know when you are getting through to the class?

16. Describe the rules or boundaries which you set at the beginning of the year. How do you bring these into being?

    Probe: What process do you use?

17. A significant group of parents in your school attendance area is interested in more discipline in the school. You feel that the parents' concerns are unjustified, at least as far as your classroom is concerned. What would you say to them to alleviate their anxiety? Please be as specific as possible.

18. How do you generally arrange the classroom? Why do you use this particular setup?

19. How do you deal with students who have behavioral or personality characteristics that you have difficulty accepting and/or relating to?

    Probe for strategies.

20. How about the opposite sort of situation--students that you are attracted to? How do you deal with them?

21. You ask a question, you're pretty certain that this child who doesn't often respond knows the answer. If you wait just a little bit longer for him to think it through in his own mind, he'll come up with the answer. But on the other hand, you see that the group is starting to climb the walls. What do you do?

22. For planning purposes, are sex differences something that you take into account? When you plan activities, assign classroom tasks? How about seating arrangements?

23. How do you assess the parents' feelings toward the school? Are there any views in the community that create a conflict as far as your views of teaching are concerned?

24. Do students in your class evidence any particular attitudes or habits that could be attributed to their social class or ethnic background? Could you provide an example?

    Probe for subject matter attitudes, attitudes students have toward one another or toward the teacher.

25. Are there any special leaders in your room? How would you describe them as far as their attitude toward other children? Tell me something about the background of these kids. Are they from the immediate neighborhood, are they bussed in, are they boys or girls? (TLC)

    Now we're going to focus in more specifically on a particular set of goals or outcomes.

26. Let me begin by asking if you have any goals for your students, things you'd like to help them achieve that aren't mathematics or reading--that aren't part of the subject matter? Tell me what some of them are.

    These represent the kinds of things that we happen to be especially interested in. This set of goals will be referred to as "affective goals" in the questions which follow.

27. If a beginning teacher came to you for general advice about the affective or noncognitive aspects of teaching, what are some tips or ideas that would come to mind to tell her (or him)?

28. Of all the various affective or noncognitive goals you have in mind as a teacher, which one (or ones) do you think you've made pretty good progress toward accomplishing this year?

    Probe for: What clues led the teacher to believe the progress had been made?

29. With what affective goal (or goals) do you feel least satisfied--least sure that you have accomplished much progress?

    Probe for: What clues led the teacher to question whether much progress has been made?

30. When you or your colleagues talk about children's attitudes in the classroom, what would you say would be the areas mentioned most often?

31. While groups are different, they also have a lot in common. One thing that defines a group is that there are certain well-defined roles that members of the group occupy. Some teachers tell us that every class has its "troublemaker" or its "model student". From your perspective as a classroom teacher, does this notion make sense? Can you identify some of the roles that seem to exist in most teachers' classrooms?

32. You hear a lot about the importance of taking into account the "affective needs of children". How do you go about doing that? Can you give me some concrete examples?

    Probe for decision making during planning and instructing.

33. Have you ever done anything in the affective area, tried any particular approach or strategy where you have been criticized? Or where you yourself haven't been satisfied?

34. Are students' feelings or attitudes something which you have to take into account during lesson planning or during instruction? If so, how do you do it?

    Prove for: How students feel toward subject matter, toward other students, the teacher, and how this affects teacher decision making during planning and instruction.

35. What successes and/or setbacks have you had in turning kids on to subjects such as reading and math?

36. Some teachers use a specific strategy like Magic Circle to help students better understand their feelings. Do you do anything specific like that? Could you describe what you do? How much time is allocated and how successful is the activity?

37. Could you give a specific example of where motivation was a problem in your classroom and you did something to get the children motivated?

38. One goal that appears to be especially important to teachers is that of establishing mutual respect and cooperation, not only between the teacher and the class, but between students in the class. Pretend that I'm a beginning teacher. What, specifically, could you advise me to do as a teacher to achieve such a goal?

39. What produces a well-functioning and cohesive group? That is, a stable and cohesive group where students show respect for one another and work well together?

40. How would you describe the racial composition of your classroom?

41. In your planning for instruction in the affective area, can you describe any ways in which you, the teacher, consider racial/cultural diversity in your classroom?

Probe for planning decisions relating to group interaction and cooperation; group activities.

42. Do you see yourself doing anything different in your classroom because of the racial diversity that now exists?

43. Do you feel that your own racial background has contributed--either as a plus or a minus--to your efforts to meet the affective needs of your students? In what ways?

44. What role do you feel the teacher can play in dealing with parents who have racial prejudices?

45. How can you foster and encourage positive racial attitudes among your students in a school community whose views about racial understanding and harmony are, at best, passive and at worst, negative or hostile?

APPENDIX E

EXCERPTS FROM
TAPED INTERVIEW RESPONSES
OF TEACHER EVANS AND TEACHER PARKER

TEACHER EVANS

TAPED INTERVIEW RESPONSES

Subject No. 30322

No. 25, Page 1

--Do you have children bused in?

I don't have any in my room. We have children that come on a bus because they have to cross Waverly. They are mainly the affluent children, although along Waverly there are a few. But I don't have any this year. These are our bused kids, but we don't cross-bus.

--Your leaders now.

I have leaders, athletic leaders, and then I have all-around leaders. I have a couple of boys who are very good in sports, who are good organizers as far as teams. If I will put so many on a team then they can organize who should play where and why. And the children accept this because they want to win and they know those particular boys are good at it. As far as in the classroom, I don't have any real strong leaders this year. There are ones that if you give them a group and a task they can do it, they can lead. Sometimes at this stage they become pretty bossy when you put them in charge as leader. It's their way or no way. I don't have any real strong leaders this year. There are more followers.

--Is that different from any other year?

Yea, I think it is. I think of even one girl I have this year that I had last year that was really a strong leader because the others were really followers and she could kind of shine. This year she's got a few more that are at her level so she hasn't asserted herself enough to be a leader. Now, we have done some group work where I will let them choose their group and then it is on their own to choose a leader. Maybe if it is an art project, they choose someone who is particularly good in art. I guess when I think of most leaders at this grade, they tend to be quite bossy. They want to take.

--They are about ten and eleven?

Ten and eleven, some are twelve.

--They probably are in their pre-adolencence stage.

Subject No. 30322

No. 26, Page 1

I guess it goes back to the beginning. That I'd like for them to feel, and there is more emphasis on this in school now, at least written down emphasis that we can see, to feel good about themselves. To be happy. To have them get self-discipline. Almost self-sufficient, I guess I should say, when I see the way children are ... To be able to get along. That's why I think the math and all of that kind of fall in although we spend most of our day --- we don't really spend it teaching them how to get along. Although we have programs and are doing that now. I guess just to -- recently one of them said they had read something that if you are not happy with yourself, you can't be happy with others. I think that's true.

--This is what one of the children brought up?

Yea, I don't know what they were reading. They bring me Readers Digest and every other little thing to read out loud.

Subject No. 30322

No. 27, Page 1

That's a lot harder than teaching about the academics. That's pretty well straightforward in a book. I think one of the things that is hard is that the beginning teacher may try to be so friendly with them that they just walk all over the top of you. Then you have lost them. I might suggest group work to get to the affective, if there were problems.

--Do you mean that balance between trying to be too buddy-buddy and ...

Yes, and trying to be the authoritarian. Maybe give some times when the children could be the leaders and you sat back and watched. They are good at imitating the teacher so they might learn something -- you might learn something; see how you look. I guess I might say take more time to listen to them. I think we don't as beginning teachers. We are so rattled we just --- maybe on a one-to-one basis, which is hard also. I guess I would push group work, which is something I shied away from in the beginning, thinking it would get out of hand.

--Do you mean like small group work?

Small group work that you could interact with them more. That might help the affective. We do have a lot of things now, different materials which might be able to be used.

Subject No. 30322

No. 32, Page 1

I think one of the things is that I do things with them. Be it academics, or just the affective, maybe that's one way that I do it. I'm on the floor playing the game, I'm where ever they are, I'm playing the game on the recess. I try to be with them and be part of them, yet still keep my role as the teacher. It is easy to overlook because we are "accountable" for the academics. You will do so well in reading and math and yet the child may be a disaster. I guess doing things with them is probably the way that I handle that the best.

--When you plan for your instruction do you think about the feeling part of it as being part of the bigger instructional situation.

Yea, if I can I think I do. Sometimes I overlook that because: they are going to learn this lesson, come hell or high water, because that is what the book says. I think to some extent I do, or, how can they interact with me through this lesson. I do a lot of oral work. There is a lot of interaction all day. I guess that is just the way I operate --- I do try to take into account their feelings. Some days you don't. It is usually the day you are rattled and you are hollering because you have got to get this done and you can just see them falling apart because you are falling apart. I think that is important to kids in the affective, they need to sense your feelings too. They know -- these upper grade kids will say: you don't feel good, do you? It kind of brings you back: what am I doing that ..., But I think they need to know that teachers are human. Maybe subconsciously I do the feeling part more . I guess I do that in reading a lot because I don't like to teach "reading" so much. I like to do things where you are going to need to read in your life time. We do a lot of that kind of stuff, we do things together. That's why they keep bringing in things to read. If we do something, I do it with them and I read mine. And I don't remember that about teachers. A teacher was always a teacher, she didn't take part. If it is a phys. ed. day and I know what we are going to do, I usually know ahead of time, and if it is a game I want to take part in I may wear slacks purposely that day.

Subject No. 30322

No. 36, Page 1

I think it is the Focus materials. Some of the written things we have done, they kind of get it out in the open.

--Is that a kit or package?

Yes, and it's by grade. It has pictures, film strips, and ditto books about things they like to do and things they don't like to do and why don't they. What do you do when you are alone, things like that. I don't force a child to share that with anybody. I say at the beginning that I am going to read them. They are threatened about whether things are going home, sometimes, on those kinds of things. It may say something: I don't like my mother when ... Well, they are not about to write something that they know is going to ... I let them have it and if they want to share it with somebody, fine, if not they do what they want with it.

--How much time do you give to activities like that?

Well, at the beginning of the year I gave a lot of time to it. Maybe an hour a week but now it seems like it dwindled and I am getting back to it tomorrow at an hours pace. I guess I kind of throw it in, maybe if I lumped it together, it's probably not much more than a half hour a week. Unfortunately, it's one of those things like -- what would you cut if you had to do two more hours of reading. Because, again, we are accountable for those academics and to go to junior high they have to know this. I guess I feel more threatened by that. Try to work the other things in along with it.

--Do the children respond to it. Do you think it is a successful approach.

Yes. There are some things that work better than others. Role playing doesn't work real well, they get so silly. But see, I don't like role playing or puppets, I find this very hard to deal with -- I am very threatened by it. Maybe that imparts to them too. I mean, I can't get up in front of a group and act like a flower or whatever you have to do. For the most part it was successful. We saw a movie on divorce this year and I was a little threatened by that. The Focus lady was in here

Subject No. 30322

No. 36, Page 2

and I counted, there were sixteen kids in my room that are either from divorced parents or going through a divorce now. I thought: well, they won't talk at the end, but some of them that I didn't even know that their parents had separated at one point, they just all started speaking and how they feel when they see their dad ... So something I thought would bomb, worked fine. They are not afraid to speak --- they have been told that everybody has a right to their opinion and that we will listen to the other person, whether we like it or not. We vote on lots of things, rather just everybody screaming, we vote.

Subject No. 30322

No. 38, Page 1

I think being fair is so important. For them to be fair to you, for your goals to be fair. Just treat them fairly. I guess it goes back to when I was in school where the whole class got punished because two or three didn't do something right. I try not to do this and I guess I would say that to a beginning teacher. Don't punish everybody. Try to think of them as individuals. If I am fair to them then I expect them to be fair back to me. Not so much as adult to child, just as a human being to a human being type thing. Overlooking the teacher. I don't we do as we start out as beginning teachers. You jump on them for everything, maybe you don't any more, you could be either overly friendly or overly the other way. I guess --- you are a human being and they are. You've got feelings and they do. You need to respect both of them. I think that would be hard as a beginning teacher but ... Being consistent. There are days that you are not because you have just had it with them. You are not fair and you are not .... and I know it. But I'm one that can apologize to children. If I have snapped at them or have done something that I have felt was unfair I will normally apologize to that child, I will tell them why I acted like I did, can they see why I did and what could they have done? I think they need to respect that I am the teacher, but then on the other hand I need to respect them as an eleven year old person.

Subject No. 30322

No. 39, Page 1

I don't know what makes a class like that. The children I have came from four rooms, so it is not as if they came from the same room. Maybe it is the teacher. Maybe some of both. Some years they don't gel, you try things. Then maybe it is the individual child. I'm trying to think of that one class that just didn't ever gel, no matter what I tried. They were almost all individuals, all wrapped up in themselves that they couldn't see the rest of the group. I tried everything I could think of. They couldn't function even in a small group. This group, in the beginning they didn't, but they have just kind of melted together. And last year's group was that way, they kind of flowed together -- they took care of each other. And I don't have anyone this year, and I didn't last year either, have anybody that the kids really didn't like. That sometimes is a problem, a scape goat or one that has the cooties, or whatever. I don't have any of those this year that people don't care to be around. Sometimes then you can't do anything with those, you try. I don't know how I have escaped that two years in a row.

Subject No. 30322

No. 40, Page 1

About fifty-fifty. Maybe a few more non-minority. This is watched in the office too. When we divide the children in the spring we have to divide them by that. I think school-wise it is like thirty or forty percent minority.

--What kind of minority.

Black and Chicano. I guess for one neighborhood, I would call it a fairly heavy Chicano neighborhood. This is in the housing area. The black children are not just in the housing, they are scattered. The Chicano children are pretty much in the project. There may be a few scattered in government homes. We do have a bilingual teacher for those children.

--Who works with them every day?

Three days a week. Outside the classroom.

Subject No. 30322

No. 41, Page 1

I don't think I let that bother me anymore. I don't feel there is a color barrier when they are in the classroom. I think that is more when they get out. I would say that a few years ago I probably watched, maybe, more carefully what I said and did when these children first started coming here because this was an all white school for years. No, I don't consider it. That's more of a problem at home, to and from school. I've had parents say that if the parents would just leave them alone, stay out of it the kids wouldn't have any problems. Which is true. I don't think they think of each other as black, white, or Chicano. We line up sometimes as color and ..

--You do?

Not color child, but something they have on. I had black on today so I said anybody who has on black can get up and one of my black children said: my skin is black and got in line. Today we square danced and they choose each other -- I don't think that is so much a problem.

Subject No. 30322

No. 42, Page 1

I guess I sometimes is more conscious of it to be sure that all the black kids don't get to do one thing or all the white .... Somehow it comes out that way -- that, Gee, look at that group it is all the black children, it is all the white children. I guess we, as teachers, worry more about that now.

--You just arrange the group yourself?

What I usually do after they form the group -- there is usually three or four that don't have a group, there is always those that can never find a group. Then I might put them around. But I'm trying to think of the group work that we have done --- they are not all in the same group. Some days, and I don't know why, they tend to choose someone of their own color to play a game. I don't think they consciously do it either. We do watch it, we have forms to fill out, how many groups for reading, are they all minority kids, and so on.

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I think my background is more towards college and since I've taught because I grew up in East Lansing and we didn't have any minority children. I never went to school with minority children until I went to college. I worked in the department store and that was probably the first dealing. I feel that my parents are very open. People weren't put down for their religion or their color or anything. So I think maybe -- sometimes I feel that I am prejudice, but for the most part I'm not because my parents were pretty open. But I didn't really deal with people other than my own group. I think when I was a child it was more religion. Where I grew up there was a big Jewish population. They were the "minority" type thing and there were snide things said about them and that kind of thing. I guess I feel I have a pretty good background. When the minority children first started coming here we did some things with the staff. We had different people come out and talk to us -- what to expect. We prepared-we had meetings at night trying to bridge the gap. I think we over-estimated. There weren't the problems that we ... I think we thought at that time that when the first black child walked into this building it was going to fall apart ... it didn't fall apart. That's what I say: if the adults would keep out of it the children don't have all that much of a problem.

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I've dealt with some of that. I guess when I've had the problem I have had both sides in. If it is a black/white thing, I'll have the children and the parents sitting right there. That's when you get down to some of the kinds of things --- if you would have let Johnny alone, Johnny would have been all right. It was easy to blame the minority children when they first came. If they hadn't come we wouldn't have "these problems." I think the parents take care of it more themselves, or the principal. I haven't had so much --- I guess I am quick to defend if a parent will say: it's the black children. I'll say: no it is not the black children. Maybe it is one particular child who happens to be black, but that isn't why he is acting like he is. I guess I try to pin it down that way. That's like saying all teenagers are bad. You'll get that at conference time where they can talk to you: I don't let my child play with that black child. Well, not because they are black, because they may be a pain in the neck and just happen to be black. They could be purple, green, or white. But then on the other hand, they'll say: I won't let them play with Susie Q, and she's white. So you try to point a little bit of that out to them. I think kids hear too --- maybe they don't hear so much of that any more because I think there is more .... one of my black children is probably the most popular in the room. She has the white kids go over and vice versa. I think there is more of that ... and that's why I say if parents would ... some parents are still threatened by it. It's just like when they go to high school. These kids go to Sexton, although there hasn't been any rumblings over there lately. But, you know, it was this group that caused the problems and when you get down to it, it wasn't any certain group, it was certain kids. But people are labeled as a group. Teachers are labeled as teachers.

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I guess not making a point of it. That's probably the most important, at least in the classroom. I just overlook their color. They aren't hostile. I think they were threatened, there were misunderstandings. This is my own feeling -- but when my black children came I think they thought of inner-city Detroit. We are going to have troublings. I think they had that sterotype. I guess I overlook a lot of things. Kids don't say -- on occasion an upper grade child will say "you're prejudice."

--To another child?

To a teacher. I have a boy this year and I had him last year. I kept him this year because to deal with the other teacher --- she's already been called prejudiced by the family, so I kept him. I don't have that problem. But I think that is fostered that home too. If kids are told to look for that. I guess I just overlook.

--Did he say that when he was upset or would he just use it.

I think he used it when he was upset, but I think his mother used it. Because she felt he wasn't being treated fairly. Maybe he was or wasn't, I don't know, I didn't have him at that point.

--But now he has been in your room for the second year.

The second year. This was an older brother that they had the problem with. But I kept him purposely. We choose our own children for the most part. So that way you do avoid some of the personality conflicts. Where maybe I could work with this child and the other teacher couldn't. Okay, then I would take him. Maybe you avoid a lot of situations because of that. I guess the racial thing, at this point, is pretty well gone. You find more now if there is any fights it is the black children fighting each other and the white children fighting each other. It is not a racial kind of thing.

Teacher Parker's

Taped Interview Responses

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There definitely are leaders. I really don't know how I would assess their attitudes because I can't figure them out. I don't understand why they are leaders.

--Are there some children bused into this school?

No. We do have some children --- we draw from across Waverly Road. So we do bus a few, but that is not for racial balance or anything. It's just that they are across the boundary line. The city won't let them cross Waverly Road by themselves so they bus them in. So, out of the whole school we have about twenty kids bused.

--But there are leaders. Can you spot these leaders pretty easily.

Oh yea.

--Early on in the year?

Yea. And if you haven't spotted them, they let you know.

--Are they mostly boys or girls?

No -- it's equal.

--What are they like? Does it defy any kind of logical analysis?

Well, they are quite often black.

--What's your mix in this group, for instance, your racial mix. Out of the thirty some kids, black versus white.

Got me, I don't know. Probably close to fifty-fifty, but to say exactly how many.

--And lots of times the leaders are black.

This year -- this group... they are all ... two girls and one boy. They rule the room.

--They are always the first ones chosen for playground activities. How else do they rule the room.

Well, like in the morning we can only go to the gym one time during the day, and I have a break in the morning, so we play a team game in the room. That's one of the things the chairman of the day gets to choose, what we are going to play. The other day one of my girls chose eraser-tag -- you put the eraser on your head and try to

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catch somebody without the eraser falling off. And she chose two other kids to play -- she didn't play. I said: what's the deal, it's your game and you are not playing? She didn't like the game. Well, for crying-out-loud, why did you choose it for? Well, they like it. She pointed at the two girls that are the leaders of the room. And I said: well, it's your day -- when it is their day they can choose what they want. Well she did, because I had reinforced her she choose a different game than the one she had.

--Is the leadership mostly of a negative kind?

No. I wouldn't say it's negative or positive. But they definitely rule the roost.

--Are kids cliquish at this age?

Very. I would feel very sorry for any child that moves in new as a sixth grader. Unless you are Superman's nephew, just super kid...they don't want anything to do with you, they already have their friends. They are really snobby, it's like moving in as a senior in high school

--They are just left out all together.

Totally. Sometimes it is because they are obnoxious and sometimes it is just because they aren't interested.

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Knowing yourself. Understanding what you feel and why you feel it. Being able to assess your feelings and not be frightened into changing your mind. I think that's one thing that comes personally from me. Because I was a real pushover when I was a kid. I'd like to know where in my life it happened, but I quit being everybody's doormat. I look at these kids and I just think -- I love my folks dearly, but I can remember growing up, sitting there at the dinner table, and my father would say something and I knew I could go to the encyclopedia and prove he was wrong. It was incorrect what he was saying. But I was not allowed to say: you're wrong, because Dad had said it, it was right. That's one thing -- I look at these kids and I want them to know that when you are right you're right, and whether it is a factual thing you can look up in an encyclopedia or an opinion --- You believe there is a God and just because you are in a room with forty people who say there isn't, you don't have to change your attitude, you don't have to change your mind. I guess that's a lot of what I really do ... And yet, you've got to learn that sometimes you might think that teacher is the biggest dummy in the world but she said you are going to write those spelling words a thousand times each and that's it. To kind of learn that fine line between arguing and just shuting up and doing it. I guess that is one of my biggest affective ultimate goals. Just a preparation of the children for the world. And I tell them constantly that I really feel the Lansing School District pays me to prepare them. And if I don't do that I am not doing my job and I should quit collecting pay checks.

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Just to say off hand ... if somebody came with a particular problem and said: how would you handle this. But my mind is just a blank as to what I'd --- Someone just walks in and says help me with the affective problems.

--Well, they say: Hey look, I've heard about this affective area, this noncognitive business. I know how to teach math, science, and reading. I don't need any help there. What can you tell me about that other area?

I'd tell them to concentrate on self-awareness things. I do a lot of that -- like I mentioned earlier, how I feel when I'm alone and how I feel when my Dad just yelled at me.

--Do they write those things?

Sometimes they write it sometimes they talk about it.

--Are they willing to share that sort of thing?

Depending on how it is approached. It's funny. Some things you think -- Oh my gosh, they will never talk about this. And they do. And other things you think they will openly talk about and they won't.

--What would they talk about that surprised you.

We had a movie one day on divorce and it was the father and the mother trying to play the kids against each other ... the father trying to play the kids against the mother and vice versa. Well so many of these kids are from broken homes that I thought, Wow: I'm really going to get into some feelings on this one. They didn't say anything. So I said to them: I thought we were really going to have a fantastic discussion -- what's the deal. One of the girls says: I don't even know who my father is. And I said -- what? At least I figured that they say their father. He left when she was a baby and he has never been back. So then the other kids got talking about it and yea, they didn't have any feelings about their father one way or the other -- he just up and left one day and that was it. The mother say good riddance and threw out his underwear and it was over.

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--Why didn't they want to talk about it then?
Because they didn't have any feelings about him one way or the other. They couldn't even identify with that movie because they had never had a father trying to steal them away from their mother.
--How about something that you thought they wouldn't be too open about and they turned out to be?
There had been a fight on the playground. It was a name calling deal. So many times it boils down to name calling. Well, as it came out with the principal when he and I talked about it, it was a prejudice thing. He only called me that because he's prejudiced, he wouldn't have called his friends that type of thing.
--It was like a white child calling a black child nigger?
Yea, or just Boy -- any kind of a word ... but he wouldn't have said that to one of his friends, but he said it to me because I'm black. He thinks he can get away with it and he is not going to get away with it. So Dr. Spink said how do you feel about talking about it in the classroom. I said I'd talk about anything. And that's one thing too, I'll tell my kids -- you aren't going to embarrass me. I'll answer any question that you ... I'll know if you are honestly asking or if you are trying to embarrass me. If you want to know any answer, I'll answer it. These school nurses that think we have to be a school nurse to talk about growth and development -- I'd like to have them sit in some of my science classes. They would knock their eyebrows off. We have beautiful discussions. But they are not silly, they are honestly asking questions.
--Sex education sorts of things?
Yea. What's the pill, what are paternal twins, what are identical twins, what are Siamese twins. They ask all kinds of questions and we answer them. But anyway, that's the point I was getting to. I told him, I'll talk about anything But I really don't think I will get anywhere, I don't think they will open up and

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talk about prejudice. Why they feel a certain way about certain kids. And they did, I don't know if I said magic words when I approached it. I remember saying to them: I told Dr. [redacted] I'm sure you won't discuss this ... Maybe that was the set off, we'll show her, we will to. But we had a real nice discussion about why they feel certain ways about things and one of the kids said it was the grown-ups that were the problem. If they would leave us alone. Which I thought was real interesting.

--But you would advise a beginning teacher to try some of that sort of thing.

Yes. One bit of advice that I have given to people is just be honest. Don't pretend you know all the answers, and if something throws you, honestly say: that throws me, let me collect myself and I will get back with you in two minutes or five minutes. Kids can read through you so fast. And they don't want a phony baloney. I think -- and I don't even know if that goes along with the affective domain -- but just to tell someone to be honest with kids and let them be honest with you. Sometimes some of the things they come up with is pretty shocking. Like I say, I grew up in a two parent home and my folks knew where I was, and we had food on the table, clean clothes. Some of the things I see some of these kids go through is just shocking to me and it is really hard to sit back there and not be shocked.

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Yes. Or sometimes just in small groups too. Like sometimes I will be sitting at this table working and some of them will come back and work. We will just chit-chat. And, particularly, if the child I wanted to talk to happened to be one of them to come back and sit. And then I would try to initiate something. I'd say: you know, I was coming to work today and I saw such and such thing happen, how do you feel about it. I do a lot of lying to get into ...

--Why do you think it is important to talk about those kinds of things?

I guess it is a personal thing with me because I grew up not being able to talk about anything. I think a lot of the frustration and anger that I went through as a teenager was more at myself than anybody else because ... I knew everybody was walking all over me, I knew I was a pushover, but I didn't know how to deal with it. I know my mother would have helped me, but I didn't even know how to go home and ask for help. I guess that is why it is so important for me to get kids to be able to assess things and at least go about trying to figure out an answer. A lot of times I don't even know .... we all do. We all get down in the dumps and somebody asks what is the answer and I don't know. A lot of times you have to learn how to put your finger on what the problem is too.

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Example setting. Showing kids that you respect them and demanding their respect of you. Demanding respect is a hard thing to do, you have got to earn it.

--How would you advise me to earn it?

Don't say something that you can't do. Don't make idle threats. Be fair, when you say you are going to do something, do it. Things like ... I travel a lot and I have a lot of pictures. The kids are always asking me to please bring in my pictures. So I do. We are studying space and I have several books at home and I'll say I'll bring the book tomorrow. I have to go home immediately and put it by the front door because the kids have had so many people tell them that they will do things and not do it. And they will come and ask about the book. It's important that if I said I would bring that book that I have it here. Another person might not put as much emphasis on it as I do, but to me ... Because they have had so many people tell them -- I'm going to take you to the ball game and ... Last year .. the boy that beat up the other kid that the paramedics had to carry out and almost put his head through the window. For three weeks all he talked about was that his Dad was going to take him to the Super Bowl. He was so excited, his Dad had tickets to the Super Bowl and he and his Dad were going to go for the week-end and go to the Super Bowl. Friday before the Super Bowl I just: Oh, you are going to go to the Super Bowl, I'm so excited for you. I'm going to be watching the game and I am going to try to see you. He started to cry, his dad was taking his uncle. These kids have had so many let downs. People tell them that they will do things and then flaking out on them at the last minute. If it is something as simple as saying I'll bring my "Footsteps on the Moon" book, I've got to do it.

--Do you think that kind of explains some of the hostility?

Yea. Like one of the girls I have this year. Four days she has been out of school to buy boots. Now I don't know if that is an excuse or what, but she still doesn't have any boots. Now someone is telling her some where along the line that she is

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Being a wild and crazy guy. I guess for me I find that humor and put-downs and that kind of thing work. Just being able to laugh at yourself and laugh at them and laugh with them at yourself.

--How does that make ...

Just seeing that you don't have to be perfect. That you can let down. Being honest. I'll come to school and say: don't anybody talk loud today, I have a headache. I have terrible sinus problems ... One of them came to me the other day and said you have a headache every day. I'll say: Yea, during this time of year I have a headache every day. I sometimes do. But, just being honest ... but then, being willing to accept honesty from them when they say: Boy, your hair looks crappy today. Not being hurt.

--How do you respond to that?

Well, thanks a lot, yours doesn't look so hot either. I guess just going back to being honest and fair. I go back to my Dad and his advice ... but one thing he said too, was don't think you have to know the answer to every question. And I know when I was a first year teacher, I'd rather have died than tell a kid that I didn't know the answer. I might stay up all night looking for the answer and the next day bring it up again and know the answer. But now I'll say to them: I don't know, I'll help you find it, but I don't know. And I've had a lot of new teachers, we talked about things like that. Some of the advice that I always give is don't be afraid to say that I don't know. But be willing to help find the answer.

--Do you think that helps promote the notion of cohesion ...

Yes. And not getting too angry when somebody tells you you are wrong, and you are. When it is the same kid constantly you tend to say: I am so sick of being wrong, will you quit telling me I'm wrong. To just keep it back and let them say that you are wrong. And then being able to gloat when you are right.

--So the kids feel free to challenge you? That's one of the things that you are

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anxious to promote, right.

Yes. But that is a fine line thing too. Because ... That's a thing that is a contradiction with me. I try to promote it, but it makes me angry. Because I want to be the one in charge and I want to be the final authority and when they challenge that it kind of knocks me back. So there is a big contradiction within myself. I fight something I promote.

--Are you able to balance those two things.

I hope so, I think I do.

--How do you do it, are there some days when you are always right and other days when ...

Some days I am honestly right, other days I pretend. I guess one of things is being able to, a couple of days later, go to a child and say: I've been thinking about what happened between you and I on Monday and I want you to know that I just really didn't feel like hassling with you that day, I apologize for it.

--In terms of arguing about a particular point.

Yea. And I find that that is something that is getting through to kids because quite often after they have left I'll go back to write my lesson plans and there will be a note that has been slipped on the desk. I'm sorry, I was such an idiot today. Jimmy. So they are seeing it. They are still not to the point where they can be open and come to you face-to-face and say ... Some of them are, some of them can, but a lot of them have to do it through a note. But at least that is a step.

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I really don't. That goes back to when we first integrated. It was my fifth year of teaching that this school became integrated. They had big workshops ...

--What caused that -- because of busing?

No, because of the housing projects. They had big workshops for us on how to deal with these children. Professors from Michigan State came out and talked to us and people from MEA. They kept saying we were going to have to reduce our standards. And I finally said: Bull. I'm not. If a child walks in my room and I don't expect the most out of him I am not going to get the most out of him. I know what I expect, and I know what I want. I am not going to lower that, I don't care, you can have my job. I'm not going to do it. Well, know what, nobody in the building did. It was a waste of their time to come and talk to us. These teachers at Northwestern know more about what is going on than the people down town. I don't really sit at my desk when I am planning and think racial. I just expect that every kid in this room is going to do what everybody ....

--How about when you group other kids together?

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Not really. Somebody else might say yes, but as I assess it myself, I don't think so. Let me take that back -- I think if I do anything, I'm harder on the black kid. And I've told them. Because I know how much harder it is going to be for them. And I have honestly said that to kids. They will say to me: you are always after me, you never made so-and-so do their paper over, but you made me do my paper over. I'll say that some day you are going to realize that things --- it is rotten and it stinks --- but that is the way of the world. And it is going to be harder on you because of the color of your skin and you might as well accept it now and learn to cope with it.

--How do kids respond to that sort of prod?

You don't say it --- Like one I have this year that can't read is black. I am not going to push him at all. A couple others are borderline good students and they really want to, but they don't want to alienate their friends. And they will take it. One of my boys -- my God, if he doesn't get an Oscar for acting one of these days -- he can really act. I told him that one day and he honestly said: yes, he knew it. He had already faced some of those problems on the football team. He had to be better than some of the other guys to get to play. He knew what I was talking about. There again, you don't say something to someone that you know they are not going to respond either. And I have said that to parents when they come into conference, I say: I'm only after your kid because I want him to do well. After all --- there are some teachers that are in it for other reasons than teaching, but the majority of them are here, putting up with this garbage, because we really want to see kids achieve.

--Are there other things that you do different?

I do a lot of things differently.

--That you didn't do before the racial diversity.

I don't think so.

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I think it has been a minus. Because I grew up in a nice, lily white, everybody went to church, everybody knew everybody's business community. All my friends had two parents. When we had a party, everybody's parents knew whose parents were going to be at the party. So it has been a hard thing for me because it is continually shocking. Even to this day, if I don't check in with my Mom by phone once a week she's panicky. She wants to know what I am doing and who I am doing it with and just checking in. It's been a hard thing for me to be able to sit back and see these kids who are ten years old that are leading their own life and fixing their own meals. So I have had to do a lot of learning in those areas. Things that I can't identify with. Mothers that don't speak English, and mothers that don't read.

--But you have been able to develop that understanding.

Yea, but it is something that I have really had to work at. I continually have to work at it.

--Do you think if you were a black teacher that might have -- the understanding might have come easier.

Yes. Or, if I have had to go through a divorce, my parents, ... I lived too perfect a life. I never was hungry. Things happen that make it very hard for me to begin to identify with. I have a case this year where a father has been sexually abusing his children. The mother came to me and talked to me. That just takes me back.

--You have one of the children in your class?

Yea. I had called the mother and she apologized to me for not getting back to me sooner. I had called her because the kid had just gone bannas. I had seen in three weeks --- kids this age are up and down, up and down because they are growing so fast and they are maturing so fast. But this just went on and on and on and it didn't stop. The foul language and ... So I called her and she said, well, it's

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my fault, I should have gotten to you, can I talk to you one night. She came to school and laid all this on me. I sat there with my mouth open.

--Had it happpened during that period of time, could you see the change in the child? Or was it just that there was a problem ....

Oh his behavior had just .... He had gone from a mellow, get in trouble once in a while kid to one looking for trouble. He walked around looking for trouble. He would walk by the corner and slug the safety patrol.

--The mother helped you understand ...

With my background I was just dumbfounded. I didn't know how to handle it. And I told her that: I don't even know how to respond to you. She said: I didn't come here for you to respond to me I just came here to tell you that this is what is going on.

--Was there someone trying to deal with the problem, a social worker?

Yea. They are seeing a social worker. I should have know that. This had been going on for two months, the kids had been seen at Ingham County Mental Health. And I didn't know it. I talk about my family all the time and I have had kids say to me: does your family really do the things you say or do you make it up. Yea, we really do it. They just .... And then I sit back and it is so hard for me to identify. Like last year --- I collect statues of mice, two Christmases ago I got three Mickey Mouse calanders for Christmas so I brought one to school. And the kids thought it was so neat and asked where I got it. I told him my brother-in-law had given it to me for Christmas and one of the boys said: my brother in-law doesn't even speak to us and your's gives you presents. It just blows your mind -- some of the things they tell you. I don't know what it's like to be hungry.

--Is there any way you could prepare people that didn't have a background that would provide that understanding?

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I've had parents who have come and say that they are going to move out of Lansing. They are going to go to Grand Ledge because their kids aren't going to have to put up with all this crap. And I say: what is your child going to do when they are out of high school and they are getting a job at Oldsmobile and they are back in the real world where it isn't all white people that go to the Presbyterian Church. I've said that to parents. I said once to a parent: when you find utopia would you let me know because I would kind of like to teach there.

--How do they respond to that sort of thing.

They are set. They are convinced that they are doing the right thing for their family. People don't do what they think is wrong. So they don't listen.

--So you don't think there is a lot a teacher can do?

No.

--How about black parents that have racial prejudices?

Like the mother that came to school and it was all my fault because I was prejudiced. I really blew up. I was stupid. But I told her that I thought it was a big, fat cop out. Her son wanted to pick and choose what he wanted to do and he was using prejudice as a cop out and I wasn't going to buy it. If she wanted him out of my room that was find, I'd have it amanged or she could have it arranged. And I did, I lost my cool I was so angry.

--Did it help?

Nope, she didn't come to the next conference. That was the Fall conference and she didn't come in the Spring.

--What might you have done differently as you think back?

I should have said want I said, I don't apologize for what I said, but it was the way I said it. I was very angry --- like when I went and got my grade book, I didn't place it on the desk, I threw it on the desk. I was so angry. I mean I had put up with that little brat for two months already and how he had ruined everything.

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A lot of talking. A lot of --- like it not, that's the way it is.

--Do you think a teacher can do that?

Yea. By talking about the problems. If nothing else, letting the kids know that what goes on in room 116 -- you can dump anything you want here and if you don't want it to go any further it won't.

--Do attitudes like that come out? On the part of the white students toward black or ...

Yes, it's a rarity, but they do once in a while. Like what I was talking about earlier where the kids said if the parents would leave them alone they would take care of it. The whole thing that came up was that was a white girl in my room that has got a crush on a black boy in one of the other rooms. Her mother wants no part of it and the kids feel that it is fine. If they want to go steady they ought to be able to go steady and if parents keep their nose out of it. I try to talk in terms of parents are not trying to do anything to hurt you. They have been there, they know the pitfalls, they are trying to save you from hurt. But sometimes --- it is the new generation that changes the times. I guess just a willingness to be able to sit down and talk about problems and then coming right back to well, you might not like it, but that's the world is honey and you have got to learn to live with it. You aren't going to like every teacher. There are a lot of people that I don't like and there are a lot of people that don't like me. I feel sorry for the ones that don't like me, but ... that's the way of the world.

--Talking things out, is that the thing that you do more?

Yea. That's where other people get into the role playing and this kind of thing. And it works for them, it doesn't for me.

--You prefer the direct approach.

Yea, we do a lot of talking. We call them sermons. I get done and they say Amen.

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