Aligning brain-based middle school reform with the California State Standards

John Ray Adams

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ALIGNING BRAIN-BASED MIDDLE SCHOOL REFORM
WITH THE CALIFORNIA STATE STANDARDS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Interdisciplinary Studies:
Integrative Studies Option in
Education

by
John Ray Adams
June 2001
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Approved by:

Sám Crowell, Chair, Education
Bob London, Education

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ABSTRACT

This scholarly project is an in-service and plan for implementing the principles of brain-based learning into the middle school and aligning them with the California State Standards. Its main premise is that mankind is taking another developmental step in consciousness and that middle schools especially must adapt to meet the demands of a global interconnected society. By integrating thematic interdisciplinary instruction across the core disciplines of an intermediate school, the project provides a framework for generating more meaningful connected learning tailored to the needs of adolescents. Exploring the evolution of consciousness—both in individual development and the collective culture—and analyzing the history of American educational philosophies as well as applying brain-based educational research into the classroom, it synthesizes all three into a model for integrated middle school reform.
ACKNOWLEDGEMENTS

To Drs. Sam Crowell and Bob London whose guidance and wisdom helped me to transform my personal educational philosophy and approach to teaching.
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CHAPTER ONE

BRAIN-BASED LEARNING IN THE MIDDLE SCHOOLS

Introduction to the Project

This project was created in order to implement the scientific principles of brain research in reforming middle schools in a manner consistent with the California state standards. Ultimately, it proposes that a school committed to brain-based learning facilitates higher student learning, achievement, and more meaning than the traditional subject-based curriculum. Moreover it strives to emphasize the need for educators to balance the "what and how" of school function to a real world, global, even universal perspective. The project travels down three routes to support these claims.

First, it asks the question- where is humanity going (as an interconnected global culture)? Here it delves into the past and seeks to briefly clarify the historical evolution of consciousness and the development of America's school system to pinpoint education's present state of affairs. In doing so it is argued that, society is at the precipice of another developmental leap in consciousness. Second, the project synthesizes the growing field of brain-
based learning and its implications for education in facilitating this next step in awareness. Third, it provides a five-year model for reforming middle schools that transcends and includes the traditional curriculum, creating an integrated project-based institution in which students are taught using interdisciplinary methodologies across the different disciplines in order to connect meaningful learning to their own life and real world situations. Therefore students in the middle school will begin blazing the trail towards becoming conscious co-creators of the world in which they live, both individually and collectively.

Purpose of the Project

As these trails are branded education stands at a fork in the road with many paths to follow. Intermediate schools truly are in the "middle" of this decision for it is where many life determining decisions are made by students and many foundations are made for them by teachers. Initially both have enthusiasm as they walk down a chosen path, but generally the pattern they follow is like that of a meandering trail in the forest where they often times find themselves lost. Some choose the old
reliable path that has been there for decades. The highway sign has different wording yet often times it subtlety reads “Back to the Basics,” or “Survival Mode.” Educators often do not read their historical roadmaps and find themselves on the same road to failure, upon which many from the past have already journeyed. Sometimes the road sign is a truly new and innovative one, but often teachers and students, administrators, parents and policy makers find the new path too time consuming and filled with much unwanted “traffic” like the need for more money, more training, more time, more to learn, and more bodies in each classroom. Usually the path taken is an easier and cheaper one and in the end is ineffective. Eventually for many it is onto the off-ramp and back to old reliable, which leads to more boredom and more failure for all.

Closing themselves off from the rest of “traffic,” these middle schools park themselves at mid-level positions in an old factory building ever churning out products class after class, grade after grade. Some of these schools are very sick and pull up to a hospital, which helps to “redress the ills of social inequality” by diagnosing individual student problems and providing a prescription I.E.P. that “cures” the child (Schlectly, 1990). Often
times this diagnosis is used for all children but as everyone should realize— all roads do not lead to Rome. All too often it is a quick remedy that only works for a few, but is applied to the masses, thus rendered ineffective once again.

Recognizing this, this project provides a plan of action that is more than just a factory or hospital model. It will not solve all problems, but does lay a sensible open-ended infrastructure, designed upon the premise that whatever we create brings with it its own anomalies to be solved and those problems can be solved more effectively together as a team. It sees that all paths are striving towards the same goal—to educate people, but the roads traveled to get there so often are just ends in themselves. Education can and must do better. Schools must begin to lay the foundation for an educational transportation system that connects students to the future and equips them with their own ability to build vehicles capable of reaching their own destinations in this interconnected, information rich world.

To do this, middle schools must transcend and include the old curricular paths to success. Teachers, students, parents, and administrators must transform junior highs
into developmental enterprises, blending all of the newest findings on how people best learn with what already works. Schools must be given the flexibility and local control they need to address the specific needs of their students, while at the same time keeping the state and district standards as the cohesive asphalt that keeps the highways connected. Collaboratively working together teachers can make more connections for students in their learning, and in turn educators will make more connections for themselves. These teams of teachers will find themselves more excited about their jobs and they and their students will be much more engaged in the learning process, leading schools to be much more successful in their optimum goal—educating all students for lifelong success. The time for this change is now.

Scope of the Project

In order to change education, one must first persuade others to change their approach in the classroom. Sweeping change is virtually impossible and actually unhealthy. The project format and content understand this. What it does ask teachers and schools to do is to stretch themselves a little further every year in order create a brain
compatible, interdisciplinary school structure. The project is an in-service training middle school teachers about brain-based research and its practical implications in the classroom, but in a manner consistent with the California State Standards. The training provides an infrastructure for an interdisciplinary, team teaching middle school model, designed to connect student learning across the different disciplines and to the larger world of which they partake.

To do this, schools must give time and structure that is flexible enough for each school site. Designed around the California State Standards it guarantees any school willing to set itself up in this way will have greater achievement and student engagement. The premise is that if all teachers are teaching to the same state standards, and have high-level instruction and expectations, but are free to approach it in a manner most appropriate for their community, more meaningful learning will take place for students.

Significance of the Project

Indeed the time is right to overhaul secondary schools. Middle schools are the best place to begin,
because it is at this point in an individual’s personal development, as indicated by the work of Piaget, that they move from the level of concrete operations to the logical stage of formal operations. Of course everyone is unique, developing at their own pace (one of the principles of brain-based learning), but between the ages of eleven to fifteen all children begin the journey into adolescence and later adulthood. During this time cognitive psychologists have indicated that inwardly children begin the transition into formal operations questioning the rules of society and the roles they play within that society. (See Figure 1.) Before this time, during the elementary years, children have been intensely indoctrinated into societal beliefs pretty much accepting things at face value. The movement from concrete operations to that of a higher state of consciousness (rational thought) reveals to them their own individuality, which is much more traumatic than discovering that Santa Claus was only a myth. It is here where students are creating their own self-image. For many it is exactly during these middle years of development that apathy towards their education develops because they seriously question the validity of the cold impersonal industrial model of education they have been forced into.
Middle Schoolers
On their way to individualism and later connectedness which lie between Formal Operations and Concrete Operations.

Figure 1. The Developmental Stages of Consciousness. Beginning with the symbols stage, all people must pass through these same stages. The move from concrete operations to formal operations in a middle-schooler is that from a group consciousness to an individual one.

If reform is to begin anywhere certainly it must come at the middle school, for the effects of apathy and disengagement resonate in the statistics of the high schools they later attend.

William Glasser (1988a) estimates that nearly fifty percent of students in high schools are achieving very little if any success. A sweeping comprehensive ten-year study of student achievement in high schools conducted by Lawrence Steinburg in the 1980’s and 1990’s supports Glasser’s numbers. Forty percent of students contend they are just going through the motions, one-third are not doing homework on a regular basis, while the most time consuming
activity of adolescents is spent “hanging-out” with friends. Student dropouts in many areas in California are on the rise again. So what is the cause of all of this disengagement? Are students actually becoming less intelligent? Steinburg emphatically says no. Most research, he maintains, shows that cognitively students are actually smarter than in the past. “In concrete terms, although today’s students appear less interested in school than they were in previous generations, they are no less smart” (Steinburg, 1996, p. 65).

To the disengaged student school is boring. Schools, according to Glasser (1988b), generally do a very poor job of giving students and teachers many of their essential needs, those being- survival and reproduction, love and acceptance, power, freedom, and fun. The failure to address these needs has led to student dropout rates that are on the rise again and for quite some time teachers have had the highest attrition rate of any profession. Translation- high student dropout and high teacher dropout occur because both of their needs are not being met. They therefore venture elsewhere to satisfy those needs. Glasser maintains that the problem is in the structure of schools themselves. Studies by Linda McNeil (1984) showed
the correlation between low student engagement and lowered teacher expectations. Her study focused on student employment and lower teacher expectations, but it would be safe to say that no matter what the cause student disengagement often leads to lowered teacher expectations. Ironically, the more schools lowered their expectations, student work hours increased and disengagement rose, thus creating a vicious circle of meaninglessness to both teachers and students. (See Figure 2.) All of which leads to higher dropout rates among pupils and their teachers. In response, the state of California has recognized some aspects of this circle of disengagement, perhaps not by name, but nevertheless has pushed strenuously to increase the standards and expectations of our low achieving schools. Raising standards will raise student success, but not if the time, money, and resources are not allocated to equip teachers to do their jobs effectively. School districts must also make the necessary and proper reforms in order to raise student learning and achievement. It appears the state is very serious about raising expectations, but district reforms have done much to take an enormous step backwards in order to reach those goals.
Figure 2. Vicious Circle of Disengagement. As schools lower their expectations, student apathy and disengagement rise.

So much emphasis has been placed on schools to improve, but the only yardstick being used to measure learner growth is standardized testing. With so much state money being dangled in front of school districts to improve scores many have mandated that much of their curriculum focus on teaching to the test, in their efforts to raise test scores. Unfortunately what these districts are doing is teaching to short term memory, otherwise known as taxon memory. This type of curriculum does not provide the rich connections that students must make in order to become the responsible, productive, problem-solvers the world needs for the twenty first century. It is not necessarily the state’s high standards or standardized tests that are the problem, it is the method districts are using to attain
those goals that is placing students in dire straits. Teaching to the test in moderation is good practice, but the maniacal level to which it is being used in so many schools is cold and impersonal, stripping away a person's motivation to learn. So how do middle schools combat the problem?

First, all must recognize that if real achievement is to occur amongst our students we must first raise the level of expectation. The vicious cycle of disengagement can be reversed. With higher expectations naturally higher achievement will follow. California has made strong steps towards that goal. Second, schools must rid themselves of the belief that a "back to the basics" movement practiced by many district leaders will work. The same model has been used for the last 50 years- higher standards, more testing, more meaningless work for the students (as perceived by adolescents)- has not worked. (See Figure 3.) It is an illogical unscientific method. If businesses were only getting fifty percent of their workers to be productive they would go bankrupt. Third, we must replace the boring, disengaging classroom, dominated by old-school thinking, with engaging, connected, fostering ones that pay special heed to the principles of interdisciplinary
Figure 3. Old School Reform Versus New School Reform. Note the only real difference between the two is dismissing the "back to the basics" approach.

education and brain-based learning. That is the goal of this project- to bring brain-based instruction into the classroom. The following goals and objectives clarify what this project seeks to achieve:

Goal: To help students develop greater connections between their knowledge and the California state standards, the principles of brain-based learning and interdisciplinary curriculum will be incorporated into the middle school.
Objective 1: To develop a school infrastructure of interdisciplinary teacher teams.

Title: Interdisciplinary teams

Strategy: (1) Teacher teams are designed with the same core of teachers in Language Arts, Mathematics, Science, History, and Physical Education, all having the same students for at least one year.

(2) Teachers in the four academic disciplines will have common preparation periods, while students are attending Physical Education classes.

(3) At least one day a month is designated as an in-service day for staff collaboration and curriculum design.

Measure: Before the school year begins the teams will be in place with a common preparation period and necessary in-service days as developed in the school schedule.

Objective 2: To design curricular approaches and learning environments consistent with brain-based learning.

Title: Staff development
Strategy: (1) Provide a two-day in-service at the beginning of the year training staff about the principles of brain-based education, new teachers are given this training at the beginning of every new school year. (2) Teacher teams collaboratively work together to create brain compatible environments and curriculum.

Measure: (1) Units and lessons created throughout the school year to be shared, reviewed, and critiqued by administration and staff during future in-services. Assessment and refinement will follow. At least one integrated unit per trimester will be created. (2) During the first year a minimum of one experimental interdisciplinary team will work collaboratively together towards the integration of the brain-based philosophy in all classrooms. (3) During the second year two to three more teams will use the interdisciplinary team model.
(4) By the third year all teams will use the new team model.

Objective 3: To align the state and/or district standards among each department to ensure that all students are learning the same material and are held accountable to learn it.

Title: Alignment of Standards

Strategy: (1) Each department will collaboratively align the standards on a trimester-to-trimester or semester-to-semester basis.

(2) Each department will design a trimester final exam or final project.

Measure: (1) Beginning in the first year, assessment of student learning will take place at the end of the trimester exams or projects.

(2) Every year departments are to assess and refine standards and final exams/projects, during in-service days.

Objective 4: To align the standards according to the individual needs of the students on each team.

Title: Deeper Team Connections
Strategy: Teacher teams align the standards to fit their student’s needs to create deeper connections across different classes. This includes working with special education, English language, and GATE instructors to modify instruction and curriculum for individual pupil needs.

Measure: Teams are responsible for turning in an alignment plan as well as new lessons to administration and sharing with the staff for review, reflection, and refinement during in-service days.

Brain-compatible middle schools and classrooms are ones that are student-centered rather than teacher-centered. Teachers realize that motivation and achievement rise when the teacher acts as facilitator not as dominator. The teacher takes into account the needs of the students and provides them with the best possible opportunities to learn. Rather than separate “workstations” where knowledge is inputted on an assembly line creating fragmented unprepared citizens as their products, teachers in brain-compatible interdisciplinary schools work as creative developmental teams with a much more nurturing environment.
When focusing on the state standards as their foundation for what to teach and a brain-based integrated approach to teaching them, the dynamic process of a collaborative middle school will surpass the mediocrity of past school reform. With high standards, a challenging connected curriculum, and teachers committed to working together as a team middle schools can begin the slow and steady transition towards an engaged, exciting learning environment, that transcends and includes all that has come before it.

Limitations

For the purpose of this study, the following limitations were made:

a) Students were of middle grade age.

b) Many teachers are not willing to work in an interdisciplinary brain-compatible school, thus will not incorporate brain-based curriculum into their classrooms.

c) Many outer non-cognitive factors, which lead to student disengagement and apathy, are not addressed.

d) Only schools with teams and common preparation periods can successfully implement the program.
Definitions of Terms

For this project, the following definitions apply:

a) **Axons** are the pathways between nerve cells that carry signals from neuron to neuron.

b) **Brain-based learning** is a logical scientific philosophy dedicated to unlocking the potential of the human brain to learn.

c) **Consciousness** is different developmental levels, which the mind has attained and accepted. It generally refers to the level one is currently engaged in.

d) **Constructivism** is a postmodern term developed by cognitive psychologists, which states that each individual constructs their own reality based on their beliefs and experiences.

e) **Dendrites** are grown when the brain learns something, their function being memory. The more one grows, based on interactions with people and the environment, the more one can remember.

f) **Downshifting**, according to Leslie Hart (1983), occurs when the humans feel threatened, bored, even tired. When the brain perceives threat the blood flow shifts to the central limbic system and reptilian brain stem, in charge of emotions and the more automatic functions
of the body, severely limiting an individual to use the higher functions of their brain.

**g)** Ken Wilber’s *four quadrants* state that all things develop in holarchies (whole-parts), inwardly and outwardly, individually and collectively.

**h)** *Glial cells* are brain cells that nourish and protect neurons.

**i)** *Holistic teaching* means that an instructor(s) teaches to the whole person paying special attention to the inner and outer needs of their students.

**j)** *Inquiry-based learning* gives students freedom to learn about a particular topic of their choice in order that they may follow their own curiosities. Generally students are more intrinsically motivated when they pursue something they are interested in.

**k)** *Integrated* means to form, coordinate, or blend in a functioning or unified whole.

**l)** *Modernism* is a term used to describe the empirical scientific movements and beliefs developed during the Age of Enlightenment, with specific emphasis on the material world as the only real world.

**m)** *Myelination* is a genetically predetermined process in which insulating fat is laid down around axons. This
myelin sheath allows faster and clearer communication between neurons.

n) Neurons are nerve cells in the brain whose main function is to send signals back and forth to each other.

o) Thomas Kuhn describes a paradigm shift culturally, explaining that scientific communities shift to another school of thought in solving the anomalies of their respective fields.

p) Postmodernism is a scientific and philosophic movement that gives credence to the inner levels of consciousness in each individual.

q) Right brain/left brain functions are too numerous to articulate, but the basic function of the left side is that of language, analysis, and seeing things from part to whole. The right side deals more with intuition, creativity, and identifies things from whole to part. In a healthy brain both work together as a single system.

r) Spatial memory is known as long-term memory. Information is easy to recall because neurons have grown many dendrites.
s) Taxon memory is generally referred to as short-term memory in which few dendrites are grown making recall difficult unless rehearsed repeatedly.

t) Thematic teaching is a means of organizing curriculum around large ideas or themes.

u) Howard Gardner's theory of multiple intelligences states that all humans have varying intelligences, which are developed in differing degrees among all individuals. Currently there are eight.

v) Triune brain theory, developed by P.D. MacLean, contends that the brain evolved into three united sections- the R-complex or reptilian brain stem, the limbic system, and the neocortex.
Where is Humanity Going?

Alvin Toffler (1970) in his now famous work Future Shock asked this very question—where is humanity going? He proposed that schools must emphasize teaching to this very important question, for in the future lies the great mystery. In essence schools should have students actively participating in creating the future, for if there is one thing individuals need in this fast-paced ever-changing world it is learning how to become active co-creators of the communities and the world in which they live. In asking where are we going, an educator should harken back to 1850 when a similar question was raised by Herbert Spencer in his essay What Knowledge is of Most Worth? Typical of the modernist belief in empirical rationality, his article advocated for the sciences in the curriculum. The empirical sciences today, while important, cannot serve as the single model in shoring up education’s current crisis. Presently his question should read—where is humanity going as an interconnected global culture, and what knowledge and skills are of most worth in creating the
future? One approach to answering this is for educators to explore the evolution of human consciousness, education’s evolution, and brain research in order to effectively structure school reform to fit student needs for the ever-changing future.

Towards Conscious Evolution

In order to create the future one must be able to adapt to the current problems of today’s world. Adaptation is the foundation of all evolutionary theories. Biologically all species have evolved, but the one thing that has differentiated human evolution from the rest of the species on Earth is that humans are conscious of themselves. As Robert Ornstein (1991) writes, “Evolution, once strictly biological, can become, in us, conscious” (p. 77). Biologically, humans have adapted slowly, from generation to generation, but the intense rate of change has now thrust upon mankind the need to adapt much more quickly than in the past. With the self-realization that we can now destroy ourselves with pollution, nuclear war, or many other destructive methods, “there is no time for the glacially slow processes of evolution to produce the changes needed to prepare us [for the future]” (Ibid p.
The solution then is the development of a global consciousness. He further writes,

There will be no further biological evolution without conscious evolution. We have to take command of our evolution now and begin a massive program for conscious changes in the way we think, the way we relate to others, the way we identify with the rest of humanity. The pace of change is far too great for us to try to adapt unconsciously. We have to take our very evolution into our own hands and do for ourselves what biological evolution has done for all life: adapt to an unprecedented new world (Ibid, p. 267).

Never before have humans had to face such complexity and change. It has taken millions of years for humans to evolve to their current state, but is there a blueprint for this new "conscious evolution?" There are many suggestions, but none as far reaching as Wilber's quadrants.

The Four Corners of the World

Ken Wilber's quadrants (seen in Figure 4) take a balanced view of evolution by focusing on its four major areas- inner individual development and inner collective belief systems, as well as the outer individual
characteristics and outer collective characteristics of society. All four of these quadrants are hierarchic stages of the inner and outer evolution of life. To change any

Figure 4. The Four Quadrants. Note. From A Brief History of Everything (ii-iii), K. Wilber, Boston: Shambhala (1996).

system all four areas must be taken into account otherwise the change or adaptation will be unbalanced. Put another way the four quadrants give credence to both objective and
subjective schools of thought. (See Figure 5.) The two right hand areas, the Upper Right and Lower Right, are hierarchies, what Wilber refers to as holarchies (whole-parts), of the objective or outwardly observable levels of evolutionary development. Conversely the two left hand quadrants are subjective or the "inside" processes of the

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<td>-Behaviors</td>
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<td>-Images</td>
<td>-Matter</td>
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<tr>
<td>-What the mind sees on the inside</td>
<td>-Observable things on the outside</td>
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<th>Inner Subjective</th>
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<td><strong>Collective</strong></td>
<td><strong>Collective</strong></td>
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<tr>
<td>-Group and cultural belief systems</td>
<td>-Societal structures</td>
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<tr>
<td>-Religion, morals, values, etc.</td>
<td>-Governments, technical systems, etc.</td>
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Figure 5. The Four Quadrants II. A brief explanation of what each quadrant represents. The left inner quadrants are subjective and are "felt" or seen from within, while the right outer quadrants represent the objective observable world.

thoughts, and belief systems of the two right hand quadrants. The right hand quadrants represent outer while the left hand quadrants represent inner. The two lower quadrants are collective representing inner cultural
beliefs and outer societal systems, while the two upper quadrants represent individual organisms like inner dreams and outer behaviors.

Each quadrant both stands alone and is part of the others. The Lower Right is the hierarchy of social group evolution like families, tribes, and nations. The Upper Right displays individual exterior or behavioral development, like the limbic system or triune brain. But the Lower Left is a collective hierarchy of worldviews that cultures have shared. The Upper Left section is the inner thought processes that the mind develops. All are separate parts, but they work as a whole. To further understand the quadrants one must first be indoctrinated in the patterns of evolution.

Evolution from a lower state to a higher one means that the higher must transcend, but include its predecessor. For instance, looking in the Upper Left quadrant a molecule transcends, is greater than, an atom. But the molecule still includes the atoms; they are just working in unison creating something greater, the molecule. Looking in the same quadrant, low life forms like prokaryotes transcend and include molecules, which in turn transcend and include atoms, and on and on the evolutionary
cycle goes. As life evolves into higher and higher states it "creates greater depth [meaning, or importance] but less span" (Wilber, 1996, p. 26). Also in agreement with these key patterns of evolution are Crowell, Caine and Caine (1998) who concluded that there are four "principles of connectedness" that unite all things together (pp. 69-72). They are:

1) **Everything is a part and a whole simultaneously.**
   For example, atoms are part of molecules, but are whole in themselves, thus they are part/wholes or what Arthur Koestler coins holons (whole/parts). "Each element is a whole that is simultaneously a part of another whole" (Wilber, 1998, p. 67).

2) **The whole is contained in every part.** DNA is the perfect example of this. Scientists have found that the entire blueprint of an organism can be found in just one strand of DNA. Likewise, the potential for an oak tree is in a seed, just as the potential for an adult resides in an infant.

3) **The whole is greater than the sum of its parts,** meaning the greater depth that something has the more worth it has. Again, humans have greater worth
than do vegetables, because they have greater depth than a carrot does.

4) Inner and outer reflect each other. Applying this to our inner thought processes, one can see that creativity when acted upon causes an outer manifestation of that thought; therefore inner thought is reflected in its outer manifestation and vice-versa.

In all four areas, these basic principles always hold true. But to fully understand the four quadrants principle four must be analyzed more closely.

The underlying premise of principle four is that inner and outer reflect each other. Examining the quadrants, one will find that Wilber calls the Upper Left area the Interior-Individual. This has to do with the different inner developmental stages of people. Educators can easily recognize Jean Piaget’s work in this quadrant, especially when looking at levels eleven and twelve- concrete operations and formal operations. The quadrant represents the inner consciousness of the individual, like thought processes. The Upper Right area is the Exterior-Individual, which represents the outer behavioral characteristics of an individual. When comparing the Upper
Right quadrant to the Upper Left at level eight, an organism that has an outer limbic system is capable of inner emotion. Both have to be in place in any organism for this to occur. Conversely, if a young child has developed to the level of concrete operations the only reason it is possible is because of their complex neocortex (Wilber, 1996). Inner and outer reflect each other.

Further examining the quadrants, the Lower Left represents the collective inner stages of cultural development. This quadrant signifies the beliefs, morals, and ideas people have collectively passed down from generation to generation in order to maintain their survival. The Lower Right quadrant is the outer physical reflection of the Lower Left. For example, if past early human families in the Lower Right had only developed as high as level seven, then their inner group consciousness, in the Lower Left, is characterized by Wilber as Uroboric. Uroboric meaning that "Dawn Man...began his career immersed in the subconscious realms of nature and body, of vegetable and animal, and initially 'experienced' himself as indistinguishable from the world that had already evolved to that point" (Wilber, 1981, p. 26). Early man thought much like an ego-centered infant, unable to separate its
own emotional environment from the one outside of it. This “infant self treat[ed] the world as an extension of itself” (Wilber, 1996, p. 163).

The two lower quadrants correspond to the two higher quadrants as well. Using the previous example, an average Neanderthal lived in a family or group of families (lower right), were Uroboric- not distinguishing themselves from the environment (lower left), individually they were very impulsive, without the ability to plan, understand concepts, or use symbols (upper left), and had only developed, or used a reptilian brain stem (upper right). Using another example, in our average present day consciousness, of individual formal operations, one has a highly developed complex neocortex. Culturally, people are logical and rational with an outer society that has developed an industrial economy and lifestyle. Towards Global

The “evolutionary drive to produce greater depth is synonymous with the drive to overcome egocentrism, to find wider and deeper wholes, to unfold greater and greater unions” (Ibid, 1996, p. 180). To understand the development of consciousness in individuals is to understand the movement away from selfishness. Millions of years of
anthropological evidence clearly shows cultural worldviews as moving away from egocentrism to that of a socio-centric view and currently to a world-centric paradigm. According to Wilber there is a strong link between the historical growth of consciousness and the developmental stages of a child.

From the development of groups and families, levels seven and eight in the Lower Right, humans slowly evolved into foraging hunter-gatherer tribes, separating themselves from animals by further developing the limbic system in the brain. Slowly they began to separate their emotions from the rest of the world, just like a present day toddler would. Later more advanced tribes practicing horticultural techniques were able to do so because they predominantly began to use their neocortex. Individuals in these tribes now had the capability of creating symbols (Upper Left) and a more advanced verbal language, teaching them to their offspring.

From there these tribes developed the capacity to understand concepts. Although primitive, this was a major step in consciousness. "Where a symbol represents a single object, a concept represents an entire class of objects" (Ibid, p. 168). Mankind truly had developed a mental
picture of who they were and what the world was. "The self [was] now not just a bundle of sensations and impulses and emotions, it [was] also a set of symbols and concepts," in which one could differentiate itself from its lower capacities (Ibid, p. 169). They had a truly animistic magical worldview (Lower Left), in which they believed they could manipulate people and objects using spells or "voodoo dolls." In essence these people thought they could manipulate the world to do what they wanted. Children go through the very same stage, what Piaget calls preconventional, in which "the child populates its world with objects that have mental characteristics" (Ibid, p. 173). They see themselves as separate, but still feel that if they do certain things like cry they can influence someone to do what they want. Any parent understands that they are not in charge of their lives, their children are. These magical characteristics worked for thousands of years, but like the child, humans began to understand that ordering the world around did not work all of the time. Next came what many agree was the greatest step taken in history—the birth of modern agrarian civilization.

As humans created the early empires like those of the Nile, Yellow, and Tigris and Euphrates Rivers, and later
those of the Swahili, the Greeks, or the Aztec, they had learned how to farm using agrarian (agricultural) techniques, demonstrating an inner step up to the level of concrete operations. These higher states of consciousness, developed first in individuals, then to those they were able to teach, caused humans to create the tools needed in order to adapt to the "new" world in which they lived. Eventually the average level of consciousness in that society rose. As humans evolved into a more highly organized pattern (greater depth), they were able to solve the limitations of their current consciousness, thus "at each level of development [their] world look[ed] different because the world [was] different" (Ibid, p.64). This worldview can best be characterized as mythic (lower left) or "God pleasing." They no longer believed they could manipulate the world through magic, but they did believe they could bargain with the Gods to do it for them. Instead of pursuing their own selfish interests, they conformed to the interests of the group. Beginning with the ages of six to seven in children, they too undergo this transformation. Like the individual minds of the Early/state Empire, he or she learns the rules and roles of the society they live in. The child forms mental rules and
takes on mental roles by taking "the role of other" (Wilber, 1996, p. 174). With children the same law applies to them presently as it did with adults in a mythic society—conform or face ridicule. Eventually though between the ages of eleven to fifteen, the child begins the shift to formal operations or rationality, bringing with it rebellion and revolution.

Revolution marked the sixteenth, seventeenth, and eighteenth centuries of the western world as rational beliefs challenged the aristocratic status quo during the Scientific Revolution, Protestant Reformation, and Enlightenment. The outer industrial world of today, the nation-state, was begun, principally by the development of formal-logical operations (rationality). Again principle four shows itself, today’s outer world is reflected in humanity’s inner belief systems. But this Age of Reason brought with it an Age of Revolution carrying gunfire and war, because the cultural leaders, which humanity lived under, were not willing to give up their power. Adolescence, as any parent or teacher will tell you, is marked by this age of rebellion. Children begin to rebel against the system, exercising their newfound rational power. Adolescents experience “inward visions [that] dance
in the head, and for the first time they are not coming from external nature, nor from a mythic god, nor from a conventional other, but in some strange and miraculous way, they come from a voice within” (Ibid, p. 186). As the depth of humanity increases in both the enlightened individual and the adolescent, consciousness awakens. This is the pattern or direction of evolution, and “because the universe has direction, we ourselves have direction” (Ibid, p. 42). So what is the next step?

Many in the world are taking another step in consciousness from Rational/Formal Operations towards what Wilber describes as the Vision-logic/Centauric stage. They are beginning to recognize that all things are connected, that everything works in a system. It is a synthesis of mind and body. One at this stage no longer sees themselves as separate from the rest of the world, but begin to see their connectedness to it. This separateness is the function of the ego, but the vision-logic stage moves beyond rational selfish interests, to greater more encompassing holistic global interests. Interests not just of fellow man, but of nature as well. But often times holistic proponents subtly reduce inner thought processes into their outer counterparts, thus imploding their
arguments from within (Wilber, 1995, p.121). If a spiritual advisor says only the inner realms are truth, their argument collapses, because they do not give credence to the outer realms of being. Likewise, if a scientist views the mind as matter only they then contradict themselves. Inner thoughts like images have a much different reality than do outer electrical waves carrying those thoughts, but both are inextricably tied to each other. In order for one to develop this vision-logic consciousness, individuals must recognize that body, mind, world, and spirit are one, inseparable from each other, and they must consciously work towards developing this new relationship. True holistic consciousness recognizes that one must balance the subjective world and the objective world treating both as real. To transcend the rational-industrial worldview, individuals and society must do two things:

1) Be open to modes of consciousness that move beyond mere rationality

2) Embed them [society] in modes of techno-economic structures that move beyond industrialization (Wilber, 1996, p. 70)
Clearly the world has begun to make this jump. The Internet is a great example of an outer system that can facilitate the rising vision-logic consciousness. The information age has made it much easier to communicate, but in order for it to properly foster a rise in mankind's worldview society must be equally interested in working to develop their inner selves. Using schools as an example, an administrator should not demand computers and the Internet in the classroom without first changing the paradigm of the school culture. Otherwise the computers would be useless (as far as moving towards vision-logic). Schools have to recognize that to use the computer effectively teachers must change their school of thought and their approach to lesson planning in order to properly utilize the Internet. Doing this they will have to change from a teacher-centered classroom to a student-centered one, in which the teacher becomes a facilitator. "The ultimate goal is the development of self-directed learners" (McKenzie, 1998, p. 6). Teachers would design lessons that move beyond surface knowledge and into meaningful knowledge (Caine and Caine, 1994, p. 7). To do this the teachers would have to develop strong analytical and
questioning skills in their students, not just to use the Internet, but to develop powerful inner reasoning as well. The need to develop this vision-logic consciousness is the crisis that all aspects of society feel, including schools. One of the reasons schools have not really made any substantial reforms that work is because they do not recognize this rising level of consciousness, so they have not developed the proper infrastructure to help facilitate such a change. It is impossible for evolution to mature if the belief systems and infrastructure of schools do not change to match those of a vision-logic world. For years this new developing consciousness has been challenging schools to change, but they still have their foundations firmly entrenched in the outer behavioral industrial paradigm, and they aren’t willing to adapt yet.

How Did Education Arrive Here?

Clearly our nation is still testing and adapting the ideals of the Declaration of Independence, the Constitution, and the Bill of Rights, laid forth by the founding fathers over 200 years ago. From the nation’s inception education was seen as a guardian protecting democracy from an ignorant “mobocracy.” As Barber (1993)
states, "the logic of democracy begins with public education, proceeds to informed citizenship, and comes to fruition in the securing of rights and liberties" (p. 44). Thomas Jefferson envisioned an educational system of social mobility whose purpose it was to create a "national aristocracy of talent" (Perkinson, 1977, p. 9). After the election of Andrew Jackson, the nation's first "western" president in 1828, the country had already crossed the Appalachian Mountains guaranteeing new landholders equal citizenship. This group saw education as the aristocratic enemy, so they transformed it to fit their beliefs. The promise of social mobility was inherent in that belief; Perkinson (1977) explains, one "saw the schools as an equalizer, rather than a selector" (p. 11). Amazingly that idealistic belief still permeates America's school of thought, and rightly so. It demonstrates the strong value that Americans place on it as a panacea for social mobility, equality and a cure for societies ills. But the 1870's saw the implementation of industry's corporate managerial model for school reform, creating a fundamental flaw. As Sclechty (1993) writes,

A problem that has persisted for more than a century...is that Americans have insisted on taking what
is fundamentally a European system of education—one that accepts social-class effects as legitimate, acceptable explanations for variance in performance—and have tried to make this system achieve educational ends that reject social class as a legitimate "cause" of variance in performance (p. 6).

The American dream of social mobility, Schlecty and countless others maintain, is mired in an old infrastructure unwilling to transcend it predecessor. Only by looking back at education's growth can one recognize how schools developed in such a fashion.

Education’s Evolution

The Community Center. Beginning in the 1830's the school became a community center, often in the local town church. (See Figure 6.) With so many immigrants coming to America, the focus was in socializing them into the norms of the country. They were generally designed to promote a literate citizenry for a Republican government, and were infused with the teachings of Protestant morality (Schlecty, 1990). Horace Mann's three R's, reading, writing and arithmetic, were the traditional "Essentialist" doctrine practiced in one-room schoolhouses, dominated by the teacher and "traditional" curriculum. Essentialism has
exposed itself again and again in schools, most profoundly
influenced in the twentieth century by William Bagley,
especially during and after World War II, in
which he argued for a core curriculum of the "basics." The
1983 report, A Nation at Risk, was thoroughly embedded in
Essentialist beliefs. It called for more core
requirements, a longer school day, a longer academic year,
and more challenging textbooks. Soon thereafter it
generated a strong rise in the standards and achievement
movement still felt today (Shaw, 1995 p. 3).

The Factory. With the Industrial Revolution gathering
intense momentum in the 1870's schools were modeled after
factories and scientism, again seen in Figure 6 so vital to
American prosperity. Their purpose was to select, sort,
and Americanize the "new immigrants" from southern and
eastern Europe, as well as the newly freed slaves. School
leadership and decision-making, were carried out by
scientific managerial experts. "It was a conception of
leadership adapted to the consolidation of power in large
and centralized organizations, whether steel mills, large
department stores...or city school systems" (Tyack and
Hansot, 1982, p9). There was not equality, but hierarchy
"justified by the twin notions of equality of opportunity
and meritocracy: if all had equality of initial access to

**Figure 6. Framing Metaphors for Education.** These
metaphors for schooling help to explain educations
evolution from the early nineteenth century to the
present. Note. From Schools for the Twenty-First
schools, then the doctrine of meritocracy— that the best made it to the top— assured the justice of hierarchy” (Ibid, pp. 12-13). Certainly this stratified segregated system was something an African-American knew all too well. The enormous influence of the assembly line can easily be seen in the grade-to-grade orientation of all schools, and especially in the middle and secondary schools where students are moved from period-to-period, by a very strict and orderly bell schedule.

Because the factories of the late 1800’s dealt predominantly with the shipping and creation of material goods, inherent in the factory school model was the modernist idea of scientific empiricism, which deals largely with the “hard sciences—” geology, biology, astronomy, chemistry— all of which are the domains of objective empirical science. It is a very cold objective view when applied to people. These sciences take what Wilber (1998) terms a “monological” approach, taken from the word monologue, or talking to one’s self. Meaning these sciences don’t have to engage in discussion with what
they are studying, because a rock does not talk back to whoever is observing it (p. 36). Behaviorism, led by Ivan Pavlov, John Watson, and B.F. Skinner, is an example of this monological approach, for it only observes outside, or external phenomena. It dominated the industrial school (Shaw, 1995). The assertive discipline model of the 1970's was modeled after Skinner and behaviorism. This system is still firmly entrenched in the modern school.

The Hospital. By the turn of the century, the Populist and Progressive movements revolted against the monological structure seeking to cure the ills of social inequality, caused by the ever-changing Industrial Age. In this “hospital” schools and teachers were seen very much like physicians diagnosing and prescribing treatments for the care of the individual child (Schlecty, 1990). The Progressives, led by men like the indomitable educator John Dewey, and the pioneering psychologist Carl Jung, sought to make education more relevant to the needs and interests of students and a democratic nation. Jung preached a method of teaching that taught to individuation, “the process of individuals developing themselves to their fullest potential” (Beamish, 1995, p. 9). Dewey professed a strong
belief in the scientific method and proposed a five step method for solving student or school problems:

1) Become aware of the problem;
2) define it;
3) propose various hypotheses to solve it;
4) examine the consequences of each hypothesis in the light of previous experience; and
5) test the most likely solution (Shaw, 1995, p. 5).

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Figure 7. Dialogical and Monological Thinkers. The four quadrants with some examples of monological and dialogical thinkers, ideas, and their disciplines.
The Progressives, while still based strongly in the sciences, were founded more upon the "softer" psychological areas, or "dialogical" sciences. (See Figure 7.) In order for the higher mental sciences to work one must engage in subjective dialogue with another (Wilber, 1998, p.37). Dewey's Laboratory School in Chicago was founded upon this very idea. Teachers were encouraged to work together, sharing with each other their experiences and findings. So to, were students, because for Dewey, effective citizenship meant that people of a particular community must have shared experiences, "and communication is the way in which they come to possess things in common" (Dewey, 1916, p. 2).

Unfortunately, due to World War II and the Cold War, the Progressive movement waned in the 1940's and 1950's giving rise to the Essentialist doctrine once again. It was especially intensified with the Soviet launching of Sputnik into space, but it was the Baby Boomer Generation that ultimately caused the movement back to traditional education, because Americans were not prepared to build, or for that matter pay, for thousands of new schools for the seventy million babies born during this generation. So it was education at the lowest possible cost (Glenn, 1995).
The Courtroom. The sixties and seventies once again saw the rise of Progressivism, particularly in the political arena and the courtroom. Civil rights advocates "no longer were...willing, if they ever were, to let school managers make all the key decisions" (Tyack and Hansot, 1982, p. 20). This was as much a movement against Essentialism as it was a movement towards equality. All Americans, the poor and underserved, African-Americans and Hispanic Americans, feminists and Native Americans, called for sweeping political changes in schools to guarantee inclusiveness and integration. In response to the incredible pressures thrown down on them, schools were forcefully asked to deliver the American dream. When teachers could not deliver, they in response began to unionize. They had become scapegoats for the social inequalities created by a segregated nation. By the mid seventies, "when educators [had] announced that social problems were too much to handle, their adamant and sophisticated critics construed such declarations as alibis to cover ineptitude and irresponsibility" (Perkinson, 1977, p. 226). And here began the huge accountability movement in schools of standards, frameworks, and testing.
The Market-Oriented School. The accountability movements of the 1970's and 1980's, was transformed once again into a Progressive one, this time under the guise of multi-culturalism, corporate needs, and meaning-centered education. Curriculum was designed in which students did knowledge work that was meaningful to them in many different contexts, learning "things that were socially and culturally valued" (Schlecty, 1990). It was a movement away from the rigid and structured formal tests and towards the authentic assessment of student work. To quote W. Edwards Deming, the American in charge of rebuilding the Japanese economy after World War II, "No one, child or other, can enjoy learning if he must be constantly concerned about grading and gold stars for his performance, or about rating on the job. Our educational system would be improved immeasurably by abolishment of grading and forced ranking" (Glasser, 1988a, p. 73). This new movement in schools was characterized by Glasser as a shift from "boss-management", with its roots tied to old industrial America, to one that practices "lead-management," tied to the management of modern global corporations. Principals, in what he dubs a "Quality school," are to lead by example not boss by example; in turn teachers are to do the same in
their classrooms convincing students that their approach is new and better. Ultimately, the goal is for students to do quality work that they are proud of. Modeled after Deming, there are six conditions that must be met for a “Quality School” to work:

1) There must be a warm supportive classroom environment.
2) Students should be asked to do only useful work.
3) Students are always asked to do the best they can do.
4) Students are asked to evaluate their own work and improve it.
5) Quality work always feels good.
6) Quality work is never destructive (Ibid, pp. 18-20).

This movement of the eighties and nineties garnered massive strength among teachers and was the largest most balanced approach towards education to date. Yet it was not practiced by all, therefore it did not provide the achievement results that all sought. Often times the reforms focused too much on inner self-esteem and very little on real success. The backlash was intense. With national movements like Education 2000, spearheaded by George Bush, the pendulum swung back towards accountability.
and standards in the late 1990’s. That is where education presently rests.

To sum up, education in the nineteenth and twentieth centuries has essentially been debating between two different schools of thought—Essentialism/Behaviorism and Progressivism/Equalitarianism. The former was designed to insure certain basic “American” beliefs, and was based upon the monological sciences and late nineteenth century corporations, molding its citizenry for the work force. It focuses on the core values needed to “Americanize” the masses in order to insure an orderly, effective and educated Republic. The latter advocates the use of the scientific method to cure the social ills that plague society, but is dialogical. Curriculum and instruction is modeled like a hospital conversing with their patients, diagnosing and prescribing treatments to better educate students for an active role in American democracy. The Market-oriented school was the first nationwide effort to combine both of these movements and in many ways move beyond them. Industry versus the hospital, both schools of thought are now firmly embedded in schools, with a current national emphasis on standards and accountability. Virtually all teachers see the need to bridge the gap
between these two schools of thought. More importantly, though, to make the next developmental leap in consciousness, schools must transcend, but include the monological and dialogical. They must be set up to foster trans-logical thought, going beyond, but including rationality.

Towards Synthesis

As Malcolm Knowles suggests, schools "must become able not only to transform our institutions in response to changing situations and requirements; we must invent and develop institutions that are 'learning systems,' that is to say, systems capable of bringing about their own continuing transformation" (Dickinson, 1996, p. 3). The old industrial-essentialist model allows for slow steady change, the hospital-progressive model fosters much faster change. What Knowles speaks of, though, is a vision based on the premise that life is ever evolving and moving forward. Schools must be able to transcend both models to quickly and effectively meet the needs of its children. "Such a vision must recognize the rights of others and eschews the concept 'one best' or 'one right' way....[it] strives for an eclectic yet local integration of
subject/object, mind/body, curriculum/person, teacher/student, us/others" (A Post-modern Perspective on Curriculum, p. 61). It allows for a synthesis of inner and outer, individual and collective.

Brain Basics

Brain research is both interior development and exterior function. Both sides of this incredibly broad field generally give credence to one another, although there is still some division between the outer objectivists, what John Eccles called "materialists", and inner subjectivists, like psychiatrists, but the field generally gives merit to each other for the brain is the most complex organ on Earth. In order for brain research to be usable for educators, one must see this field as a whole, not in its separate components.

The Triune Brain. P.D. MacLean posited his Triune brain theory based on the evolution of the brain (Caine and Caine, 1994, p. 57). It is set up into three separate parts working in unison with each other- the automated reptilian brain stem or R-complex, the emotional limbic system, and the creative neocortex. (See Figure 8.) The R-complex, or reptilian brain stem, was the first part of the brain that evolved and is in charge of the more
automatic functions of the body, like heartbeat and breathing, but also controls such traits as territorial habits, nesting behaviors, ritualistic displays, even mating habits. Virtually all higher species have a brain stem. The limbic system was the second "brain" to develop and is formed of two parts, the amygdala and hippocampus. It is in charge of the affective domain, but is also tied to our locale, or long-term memory. The last section to develop—the neo-cortex, which is composed of about five-sixths of the human brain—, is divided into two hemispheres the right and left side. The neo-cortex is the creative,

Figure 8. The Triune Brain. Shown with other major sections of the human brain.
planning, conceptual, thinking part of the brain. Most associate it with rationality and logical thought. Even though they are separate layers of the brain they all work together in very complex ways. For instance the cortex often times embellishes the R-complex by using perfumes or performing plastic surgery to attract a mate, or creating ritual games or events, especially those tied to cyclical events like New Years. (Caine and Caine, 1994, pp. 57-64).

Cellular Communication. At a cellular level the brain consists of neurons (nerve cells), in charge of sending signals back and forth between each other, and glial cells, whose job it is to maintain and nourish the neurons. (See Figure 9.) When learning something neurons grow dendrites, branch-like growths added to the cell body of neurons which add more memory. The brain can’t grow new neurons, but one can grow new connections or dendrites. The more engaging an event is the more dendrites are grown. Between neurons are axons, the “highways” that carry messages from nerve cell to nerve cell. When the cell body of a neuron determines that the message should be passed on, a signal is sent down the axon and over to the dendrites of other cells. Areas in the brain that have a myelin sheath around axons transmit messages much faster and clearer. A myelin sheath
is a layer of insulating fat laid down around axons, usually in genetically, but not always, pre-determined patterns. Myelination occurs up until about the age of 48 (Beamish, 1995). All of those inner pictures seen in the mind’s eye are stored and travel in this way.

In more detail Patricia Wolfe explains this process: Each nerve cell acts like a relay station, receiving signals from other cells, processing the signals, and sending them on to other cells across tiny gaps called synapses. Nerve cells don’t actually touch. They produce chemicals called neurotransmitters— neurotrans meaning mind, transmit meaning send. The

Figure 9. Diagram of a Typical Neuron.
neurotransmitter is produced in the cell body terminals and stored in little sacks down in the axon terminals. When a neuron fires, an electrical impulse moves down the axon and stimulates those little sacks of chemicals to move to the surface, break open, and spew their contents out into the gap between the axon terminal and the dendrite of a neighboring cell. The dendrites have little receptor sites, welcome sites, designed specifically for a particular neurotransmitter. It could be serotonin, dopamine, or any of 60 to 100 neurotransmitters and neuromodulators that the brain produces (D’Arcangelo, 1998, p. 2).

"Neurons which are not stimulated in [this process] tend to whither away and become unusable" (Van Tassell, 1998, p. 1). Of optimistic note, though, is the idea of plasticity, discovered by Marion Cleeves Diamonds and other researchers, in which they discovered that "rats living in [an] enriched environment had developed a thicker cortex than those rats living in [an] impoverished environment. Their cortex had grown as a result of interacting with other rats and with objects to explore and climb upon" (D’Arcangelo, 1998, p. 1). In other words they had grown more dendrites in response to the richer, fuller
environment they were placed in. It applies to humans as well. It is what Perkins (1998) defines as experiential intelligence. Since the brain can grow more and more, humans have unlimited potential to grow consciously as well.

The Twelve Principles of Brain-based Learning

Caine and Caine (1994) believe very strongly that four assumptions about schooling must be laid to rest. They have emphasized strongly that the factory model is no longer an appropriate model for the organization and operation of schools, and that stimulus response theory, behaviorism, does not work. Furthermore they add that schools do not respond adequately, and are out of touch with the needs of this generation. Lastly, they maintain that most current approaches to education are inappropriate because they are mechanistic. Teaming with Crowell (1998) to combat these troublesome assumptions, they synthesized brain research into twelve principles, so that educators could more effectively apply this growing field of research into their classrooms allowing for a more effective learning atmosphere. Their twelve principles of brain-based learning (See Figure 10) are based on the fields of neuroscience, physiology, optimal performance studies,
neuropsychology, stress management, psychology, and more. This next section deals with these principles in detail.

The Twelve Principles of Brain-based Learning

1. The brain is a complex adaptive system.
2. The brain is a social brain.
3. The search for meaning is innate.
4. The search for meaning occurs through patterning.
5. Emotions are critical to patterning.
6. Every brain simultaneously perceives and creates parts and wholes.
7. Learning involves focused attention and peripheral perception.
8. Learning always involves conscious and unconscious processes.
9. We have at least two ways of organizing memory.
10. Learning is developmental.
11. Complex learning is enhanced by challenge and inhibited by threat.
12. Every brain is uniquely organized.

Figure 10. The Twelve Principles of Brain-based Learning. An explanation of each is expounded upon in detail in the following text.

The Brain is a Complex Adaptive System

The brain functions "simultaneously on many levels and in many different ways" (Crowell, Caine and Caine, 1998, p. 7). It is a multifaceted parallel processor and cannot be viewed in its separate dimensions. One example of this is
the different parts of the triune brain, working together to make sense of the world. This extends to the body as well because learning engages the entire physiology. "Thoughts emotions, imagination, predispositions, and physiology operate interactively as the entire system interacts with and exchanges information with its environment" (Ibid, p. 7). Brains are adaptive in that they simplify "everything that happens, to make sense out of an enormous amount of shifting and chaotic external and internal information and to adapt to the world sufficiently well to survive" (Ornstein, 1991, p. 165). It has plasticity and is therefore malleable, adapting to the world in which it lives.

Healy (1998) states there are several principles demonstrating this malleability:

First, repeated experiences cause synaptic differences if they comprise a significant part of a child’s mental life....Secondly, animal research and common sense converge on the notion that a brain which is actively involved and curious is likely to develop stronger connections than one which is merely a passive recipient of learning....Third, there appear to be critical, or at least 'sensitive' periods in the
course of development when certain neuron groups become particularly amenable to stimulation (p.l). Educators must recognize the complex nature of the brain and stop making plans and reforms that are inconsistent with its multi-faceted abilities to adapt and learn.

The Brain is a Social Brain

Naturally the brain strives for acceptance and relationships with others. Classrooms should be set up allowing for this dialogical need. Wilber’s Lower quadrants address this very influence in everyone’s lives. The social and cultural lessons of language and love, myths and stories, are all passed on from generation to generation. McClelland found that helping the group actually boosts the immune system (Ornstein, 1991, p. 273). As Dewey (1916) so eloquently states,

a society which makes provision for participation in its good of all its members on equal terms and which secures flexible readjustment of its institutions through interaction of the different forms of associated life is in so far democratic. Such a society must have a type of education, which gives individuals a personal interest in social relationships and control, and the habits of mind,
which secure social changes without introducing disorder (p. 5, chap. 7).

In other words schools that help to develop healthy social relationships are good for democracy.

The Search for Meaning is Innate

"The search for meaning is survival oriented and basic to the human brain" (Caine and Caine, 1994, p. 89).

The brain constantly works to make sense of the world. As Maslow found, from the basic physiological needs of survival to safety and belongingness, all the way up to self-actualization and self-transcendence, the drive for meaning envelops all. Glasser (1988) describes these self-needs as love, power, freedom, fun, and survival. "The brain needs and automatically registers the familiar while simultaneously searching for and responding to novel stimuli" (Caine and Caine, 1994, p. 89). Ornstein (1991) writes, "Our experiences, percepts, memories are not of the world directly but are own creation, a dream of the world," creating meaning as each individual sees fit (p. 160).

While classrooms should provide for "stability and familiarity" teachers should design lessons that are engaging and exciting, ones that allow for more student choice and are relevant to the needs of their clientele, for
every classroom consists of many people all with multiple "dreams" or realities.

**The Search for Meaning Occurs Through Patterning**

The brain seeks to find meaning through the patterns that it discerns. "Patterning includes innate and acquired schematic maps and categories" (Crowell, Caine and Caine, 1998, p.8). Line, color, beats, rhythm, pacing— all are patterns that the brain picks up on. An individual strives for the most useful information. When in an unchanging situation, like a constant noise, the brain will no

![Figure 11. Meaningless Information versus Meaningful Patterning. Meaningless information is often confusing and unconnected. Meaningful patterning helps students see the connections to other relevant information that they have experienced.](image)
longer consciously respond to it anymore. If meaningless information is imposed on it (see Figure 11), like isolated pieces of information unrelated to a student's prior knowledge, "the brain resists learning it" (Caine and Caine, 1994, p. 89).

Here the strong methods of thematic, integrated, and interdisciplinary teaching come to the fore, where strong connections across the different disciplines are infused in all classes. Of course, there is no magical formula for how much integration should take place among all classes, but one of the most significant factors to keep in mind whenever it is being employed as a learning strategy is, it is far more important that the curriculum be relevant and significant to the learner and that the activities and ideas naturally involve interdisciplinary and cross-disciplinary thinking and questioning, than that every subject area be forced into the integrated curriculum (Martinello and Cook, 1994, p. 52).

The key to designing curriculum is to present information in a way that is meaningful to students, and giving them a chance to formulate their own patterns of understanding.
Emotions are Critical to Patterning

The cognitive and affective domains of the brain work very closely with one another so that "what we learn is influenced and organized by emotions and mind sets based on expectancy, personal biases and prejudices, degree of self-esteem, and the need for social interaction" (Caine and Caine, 1994, p. 90). Emotions are the chief organizing system of the mind, so much so that one becomes more connected to their memories if they have a positive emotional experience. In a classroom that has a relaxed compassionate environment a "student's brain can secrete special neurotransmitters. These special neurotransmitters can increase learning rates up to 400% of normal" (Beamish, 1995, p. 32). Therefore teachers need to develop a sincere relationship with their students based on trust and effective communication.

Every Brain Simultaneously Perceives and Creates Parts and Wholes

There is a difference between the right hemisphere of the brain and the left hemisphere. Generally, the right side sees things from whole to part and the left side puts things in order from part to whole. Summarizing this distinction, Ornstein (1997) writes:
The right side doesn’t (mystically) somehow perceive things whole, but seems to be specialized for the large elements of perception, the overall shapes of objects, the word shape, the information contained in the size, sounds, and intonation of words strung together. These convey emphases and much of the subtext and contextual meaning. It handles the large movements of the limbs, and the larger emotional reactions such as anger and disgust. And the left side handles the small, precise links that carry the smaller, more precise meanings and movements. It’s this specialization that contributes to one side being good for the analysis of the small elements versus the synthesis or holistic vision (p. 175).

In a healthy person both sides of the brain interact across the corpus callosum in all activities. Most important for educators to remember is “that the brain reduces information into parts while perceiving holistically” (Crowell, Caine and Caine, 1998, p. 9).

Educators spend “far too little effort connecting what is learned to the experience of the learner” (Ornstein, 1997, p. 171). The curriculum dominates left-brain methods of instruction, focusing on unrelated parts without
relating to the larger perspective. Many left hemisphere functions of the prefrontal lobes in the cortex like planning ahead and being on time are "myelinated in only about 50% of the population" (Beamish, p. 26). The other 50% have more right hemispheric myelination. It is not until later, between the ages of seventeen and twenty four, that this section becomes insulated. When comparing to Steinburg's statistic of forty to fifty percent student disengagement in the classroom, one can see the clear correlation between the two. Teachers should always relate what they are teaching to a larger, real life, even global perspective to activate the strengths of all students.

**Learning Involves Focused Attention and Peripheral Perception**

Attention to classroom environment is essential, for the brain takes in not only what is focused on, but also many other aspects of the environment it is in. The mind may be focused on the teacher, but the mood of the room alters the emotions, and the different modes of thinking we have. Music, art, candles, incense, lighting, color—all must be taken into account when designing a classroom and a school. "Even the unconscious signals that reveal our inner beliefs have a powerful impact on students" (Crowell,
Caine and Caine, 1998, p.9). Teachers must have a legitimate caring, loving relationship with their students. As with anyone else people can see through a fake. "There is a level at which students respond to teachers who hold the students in contempt, no matter how bright their smiles and how open they claim to be" (Caine and Caine, 1994, p. 145). Classroom management, passion for teaching, and attitude of the teacher are extremely important to develop, recognize, and monitor on a consistent basis.

**Learning Always Involves Conscious and Unconscious Processes**

The brain learns much more than what is consciously understood. Many times we unconsciously interpret what is inside of us. Even the smallest accidental event shifts the minds thinking, although one might not be aware of it. Subliminal stimuli affect the mind's perception of mood and memory. Most peripheral information that is received by the brain comes in below the learner's awareness, thus the mind interacts with it unconsciously. According to Caine and Caine (1994) one must become involved in active processing in order to decipher what is personally meaningful to them. Students engaged in reflection, contemplation, and creative elaboration go beyond
unconnected surface knowledge and are encouraged to explore meaningful knowledge. (See Figure 12.)

Perkins (1998) has found that humans have three broad forms of intelligence. The first, neural intelligence is a

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**Surface Knowledge**
Teaching towards rote memorization and less meaning.

**Meaningful Knowledge**
Teaching for expertise, analyzing the learning process, reflective learning. Spatial Memory. All are designed so students can interpret their experiences and thought processes, both conscious and unconscious.

---

Figure 12. The Glacier. Lessons should be designed allowing students to explore deep, meaningful knowledge. Largely unconscious beliefs, moods and memories often are discovered during contemplative or reflective activities.

product of the “hard-wired” nervous system and is genetically determined. Most I.Q. tests are designed to test this intelligence. The second intelligence, experiential, comes from one’s endeavors in life and takes years for the individual to build. The third and most learnable of the three is reflective intelligence. He
describes the mind as a contemplative tool, always working to “pattern, repattern, and depattern thinking” (Perkins, 1998, p. 2). Reflective intelligence should be stressed the most, so that students can actively process their experiences and learning approaches, making it meaningful to them, helping to illuminate the fuzzy edges of unconscious thought.

We Have at Least Two Ways of Organizing Memory

O'Keefe and Nadel (1978) suggest that the brain has two different “systems” that are not entirely separate, much like right brain/left brain interaction. (See Figure 13.) Taxon systems, what Caine and Caine describe as “route” learning, are responsible for recalling relatively unrelated information. These systems have few paths or routes to travel for memory recall, because very few connections (dendrites) have been grown. Spatial memory, or the locale system, is map learning, where the mind has many paths, like a roadmap, to follow in order to retrieve memory. This system does not need repetition or rehearsal like the taxon memory, recall occurs instantly. If something is rehearsed enough, like multiplication tables or the alphabet, it eventually will become part of the locale
system. Spatial memory is tied very closely to emotions. Where positive experiences are much more pronounced and easily recognizable to memory, the mind often purposely forgets negative or painful ones. Taxon memories are motivated largely by extrinsic rewards and punishment, while spatial memory is intrinsically motivated, always learning for it is ever curious.

If Primary Emphasis Is On:

Prespecified "Correct" Outcomes
Behavioral or Performance Objectives/Testing
Question: What do I have to do?

Rewards
Grades Based on Specified Performance and Criteria
Question: What do I get?

External Motivation
Why Is Student Taking Class?
Question: Do I have to take this class to graduate?

Primarily Used for Memorizing Information

If Primary Emphasis Is On:

Outcomes Open Ended
Emphasis on Process and Discovery

Intrinsic Motivation
Question: How do I find out what I want to know? How can I learn more?

Sense of Purpose/Sense of Meaningfulness
Question: Does this make sense and relate to what I know?

Primarily used for Creative Project and Higher-Order Thinking Skills, Such as Analysis, Synthesis, and Discovering Unique Outcomes

Figure 13. Taxon and Locale Memory Systems.

While one may think memories are recorded exactly as an experience occurs they are “not photographic, they do not store individual events; rather, they can be lumped together, erased, or altered by later experiences” (Ornstein, 1991, p. 184). Both taxon and spatial memory memories work together to chunk small information into larger wholes. In essence meaningless and meaningful memory have two distinct methods of storing information. Teachers must move beyond rote memorization techniques and fully immerse students in engaging, meaningful, and connected learning situations.

Learning is Developmental

As Piaget once wrote, “To understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity, not simply repetition” (Martinello and Cook, 1994, p. 1). Piaget’s developmental stages might be better understood as discovery stages. In analyzing evolution and Wilber’s quadrants, these developmental stages were touched on briefly. All individuals must move through the same developmental steps in consciousness, but the mind does not magically leap from stage to stage. It moves slowly in
layers, adding more, and eventually discovering a larger perspective of life. Wilber describes this in his ladder, climber, view model. He describes that as a child or an adult climbs up the rungs of the developmental ladder, their view of the world becomes greater. It discovers a larger whole with greater connections. At each rung of the ladder the climber takes a one-two-three process. First the individual identifies with the new level of awareness and becomes one with that level. Later, it differentiates itself from its new level, transcending it. Lastly, the

![Diagram of the ladder, climber, view model]

Figure 14. Ladder, Climber, View. Traversing the stages of development the climber grows and develops (climbs the ladder). As he climbs his perspective of the world increases or becomes larger. Note. From A Brief History of Everything (p. 144), by K. Wilber, 1996, Boston: Shambhala.
self identifies with the next higher level and integrates it. It transcends, but includes its previous levels of awareness. Individually or collectively, no one and no group can skip any of these stages (Wilber, 1996).

That is why the educational system is so vital to America's youth, for if it were non-existent or dysfunctional, a culture could very well descend downward, rather than transcend upward. Wilber maintains that it is a very great danger to have a society with too large a separation between these levels of consciousness, for it is very difficult to communicate at these different levels. If half the culture is at a vision-logic stage and half are at concrete operations, it would be virtually impossible for the lower level to understand the higher one. Only through education can a society hope to raise all of its people to the same level of consciousness.

**Complex Learning is Enhanced by Challenge and Inhibited by Threat**

Students learn best when they are placed in a relaxing, comfortable environment, that challenges them. But when in a hostile environment like a disengaging, threatening even boring environment learning is
constricted. Leslie Hart (1983) refers to this as downshifting. Developed over millions of years this automatic response evolved for survival. For instance, if a lion attacks, one runs. They do not contemplate on what to do— they act on instinct. The same holds true today. Physiologically the blood flow in the brain "downshifts," much like an automobile, to the middle part of the brain—the limbic system and reptilian brain stem, the part of the Triune brain which controls emotions and the more automatic functions of the body. Since most of the blood is carrying oxygen and nutrients to this "fight or flight" section of the brain, dendrites cannot be grown nearly as quickly because the function of these two "brains" is not higher cognitive thought. The higher levels of thinking in Bloom's taxonomy cannot function optimally, therefore an engaging and trusting teacher and classroom environment is paramount to successful learning.

Every Brain is Uniquely Organized

Although all people go through the same developmental stages and have the same basic features, everyone does it in their own way and all are unique. The physical structure of each individual brain is as unique as someone's facial features or fingerprints, thus inner
cognitive activity varies among each person as well. Gardener’s (1993) theory of multiple intelligences testifies to this fact by proposing that everyone has at least seven different kinds of intelligence and that they are uniquely developed in each individual. Teaching should be geared to allow for auditory, visual, and kinesthetic experiences. Students must be given more challenging choices in their educational careers. School reform should be shaped around this individuality so that they mirror the complexity found in the real world.

Applying it in the Classroom

In order to get the most from these principles, one must consciously work to develop the ability to see the interconnectedness of the world. Brain-based learning cannot be viewed in its disconnected parts, but rather in its greater linked wholes. Remember that the whole is greater than the sum of its parts. In applying this research in the classroom teachers should always be monitoring their behavior and their classroom environment, challenging their students with work that is related to their reality, and connecting it to the world outside of school in a way that is meaningful for all involved. To do
this, Crowell, Caine and Caine (1998) emphasize that teachers should design their lessons around four key components.

1) Design units and lessons around the idea of Orchestrated Immersion in which students are fully immersed in their learning. Lessons should be designed around models of thematic, integrated, interdisciplinary, inquiry-based, and project-based teaching. Lessons should teach to individuation and meaningful knowledge. It is a classroom that is student-centered, not teacher-centered.

2) Classrooms should have an environment of Relaxed Alertness in which teachers create warm caring environments that encourage students to take risks. In this type of setting downshifting is less likely to occur.

3) Social Relationships must be developed in the classroom. Here students engage in cooperative learning and interactive discussions, because the dissemination of knowledge is passed on culturally. Once again, social communication skills are vital to a healthy democracy.
Students are consistently given assignments in which they actively engage in processing the knowledge they are learning. Active Processing pauses for reflection and contemplation, time to develop deep meaningful knowledge, not the unconnected surface knowledge that quickly slips from memory and fosters little growth. Effective outer change, though, will not occur if teachers

<table>
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<tr>
<th>Elements Of Orchestration</th>
<th>Brain-based Classrooms (Student-centered) Orientation Three Teachers</th>
<th>Traditional Classrooms (Teacher-centered) Orientation One Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class structure/ Lesson design</td>
<td>Dynamic/Integrated/Thematic/ Interdisciplinary/ Cooperative Learning/ Teaching to Individuation</td>
<td>Teacher directed/often disengaging/Individual assignments/Textbook or worksheet driven</td>
</tr>
<tr>
<td>Standards/Outcomes</td>
<td>Authentic assessment/Focus is on using information in a variety of contexts and disciplines</td>
<td>Testing for short term-taxon memory</td>
</tr>
<tr>
<td>Discipline/Classroom Management</td>
<td>Individual responsibility/ Student assigned roles/ Choice Theory- teaches that all behavior is of one’s choice, not an outside force</td>
<td>Teacher dominated/ Power struggles in the Classrooms</td>
</tr>
</tbody>
</table>

Figure 15. Comparative Teaching Models. If education is to change teachers must change their paradigm, shifting from a teacher dominated classroom to one that is more student-centered and brain-compatible. Note. From Making Connections (p.133), by R. N. Caine and G. Caine, Menlo Park, CA: Addison-Wesely.
do not shift their inner assumptions and beliefs regarding education. They must be committed to becoming "Orientation Three" thinkers. (See Figure 15.) Where Orientation One is thinking in fragmented, separated parts, Orientation Two thinkers see some clear connections, yet they are still restricted by their own mental boundaries. Wilber would say that they are stuck in formal operations. Orientation Three teachers are those who make unlimited relationships and have a sense of wholeness about them. "It is this conscious grasp of interconnectedness that is at the heart of the capacity to integrate the curriculum and work with complex experience" (Crowell, Caine and Caine, 1998, p. 133). From there teachers and students become conscious co-creators of the world, connecting inner and outer—a synthesis of mind, body, and spirit.
CHAPTER THREE
METHODOLOGY

General Design

If school reform is to truly work, educators must see reform as an evolutionary step to its next higher level. As the world has evolved from its primordial slumber, one truth has always held true, species evolve in ways that transcend what already exists, but include that which came before it. To transcend and include past efforts for school reform, middle schools must go beyond programs, policies, and models that have come before it, yet at the same time, use what has worked already. The design of this reform model attempts to do this. It’s goal- to educate all students for lifelong success. This five-step plan for raising standards and achievement creates a middle school infused with a team consciousness with an interdisciplinary, integrated, brain compatible curriculum to raise student development and success. The following is a brief summary of the plan.

Step One- The First Year: Infrastructure

Some of this step is already in place in many middle schools. Really it is a pre-requisite that must be in
place before any further steps can be taken. First, the school should be divided into teams in which a group of students have the same core of teachers in Language Arts, Math, Science, Physical Education, and History. While students are in P.E. teachers in the other four core disciplines should have common prep periods in order to communicate and work together.

Step Two- The First Year: Aligning the Standards

There must be a weeklong training before the school year begins indoctrinating teachers into interdisciplinary and brain-based methodologies and teachers should set goals and objectives for the school year. At least one or two in-service days a month must be set aside for further training and work. In departments schools should align the state and/or district standards of each department on a trimester-by-trimester or semester-by-semester basis. Working as team departments decide when to teach the standards and give suggestions on how to teach them. Furthermore each department should create either final exams or final projects as end of the trimester assessments of student learning. Lastly, one experimental team, not a department, must volunteer to incorporate and follow the guidelines of Step Three- Interdisciplinary Instruction.
Step Three- The Second Year: Interdisciplinary Instruction

Here a few more teams, based on individual school discretion, are given time again before the school year to connect the standards across all classrooms. These teams would follow in the footsteps of the first experimental team from step two and would be required to create at least one interdisciplinary unit per year in order to connect student learning across all of their classes. Departments would be given time to strengthen and assess the previous years work for the rest of the school and new teachers must receive the previous years training.

Step Four- The Third Year: Deeper Team Connections

This is the year in which all teams make the leap to interdisciplinary teaching, based upon the guidelines of step two. The other teams, already participating would be required to create trimester long connections, designing one unit per trimester, but would be allowed to adjust the department alignment of the standards to fit their needs, as long as they are still teaching the same standards. Again the previous years work would be refined.

Step Five- The Fourth Year: School Project Alignment

At this stage each team would be held to the requirements of step four, but would be free to be as
creative as possible. Once again teams and departments would refine the standards and new teachers would be trained. At this point the school aligns the interdisciplinary trimester projects so that no child mistakenly learns from the same units twice in different grades. At all times it remains conscious to transcend and include that which came before it recognizing and repairing flaws in their previous years work.

Project Evaluation Survey Questions

In order to evaluate the project a survey was designed. The responses to this survey can be found in Appendix C. For the following six statements two evaluators, a male administrator schooled in the concepts of brain-based learning and interdisciplinary teaching, and a female teacher who received a master's degree in interdisciplinary education, were asked to rank the project regarding its effectiveness and feasibility by circling numbers one through five and providing comments and opinions for each of the following questions.

(1) Disagree very strongly  (2) Somewhat disagree
(3) Agree  (4) Very much agree  (5) Agree very strongly
1. The project is understandable.
   1 2 3 4 5

2. An integrated, brain-based, interdisciplinary plan is a desirable model for middle school reform.
   1 2 3 4 5

3. The project is feasible.
   1 2 3 4 5

4. This is a workable plan for professional development.
   1 2 3 4 5

5. The project is flexible enough to suit the local needs of all middle schools?
   1 2 3 4 5

6. What would you add or delete to make this project stronger?
CHAPTER FOUR

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

Throughout the entirety of this project there are three main themes pulsing within its pages. Reference has been made to Wilber's four quadrants and Crowell, Caine and Caine's Principles of Connectedness, which stated that inner and outer reflect each other. In looking through the evolution of human consciousness and of education's past, the project is consistent with that pattern of development and it clearly states that middle school reform should transcend and include that which came before it. Lastly, the project emphasizes the need, especially for middle schools, to organize themselves in a way that better helps the development of a vision-logic consciousness in individuals.

Since inner and outer reflect each other, time should be spent in classrooms not only on outer behavioral objectives, but considerably more time should be devoted to the inner development of the child. Time for reflection and contemplation, that is time set aside for more meaningful connected education is essential to developing
well-rounded children. In recognizing the evolution of American schools one can see that schools have gone through four major shifts, all of which have transcended and included their predecessors. From the community center of the 1830’s and the factory model of the late nineteenth to early twentieth centuries, to the Progressive hospital of Dewey and the global marketplace of today all present to educators a pattern which suggests that mankind is shifting to a much higher organization, a planetary one, what Wilber calls a vision-logic consciousness. That vision-logic consciousness is seen everywhere and schools should likewise be set up in a pattern that integrates and synthesizes itself into this more efficient mind-body-spirit (subjective and objective) consciousness.

Therefore middle schools should be set up in interdisciplinary teams in which teachers teach the same themes across the disciplines and students are taught not just to rote memorization, but to be creative and innovative, triggering locale memory. Teachers should be trained to teach in a way that is more consistent with the brain-based principles, for these principles provide a framework for how the brain learns best. Schools should shed themselves free of older models that clearly do not
teach to how the brain learns best. Their classrooms should be full of what Crowell, Caine and Caine (1998) call Orchestrated Immersion, Active Processing, Relaxed Alertness, and Social Relationships to optimize the potential in every student to learn. Yet all of these changes must occur within the bounds of the California State Standards, even though rooted in Essentialist beliefs, because if education is to change it must do so in a way, which goes beyond mere Essentialism, but also seeks to include it.

Conclusion

If education is to change for the better, it must remove its blinders and open up to the myriad possibilities that a fully integrated brain compatible school can deliver. Collaboration, cooperation, connections—all are metaphors symbolic of the growing consciousness towards a global awareness currently evolving in the world. Education must adapt to this growing consciousness to solve the problems mankind has created for itself. Thomas Kuhn once stated that when the paradigm of a community of professionals can no longer solve the anomalies of their particular scientific field they are faced with a crisis...
(Kuhn, 1962). Education is fully immersed in this stage. The old patterns of thinking will no longer suffice to solve education's current situation. It cannot descend backwards for solutions. Only a new paradigm, one that transcends and includes its predecessors will bring the proper answers. False assumptions must be cast aside, particularly those of the cold and callous factory model and behaviorism as appropriate for education. Educators must first be open to a higher vision if they intend on changing the institutions in which they work.

That vision openly recognizes that mind, body, and spirit are one. It sees that the duality between the objective physical world and the subjective inner worlds must be meshed into what Crowell (1998) describes as dynamic unity. Dynamic in that a complex connected community of educators working towards a common goal become a much more powerful unity than if they remained isolated islands of classrooms. It is here where fusion across the disciplines allows for meaningful learning and active processing occurs. A connected school plays an integral part in the developing child, assisting them as they climb the ladder of consciousness and guiding them in their
search towards a balanced, holistic, vision-logic awareness.

Judging from the responses of the evaluators, this middle school plan makes a strong attempt to do this. Their responses indicated that it is well organized and is both a feasible and flexible one. Already many of the ideas are currently being used in individual classrooms, but very rarely are they being employed on a school-wide scale. Those who use interdisciplinary teams and brain-based methods know that they are effective and can be implemented in all middle schools. Teachers must simply become conscious of how to employ brain-based learning strategies in the classroom working as a team of educators to integrate these methodologies into the middle school.

Recommendations

No change is unhealthy and too much change in too short a time is certainly unhealthy as well. Just as the design plan implements slow but steady alterations year by year, so should school districts implement these changes. Taking one or two schools at a time districts should slowly implement the plan over the years testing it every step of the way with full support. The plan is
solid, but only if implemented correctly. Certainly schools are encouraged to make changes and add to the program, but it is highly recommended that none of the steps are skipped. Lastly, the project only provides a blueprint for training teachers about brain-based learning, interdisciplinary teaching, and middle school reform that moves forward, not backward. It gives a plan for how to change, but it does not provide specific lessons and units to be used in middle schools. Further research and development of specific curriculum is essential for developing units and lessons that are consistent with the design plan for reform. In other words this project provides a plan for how to change, but not what to change.
APPENDIX A:
ALIGNING BRAIN-BASED
MIDDLE SCHOOL REFORM WITH
THE CALIFORNIA STATE STANDARDS
Connections

Aligning Brain-based Middle School Reform with the California State Standards

By
John Ray Adams
Aligning Brain-based Middle School Reform with the California State Standards

Schedule of Events

Day One

- Donuts, drinks and discussions
- What is brain-based learning?
  - The Four Quadrants and the Principles of Connectedness
  - Brain setup
  - Downshifting- How to gear up our classrooms to maximize student learning.
  - Coping with stress

Break

- Left Brain, Right Brain, School Brain, Street Brain
- Our memory- Taxon vs. Spatial Memory
  - Surface Knowledge or Meaningful Knowledge?
  - The question is the answer

Lunch

- The inner developmental stages
  - Towards Vision-logic
  - Connections- Integrated Thematic instruction
- Activity- Designing Team lessons
  - Staff reflection and ordered sharing
Day Two

- Donuts, drinks and discussions
- Review of day one

How have we gotten here?

- School as metaphor- The community, the factory, the hospital, and the workplace
- The Twelve Principles of Brain-based learning
  - Comparative Teaching Models
  - Towards Vision-logic
- Theory into Practice- The Levy Video

Break

- How do we move to an interdisciplinary model?
- Overview of the design plan
- Department Meetings- Aligning the Standards

Lunch

- Department Meetings- Aligning the Standards
- Staff reflection and ordered sharing
Vicious Cycle of Disengagement

Teacher Expectations

Student Disengagement
What is brain-based learning all about?*

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<th>Outer Individual</th>
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<td>-Electro-magnetic waves</td>
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<td>-Developmental Stages</td>
<td>-Alpha/Beta Waves</td>
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<td>-In the zone, spiritual experiences</td>
<td>-Neurons, dendrites</td>
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<tr>
<td>-Fear, Inhibition, Threat</td>
<td>-Adrenaline, Endorphins</td>
</tr>
<tr>
<td>-Our perception of how we learn and reasons for how we teach</td>
<td>-Downshifting/Triune Brain</td>
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<tr>
<td><strong>We</strong></td>
<td>-What's physically occurring in the brain and body</td>
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<td>-School of thought</td>
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<td>-Standards</td>
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<tr>
<td>-Our approach to education</td>
<td>-what we teach</td>
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Brain-based learning is a balanced scientific philosophy committed to unlocking the potential of people to learn
The Principles of Connectedness

1. Everything is a part and a whole simultaneously.

2. The whole is contained in every part.

3. The whole is greater than the sum of its parts.

4. Inner and outer reflect each other.
The Principles of Connectedness

1. Everything is a part and a whole simultaneously.

2. The whole is contained in every part.

3. The whole is greater than the sum of its parts.

4. Inner and outer reflect each other.
Brain set up and its functions

A. Our brain has two types of cells:

1. Glial cells- "Feeder cells" whose main job is to feed and take care of neurons.

2. Neurons- "Nerve cells" which grow tentacle-like branches called dendrites.

B. Connectors:

1. Dendrites are grown when we learn something, AKA memories, the more dendrites we grow the more we remember. Engaged, exciting learning fosters the growth of more dendrites.

2. Axons- Are the highways that connect nerve cells together. Messages are sent from nerve cell to nerve cell along these connectors.

3. Myelination- Insulating fat laid down around axons in genetically predetermined patterns. In axons that have a myelin sheath around them communication between neurons is faster and clearer.
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Brain Setup- The Triune Brain

The brain is set up into three major sections- the neocortex, the limbic system, and the brain stem. The top part of the brain, the neocortex, is fairly new in evolutionary time, thought to be about a hundred thousands or so years old. Its only function is learning. The middle and lower parts of the brain, the limbic system and the reptilian brain stem, are much older and primitive, similar to the brains of lower organisms on the planet. They control the emotions and the more automatic functions of the brain like maintaining heartbeat, breathing, healing, and thousands of endless tasks. The brain stem is the liaison between the body and the mind, sending billions of signals back and forth. All three parts of the brain are separate, but they do work together. For instance the limbic system and brain stem are in charge of healing, yet we know that a positive attitude and focusing one's energy on what's injured actions that are controlled by the cortex, can greatly assist in the healing process. The same holds true in the classroom.

Downshifting, the Limbic System, and the Reptilian Brain

Over millions of years our brains have evolved for one purpose- survival. The limbic system and reptilian brain are prime examples of that. Not only do they control the automatic functions of the body, they also respond to dangers in our environment. When fear and threat is perceived, like a lion ready to attack, we do not think about what to do, these systems automatically take precedence. Your mind does not wait to think about fleeing or fighting, it just does it. As a species we could not have survived those early "caveman" years had we taken three or four seconds to respond to danger. Instead the brain says, "Run, Forrest, Run!" You would not be reading this paper if that was the case. Physiologically what occurs is the blood flow in the brain shifts down to the limbic system- at that particular time survival is the only thing that you care about. The mind needs the oxygen and nutrients that the blood carries to react as quickly as possible to the situation. It has to provide hormones, like adrenaline, signals to nerves, and increase heart rate and breathing. This is known as "downshifting." Taking the blood flow from the top of the brain causes less dendrites to be grown, because they don't have the "food" to feed their growth. This is why our brain often times forgets what pain it felt shortly after a dangerous situation. Even during a painful situation the brain shuts down our ability to feel as much pain so we can cope with it.

In the classroom the same thing often occurs. Downshifting occurs not only when we feel threatened, but when we feel bored as well. Our cortex is designed to adapt to new situations and incorporate immediate events into our memories. Classes that have the same routine all of the time tend to promote downshifting
because the brain sees no use to learning the same thing over and over. Generally, a good teacher can spot downshifting when they see drool escaping from the side of the mouth of their students and onto their desks. Even if something is new, teaching it in the same manner for too long can cause our brain to downshift, leaving our more primitive limbic system to take over. Our brain, what an S.O.B. (Same Old Brain). All of this supposed development and we still are doing the same thing we did thousands of years ago.

In order to curb this teachers must balance routine (too much change can also be perceived as a threat) with "mixing it up". Teachers need to be conscious of their attitude, classroom management, environment, safety, and passion for what they do in order for students to effectively learn at their highest levels. If not, downshifting occurs and learning is minimal.

*Note. From Fostering Emotional Well-Being In the Classroom (p. 88), Page R.M. and T.S. Page, Boston: Jones and Bartlett, 2000.
Downshifting Causes Stress

Downshifting and stress are interrelated. To reduce stress and anxiety, teachers should educate their students about stress. The following chart shows some stress indicators. These should be taught to students so they can recognize stressors in their environment.

<table>
<thead>
<tr>
<th>Situations that induce downshifting</th>
<th>Elements to counter downshifting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-specified “correct” outcomes have been established by the teacher.</td>
<td>Outcomes should be open-ended with several solutions possible.</td>
</tr>
<tr>
<td>Personal meaning limited.</td>
<td>Personal meaning should be maximized.</td>
</tr>
<tr>
<td>Rewards and punishments are externally controlled and relatively immediate.</td>
<td>Emphasis should be on intrinsic motivation.</td>
</tr>
<tr>
<td>Restrictive timelines are given.</td>
<td>Tasks should have relatively open-ended timelines.</td>
</tr>
<tr>
<td>Work to be done is relatively unfamiliar with little support available.</td>
<td>Tasks should be manageable and supported.</td>
</tr>
</tbody>
</table>

**Stress indicators:** Encourage students to talk about stress. They should be alert to the reactions their body has to downshifting.

- Short attention span
- Mood swings
- Irritability
- Restlessness
- Nervous behavior
- Grinding teeth
- Headaches
- Tense neck muscles
- Upset Stomach
- Dry throat and mouth
- Shortness of breath
- Depression
- Difficulty sleeping
- Tiredness
- Eating problems
- Crying episodes

**What teachers can do to create a less stressful classroom**

Create a mood of **Relaxed Alertness.** Some key components are:

**Create a warm engaging classroom environment.**

- What you put on your walls- Artwork, Color (Relaxing if possible). Bare walls immediately trigger downshifting.
☐ Play relaxing music, light incense or spray some other pleasing smell.
☐ While most teachers do not have control of it school districts should pay
close attention to lighting. Previous studies have shown that schools with
incandescent lights, while more expensive, have higher attendance than
those with fluorescent bulbs.
☐ Every time they enter your room they are reminded of the mood of the
room.

Teacher Behavior

☐ Talk to them about yourself and your personal life. So many times we put up
walls between our kids and our personal lives. Your kids must like you, to do
that they must get to know and trust you.
☐ Speak in a calm tone of voice.
☐ Listen to and genuinely respect individual feelings.
☐ Some talking in the room should be allowed and is positive.
☐ Give them some freedom within appropriate boundaries.
☐ Constantly monitor your attitude and behavior.

Assignments and Grading-

☐ Coordinate with your team members so as not to overwhelm students with
homework
☐ Give them choices in homework, projects, and classwork.
☐ Individuate assignments based on student needs (if possible).
☐ Give them meaningful assignments that they feel they benefit from.
☐ Be objective in grading work. Rubrics are excellent so they know exactly
what's expected.
☐ Try to grade activities that you wouldn't normally give grades for, like
discussions.
☐ Meet with them to go over a grade every few weeks, help them to develop a
plan of action to do their best.
☐ Some failure is normal and acceptable, let them know its how we grow.

Taking Tests-

☐ If at all possible try to use authentic assessment whenever you can. It's
less stressful, and more meaningful to students.
☐ Don't give too many tests in the same period of time. Two spaced out during
a week is appropriate. Finals week can be an absolute killer for some people.
Before giving a test go over its purpose and what's to be covered.

Coping with stress

The following techniques can help students to deal with stress in their lives, but they must be taught to them. With so many standards to teach we forget the more important things in life like self-maintenance and personal well being.

Reflective journals. Journals are excellent, not only to learn and develop writing skills, but for encouraging students to explore their inner thought processes, and they are assignments that are generally stress free. With regards to stress journals can:

- Encourage them to analyze their home situations.
- Give them topics about their feelings and reactions to stressors.
- Teach them how to avoid stressors.
- Helps them to cope with stressors.
- Give them feedback by the teacher.

Emphasize rest and sleep. This is the number one cause of stress in people. In our fast-paced ever changing world we forget that one-fourth to one-third of our time is spent in dreamland.

Switch brains. Have them recognize these patterns of thinking and change their thinking patterns:

- All or nothing- "Why should I try if I can't finish it anyway?"
- Jumping to conclusions- "I know she did it."
- Over generalizing- Watch for words like "always, never, all, or none."
- Labeling others and themselves- "He's an idiot."
- Helpless- "The world won't go on if..."

Use Humor. Laughing at ourselves, but not at others.

Time management skills.
- Schools should provide daily, weekly, even yearly planners for homework.
- Homework should be done at certain scheduled times, as well as other activities.
Relaxation techniques

- Exercise
- Progressive Muscular Relaxation
- Visualization
- Breathing techniques
- Electromagnetic energy focusing
- Mood enhancers - Music, humor, etc.
Right Brain/Left Brain Dominance Questionnaire

Directions: First, read the sentence. Then ask yourself how it applies to you. Put the letter that describes your feeling best on the line next to the sentence.

A. Most of the time        B. Often        C. Sometimes        D. Once in a while        E. Hardly ever

___ 1. Reading is something that I really like to do.
___ 2. I can't sit in one place for too long without feeling uncomfortable.
___ 3. When reading in a textbook I always read the titles of the chapters and look at the pictures first, so I can get a general idea of what the chapter are about.
___ 4. I'm good at memorizing vocabulary or putting things in chronological order, like history.
___ 5. Division, multiplication and basic math are fairly easy for me.
___ 6. When I look into a crowd of people I see the entire group rather individual faces.
___ 7. I'm a good writer.
___ 8. I often like to dance or go crazy sometimes.
___ 9. I find that I am always looking at a clock or want to know the time.
___10. I get very emotional a lot.
___11. I am a good speller.
___12. I can do many things at the same time.
___13. My folder is very organized.
___14. I like to hum songs, sing them aloud, or even make them up in my head.
___15. I have good balance and consider myself to be a good athlete.
___16. I am an organized person.
___17. I am very good at turning things in on time and being punctual.
___18. I'm a really good problem solver.
___19. I like a teacher who is very structured and like it when they go step by step.
___20. I have a really good idea of what's occurring around me at all times.
___21. I follow directions very well.
___22. If something bores me I have a hard time concentrating for too long.
___23. Movies like mystery or suspense ones, which constantly keep me guessing, are very interesting to me.
___24. I like to do things spontaneously, without much planning.
___25. I rarely look at the individual details of when I first look at something.
___26. I am good at following instructions.
___27. Higher level math is difficult for me to understand, like pre-algebra.
___28. When I write an essay I always start with a pre-writing activity, like brainstorming, then make sure I have an introduction, body, and conclusion.
___29. Getting my ideas onto paper is difficult for me.
___30. People say I am a good listener.
___31. When doing a research project I will get an encyclopedia to get a general idea of what it is I am studying, before I read a book or something more detailed.
___32. I'm a very rational unemotional person.
___33. I consider myself to be very "book smart" or "school smart."
___34. I think I am a very "street-smart" person.
Learning Preferences Checklist

First, read the sentence. Then ask yourself how it applies to you. Put the letter that describes your feelings best on the line next to the sentence.

A. Most Of The Time  B. Often  C. Sometimes  D. Once In A While  E. Hardly Ever

1. If I write something down, I can remember it better.  ____
2. When I read, I read aloud or I listen to the words in my head.  ____
3. I understand things better when I talk about them.  ____
4. I prefer to begin things before I read or listen to the directions.  ____
5. When someone is talking or I’m reading, I can “see” pictures in my head.  ____
6. Music playing in the background helps me to study better.  ____
7. While I’m studying I need lots of breaks.  ____
8. I think better while I’m moving around; studying at a desk is not my preference.  ____
9. I write notes on what I read and hear  ____
10. I stay focused better on what a person is saying when I look at them.  ____
11. When there is a background is a background noise while a person is talking, I don’t understand what they are saying.  ____
12. It’s easier for me to have someone tell me how to do something than for me to read the directions myself.  ____
13. I would rather hear a lecture or a tape than read a textbook.  ____
14. I describe things I can’t remember by using my hands a lot or by using words like “what-cha-call-it” or “thing-a-mig-jig”.  ____
15. Even if I’m looking down or looking out the window, I have no problems following the speaker.  ____
16. I can concentrate and get more work done if I’m alone or in a quiet place.  ____
17. I find that it’s very easy for me to understand maps, charts and graphs.  ____
18. I like to look at the ending of a book or article when I begin reading.  ____
19. It’s easier for me to remember the names of people than what they look like.  ____
20. If I study out loud with someone, I will remember things better.  ____
21. Even if I take notes, I hardly ever go back to read them.  ____
22. The radio bothers me when I’m trying to concentrate on reading or writing.  ____
23. It’s very hard for me to visualize or see pictures of things in my head.  ____
24. When I talk to myself through my homework assignments, it helps me get the work done.  ____
25. Even though my desk and folder are messy, I know where everything is.  ____
26. I can “see” the page with the right answer on it when I’m taking a test or quiz.  ____
27. I can never remember the punch line or how the story goes in a joke to tell it later.  ____
28. Before I do something new, first, I listen to information on it, then I read about it, and last, I do it.  ____
29. Before I begin something new, I like to finish other tasks first.  ____
30. I find myself moving my lips to read and using my fingers to count.  ____
31. I do not like to proofread my work.  ____
32. When I want to remember something new like a friend’s phone number, it helps me to make a picture of it in my head.  ____
33. I would rather do an extra credit report on tape instead of writing it.  ____
34. I find myself daydreaming in class.  ____
35. Instead of writing a report for extra credit, I prefer to do a project.  ____
36. If I don’t write down my great ideas right away, I’m more likely to forget them.
Suggestions for Auditory Learners

You will learn better when information comes through your ears. You need to hear it. Lecture situations will probably work well for you. You may not learn as well just reading from a book. Try some of these suggestions and create some more that will work for you.

- Try studying with a buddy so you can talk out loud and hear the information.
- Recite out loud the thing you want to remember (quotes, lists, dates, etc.).
- Ask your teachers if you can turn in a tape or give an oral report instead of written work.
- Make tape cassettes of classroom lectures, or read class notes onto a tape. Summarizing is especially good. Try to listen to the tape three times in preparing for a test.
- Before reading a chapter, look at all the pictures, headings, and talk out loud and say what you think this chapter will be about.
- Write vocabulary words in color on index cards with short definitions on the back. Review them frequently by reading the words aloud and saying the definition. Check the back to see if you were right.
- Before beginning an assignment, set a specific study goal and say it out loud. Example, “First, I will read my history chapter.”
- Read aloud whenever possible. In a quiet library, try “hearing the words in your head” as you read. Your brain needs to hear the words as your eyes read them.
- When doing complicated math problems, use graph paper (or use regular lined paper sideways) to help with aligning the problems.
- Use color and graphic symbols to highlight main ideas in your notes, textbooks, handouts, etc.
Suggestions for Visual-Spatial Learners

You will learn better when you read or see the information. Learning from a lecture may not be as easy. Try some of these suggestions and create some more that will work for you.

- Write things down because you remember them better that way (quotes, lists, dates, etc.)
- Look at the person while they are talking. It may help you stay focused.
- It’s usually better to work in a quiet place. However, many visual learners do math with music playing in the background.
- Ask a teacher to explain something if you don’t understand the point being made. Simply say, “Would you please repeat that?”
- Most visual learners study better by themselves.
- Take lots of notes. Leave extra space if some details were missed. Borrow a dependable student or teacher’s notes.
- Copy your notes over. Re-writing helps recall of memory
- Use color to highlight main ideas in your notes, textbooks, handouts, etc.
- Before reading an assignment set a specific study goal and write it down. Post it in front of you. Example “From 7:00-7:30 I will read the first chapter.”
- Preview the chapter BEFORE reading it by first looking at all the pictures, section headings, etc.
- Select a seat furthest from the door and windows that faces the front of the class, if possible.
- Write vocabulary words on colored index cards with short definitions on the back. Look through them frequently, write out the definitions again, and check yourself.
Suggestions for Kinesthetic Learners

Your learning preference means that you learn best by doing, moving, or with hands-on experiences. Getting information from a textbook (visually) or a lecture (auditory) is just not as easy for you. Try some suggestions and create some more that will work for you.

- To memorize, pace or walk around while reciting to yourself or looking at a list or index card.

- When reading a textbook chapter, first look at the pictures, then read the summary or end-of-the chapter questions, then look over the section headings and bold-faced words. Get a "feel" for the whole chapter by reading the end selections first, and then work your way to the front of the chapter. This is working whole-to-part.

- If you need to fidget when in class, cross your legs and bounce and jiggle the foot that is off the floor. Experiment with other ways of moving; just being sure you're not making noise or disturbing others. Try squeezing a tennis ball or a nerf ball.

- You may not study best at a desk, so when you're at home, try studying while lying on your stomach or back. Also try studying with some music in the background.

- If you have a stationary bicycle, try reading while pedaling.

- Use a bright piece of construction paper in your favorite color as a desk blotter. This is called color grounding. It will help to focus your attention. Also, try reading through a color transparency. Experiment with different colors and different ways of using colors.

- When studying, take breaks as frequently as you need. Just be sure to get right back to the task. A reasonable schedule is 20-30 minutes of study and 5 minutes of break. (TV watching and telephone talking should not be done during break time!)

- When trying to memorize information, try closing your eyes and writing the information in the air or on a desk or carpet with your finger. Picture the words in your head as you do this. If possible, hear them too. Later, when trying to recall this information, close your eyes and see it with your "mind's eye" and "hear" it in your head.
**Taxon Memory vs. Spatial Memory**

"Route Learning" vs. "Map Learning"

<table>
<thead>
<tr>
<th><strong>Taxon Memory</strong></th>
<th><strong>Spatial Memory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ When learning, the brain grows only a few &quot;routes&quot; thereby making memory recall more difficult.</td>
<td>□ When learning, the brain grows many &quot;routes,&quot; like a road map, making memory retrieval easier.</td>
</tr>
<tr>
<td>□ Short-term memory</td>
<td>□ Long-term memory</td>
</tr>
</tbody>
</table>

**Characteristics of Taxon Learning:**

- Bored, unengaged students
- Routine bores the student
- No connections are made to the world outside of the classroom.

**Characteristics of Spatial Learning:**

- Excited, Engaged learners
- Teachers "mix-it-up" in the classroom.
- Connections are made to other classes and the outside world.
Taxon and Locale Memory

If Primary Emphasis Is On:

**Prespecified “Correct” Outcomes**
Behavioral or Performance Objectives/Testing
Question- What do I have to do?

**Rewards**
Grades Based on Specified Performance and Criteria
Question- What do I get?

**External Motivation**
Why Is Student Taking Class?
Question- Do I have to take this class to graduate?

**Primarily Used for Memorizing Information**

If Primary Emphasis Is On:

**Outcomes Open Ended**
Emphasis on Process and Discovery

**Intrinsic Motivation**
Question- How do I find out what I want to know?
    How can I learn more?

**Sense of Purpose/Sense of Meaningfulness**
Question- Does this make sense and relate to what I know?

**Primarily used for Creative Project and Higher-Order Thinking Skills, Such as Analysis, Synthesis, and Discovering Unique Outcomes**


Brain-based principle #8- We have at least two ways of organizing memory.

**Route Learning:** Taxon systems are very separated. When something is learned through these systems neurons grow very few dendrites, thus the brain has only developed a few “routes” to recall memory. Teaching strategies here are based on rote memorization like repetition, routine and extrinsic rewards. “Use it or lose it” applies here.

**Map Learning:** The Locale system stores information in spatial memory. The brain uses this system when something is intrinsically motivating to someone. They are curious and driven by novelty. Here many dendrites are grown so the brain has many “routes” to connect information together. This system is inexhaustible. When something is learned here the brain never forgets it.
Taxon and Locale Memory

If Primary Emphasis Is On:

**Prespecified “Correct” Outcomes**
Behavioral or Performance Objectives/Testing
Question- What do I have to do?

**Rewards**
Grades Based on Specified Performance and Criteria
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Teaching As if the *World* Mattered

The Glacier

Surface Knowledge

Meaningful Knowledge
The Question is the Answer

Being a connected person also means being a good problem solver. Students must be trained to question everything. It is the perfect time for them since they are going through adolescence and the age of rebellion. Problem solving skills are not just for math teachers, it is something that all teachers need to teach. It is the metacurriculum that we so often skip. Instead of teaching to taxon memory systems, we should teach to the creative spatial memory. To do this one needs only develop strong questioning skills in their students.

1. How to do it. As Drs. Jamie McKenzie and Hilarie Bryce Davis contend questioning should begin with any new unit being studied. It’s a questioning brainstorm. This is similar to a K-W-L chart only the focus is on asking questions

For example, if starting a unit on the Civil War begin by asking:

“What questions should we ask about the Civil War?”

- Always pay close attention to the four rules of brainstorming:
  a. All contributions are accepted with no judgment.
  b. The goal is a large number of ideas or questions.
  c. Building on other people’s ideas is encouraged.
  d. Far out, unusual ideas are encouraged.

- You the teacher are a model and must ask them tantalizing questions, like:

  Good stimulating questions
  “What would have happened if Lincoln was shot in the first
  month of the war? Why did Lincoln only free the slaves in the
  rebel states? How did it feel to be a woman in the path of
  Sherman’s army?”

  Typical information questions
  “Which states joined the Confederacy? What were the six main
  causes of the war? What happened at Shiloh? Who was the
  Union commander at Shiloh? When did the war end?”

2. Create a taxonomy of questions. McKenzie and Bryce Davis contend that students take more ownership of their questioning skills if the class makes their own taxonomy of questions, ranking them from highest to lowest. Share with them Bloom’s taxonomy and have them create their own class sets.

- Sample categories may be: “Fact Questions, or Why Questions, or Imagine Questions.”
3. **Questioning homework.** If you have them read an assignment, have them create questions for the next day’s discussion. Ask them to:

- Write three comparison questions about the material read.
- Find the most interesting question left unanswered by the reading.
- Identify the question the author was trying to answer.
- Write a question that will demand at least ten minutes of thought to answer.
- Find a question that has no answer, or two thousand answers or an infinite number of answers.
- Ask a question that is the child of a bigger question that they can then ask the rest of the class to identify.

Ask them to identify the most important and the least important questions in class. If homework is skill oriented have them jot down three questions that bothered them or stimulated or intrigued them.

Just always remember the question is the answer.


I encourage you to visit it. It is a truly excellent website.
Teaching to the Developmental Stages

You may recognize the developmental stages from Claude Ptagat. No human can make a leap from say level 4 Emotions to level 7 Concrete Operations. Each individual must firmly embed him or herself at each new level, and then move on to the next one. As we move through these stages we transcend and include the levels of consciousness we were previously at. These lower levels generally become unconscious to us unless we focus on them.

Middle schoolers in general begin the move from Concrete operations (ages 7-11) to Formal operations (ages 11-15), also known as logic or rationality. Concrete operations are a very social time. Children tend to learn the roles of society and practice the social roles they are expected to adhere to. In formal operations adolescents have recognized their separate self. They begin to challenge the rules of the world and the roles they play in it. Teachers should be aware of this and give challenging assignments, have discussions, and design lessons encouraging them to explore their newfound individuality within the context of the framework standards.

Many people have begun the next level of development, backed by abundant research, what Ken Wilber calls the Vision-logic stage. It is a global "connectedness" consciousness, in which people see the interwoven relations of everything in the world. Teachers should try to make as many connections across the disciplines as possible. Here interdisciplinary teaching is a must.

As a general rule of thumb we use the 25-50-25 model of development.

- 25% of our thinking and actions occurs at our current level of awareness.
- 50% of our thinking and actions is at our previous level.
- 25% of our thinking and actions comes from our lower levels of consciousness, stages we already went through.

As the climber traverses the ladder of development he/she grows and develops. The world changes from their new perspective. All humans must go through these stages.

Ladder, Climber, View

Vision-logic
Formal Operations
Concrete Ops
Concepts
Symbols
Emotion/image
Impulse/emotion
Perception/Impulse
Perception
Sensation

The Climber

Go through a 1-2-3 process at each stage.
1. Identification
2. Transcendence
3. Inclusion

Note. From A Brief History of Everything, by Ken Wilber, Boston: Shambhala, 1996.
Developmental Stages

9 - Vision-Logic
8 - Formal operations
7 - Concrete operations
6 - Concepts
5 - Symbols
4 - Emotion

Impulse- 3
Perception- 2
Sensation- 1

Note. From A Brief History of Everything, by Ken Wilber, Boston: Shambhala, 1996.
Teaching to the Developmental Stages

Ladder, Climber, View

| Vision-logic | As the climber traverses the ladder of development he/she grows and develops. The world changes from their new perspective. All humans must go through these stages. |
| Formal Operations | |
| Concrete Ops | The Climber Goes through a 1-2-3 process at each stage. |
| Concepts | 1. Identification |
| Symbols | 2. Transcendence |
| Emotion/image | 3. Inclusion |
| Impulse/emotion | |
| Perception/Impulse | |
| Perception | |
| Sensation | |

Note. From A Brief History of Everything, by Ken Wilber, Boston: Shambhala, 1996.
How can we teach to the developmental stages in a way consistent with the movement towards global Vision-logic?

Make Connections

Through:
Integrated curriculum
Interdisciplinary teaching strategies
Thematic instruction
Help them to organize and pattern information for use in multiple contexts.
Brain-based principle #3:
The search for meaning is innate.

Brain-based principle #4:
The search for meaning occurs through patterning.

What is the figure to the left?
Meaningless Information

Meaningful Patterning
Integrated Thematic Instruction

Teacher Rationale for Teaching

School of Thought, Brain Research, Philosophical Foundations

Classroom Management, Instruction, and Teaching Strategies

Where are we going?

Resources and Curriculum

Answer-Towards Vision-Logic
Integrated Thematic Instruction

What should it look like?

There are many models for interdisciplinary instruction. The key to implementation is in recognizing that all of the approaches in each discipline are somehow connected. It is then up to each individual team to help students make those connections. Below are some models of what can be done to implement this type of thinking and practice into your school.

Thematic Instruction:

Looks somewhat like a map. In this kind of example teachers try to design their lessons around the experiences of the learners. The teachers have a general outline to follow, but implement lessons based on the curiosity of their students. Furthermore, thematic instruction means students are learning the smaller parts in the context of a bigger whole or theme. You can find more information on the unit to your right in Making Connections (Caine and Caine, 1994, p.129).

Interdisciplinary Instruction:

This type of instruction means that the teacher applies the principles of thematic teaching across the different disciplines. Most important to setting these units up is developing a curricular theme. There are many different models to choose from. The example to the right is one my eighth grade team did a few years ago.
Other themes that can work as well:

- The six patterns that connect. Below are the six patterns that are always found in nature. No matter how big or how small these patterns always display themselves.

  - The hexagon is the strongest structure in the universe. It represents foundations. From crystallization to building skyscrapers, their strength holds us together.
  - Branching is a natural way of looking at growth. From trees, to highways, and the veins in your body to migration of civilizations, branching can be seen everywhere you look.
  - The spiral is the shape of planets and orbits, of currents in the wind, oceans, or heat convection. From atoms to galaxies, spirals are winding into our lives. Have you ever felt like things were spinning out of control?
  - The wave is a meandering wanderer. Would Columbus have found the New World if he had not gotten lost? Could surfers enjoy the riptide in Hawaii? Could a butterfly flapping its tiny wings have an impact on worldwide weather patterns?
  - The burst can represent both life and death. The beginning of land formations from a volcano or the end of the city of Pompeii. In learning something have you ever gotten the “aha” explosion?
  - Clustering represents our dependence on each other. Is it the attraction of love or magnetic energy? “Like attracts like” and “opposites attract” you know.

To give you a better idea of how you can do this yourself read the curriculum projects at I-Poly High School, a magnet school located on the campus of Cal State Polytechnic University, Pomona.

<table>
<thead>
<tr>
<th>Fourth Trimester</th>
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</tr>
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<tr>
<td>Journey of Discovery</td>
<td>California Cuisine</td>
<td>Global Wellness Summit</td>
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<td>Students will engage in an introspective, interpersonal journey that provides the foundation necessary to be successful with I-Poly’s integrated project-based curriculum. Students are introduced to I-Poly Personal Skills that will be incorporated and developed as students discover ways to gather, process and implement information efficiently. Through thematic project components students will begin by analyzing self, then move on their journey to examine families, roles in project groups, their place at I-Poly and their responsibility to the world. The project culminates in a museum exhibit where students celebrate their commonalities and share their discoveries with the community.</td>
<td>As student teams engage in a rigorous, high-interest investigation of California’s diversity, they will research and design their own multicultural restaurant. Using Los Angeles restaurants as models, student teams will research and select a city outside of Los Angeles County as the site for their restaurant and develop their architectural and culinary ideas. Student teams will create interior and exterior designs, a menu that includes nutritional analyses, a health and safety manual, architectural drawings and a scale model. They will also develop and present a comprehensive business plan. The project teaches students the practical aspects of creating and establishing a small sole proprietorship business. The project culminates in a simulation where the students will attempt to obtain a business loan for their restaurants in a persuasive, multimedia presentation to a panel of potential investors.</td>
<td>Student teams will engage in an interdisciplinary investigation focusing on global health and environmental problems in an assigned region of the world and the subsequent physical, emotional, spiritual, social, environmental, intellectual and economic impact on the local people. After extensive research and study, students will represent their assigned region and be challenged to reach creative solutions and an interdependent approach to creating a well planet at the culminating Global Wellness Summit.</td>
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For further information about I-Poly High School’s curriculum visit their website at http://www.csupomona.edu/~library/ipoly/projects/ProjectsAtGlance.html

Virtually any theme can work as long as it is meaningful and makes sense to the learner. Don’t try to force connections across classes that really don’t work. Just two classes working together is much more powerful than separated and fragmented ones.
Applying it in the Classroom

Each team- Come up with one interdisciplinary lesson that is consistent with brain-based learning.
### Framing Metaphors for Schooling

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<td>To develop the capacity to work on and with knowledge and information.</td>
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<td><strong>Primary Function of School</strong></td>
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<td>Labeling in accordance with known standards.</td>
<td>Diagnosis and prescription.</td>
<td>Production of knowledge work that engages the young.</td>
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<td>An assembly line, down which children go, differentiated by family background and measured in terms of ability to do work.</td>
<td>A treatment to be prescribed; for example the individual educational plans developed in response to diagnostic testing.</td>
<td>Raw material (knowledge) on which students work.</td>
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Note: From Schools for the Twenty-First Century (pp. 5-8), by Phillip Schlecy, 1990, San Francisco: Jossey-Bass Inc.
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The 12 Principles of Brain-based Learning

1. The brain is a complex adaptive system.
   - The brain is a parallel processor.
   - Learning engages the entire physiology.

2. The brain is a social brain.
   - We strive for acceptance and relationships with others.

3. The search for meaning is innate
   - From basic survival to spiritual unfoldment - Abraham Maslow
   - Our five basic needs are love, power, freedom, fun, and survival - William Glasser

4. The search for meaning occurs through patterning
   - Here the ideas of thematic, integrated, interdisciplinary, and whole language approaches to education apply, as well as many others.
   - "Effective education must give learners an opportunity to formulate their own patterns of understanding" - Sam Crowell, Caine and Caine

5. Emotions are critical to patterning
   - There must be a relaxed compassionate environment.
   - Classroom meetings - as suggested by William Glasser and Jane Nelson

6. Every brain simultaneously perceives and creates parts and wholes
   - Relate what you are teaching to student's prior knowledge and a larger, real life, or global perspective.

7. Learning involves focused attention and peripheral perception
   - Attention to classroom environment is essential - Use of art, music, candles/incense, lighting, color are examples.
   - Classroom management, passion for teaching, and attitude of the teacher are extremely important to recognize and monitor on a consistent basis.
8. Learning always involves conscious and unconscious processes
   - We must allow for active processing so that students go beyond the curriculum and get to their own independent thoughts and feelings.

9. We have at least two ways of organizing memory
   - Taxon memory- (Otherwise known as rote learning or short term memory) **Route Learning**- The brain stores information that does not have much meaning for it, which makes it difficult to retrieve, it has few routes to travel to retrieve data, i.e. unpatterned information.
   - Spatial memory- **Map learning**, where information is stored and retrieved with a variety of connections, i.e. orchestrated immersion.

10. Learning is developmental
    - The brain has plasticity, it grows, develops and connects based on the environment it is placed in- Marion Diamonds

11. Complex learning is enhanced by challenge and inhibited by threat
    - Downshifting and The Triune Brain Theory- When threatened the brain reverts back to our reptilian brain (survival mode) and limbic system (emotions). Generally we cut off our ability to maximize our creative potential- taken from P.D. MacLean and Leslie Hart

12. Every brain is uniquely organized
    - Students should be given choices of what they want to study and how to do it.
    - The theory of multiple intelligences applies here- Howard Gardner

*Ideally curriculum design should involve these four areas, but certainly are not limited to them:
  - Relaxed alertness
  - Orchestrated immersion
  - Social relationships
  - Active processing

Note. The information above can be found in The Re-Enchantment of Learning (pp. 7-10), by Crowell S., Caine R.N. and G. Caine, Tucson: Zephyr Press, 1998.
Teaching with the principles of brain-based learning in mind means changing a lot about how we do things in class. Following is an infrastructure for incorporating brain-based learning into your classroom from The Re-Enchantment of Learning by Crowell, Caine and Caine (1998).

1) Design units and lessons around the idea of Orchestrated Immersion in which students are fully immersed in their learning. Lessons should be designed around models of thematic, integrated, interdisciplinary, inquiry-based, and project-based teaching. Teach to individuation and meaningful knowledge. It is a classroom that is student-centered, not teacher-centered.

2) Classrooms should have an environment of Relaxed Alertness in which teachers create warm caring environments that encourage students to take risks. In this type of setting downshifting is less likely to occur.

3) Social Relationships must be developed in the classroom. Here students engage in cooperative learning and interactive discussions, because the dissemination of knowledge is passed on culturally. Social communication skills are vital to a healthy democracy.

4) Students are consistently given assignments in which they actively engage in processing the knowledge they are learning. Active Processing gives time for reflection and contemplation, allowing students to find deep meaningful knowledge, not the unconnected surface knowledge that quickly slips from memory and fosters little growth.

## Comparative Teaching Methods

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### Towards Orientation Three
Orientation Three thinking means moving from individualistic or fragmented thinking to "connected" thinking. It means people are consciously working towards vision-logic development. Below is a comparison of Orientation One, Two and three thinking.

**Orientation One- Formal Operations.** Is at home with the factory model of current school setup. Team is fragmented and separated with little or no cross-discipline design.

**Orientation Two- High formal operations/low vision-logic.** Recognize some clear changes that need to be made. Is sometimes willing to work at connecting curriculum across the subjects, but have some strong conceptual boundaries.

**Orientation Three- Vision-logic.** Open to multiple possibilities and connections. Every discipline is a way of organizing information and is connected at a very deep level. Subjects and skills may have a basic focus, but they recognize that every subject is connected in multiple ways to other subjects, ideas, and skills at some level.
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Applying it to the Standards

Can the standards be effectively aligned so that they are consistent with brain-based learning principles?
For Further Reading


*Education on the Edge of Possibility* by Caine and Caine. Alexandria, VA: ASCD.

*Unleashing the power of Perceptual Change: The Promise of Brain-Based Teaching* by Caine and Caine. Alexandria, VA: ASCD.


Sylwester, Robert. *A Celebration of Neurons*.


APPENDIX B:

DESIGN PLAN
A Generalized Outline of Aligning the Standards with the Principles of Brain-based Learning

1st - Departments must all align the standards on a trimester-by-trimester or semester-to-semester basis.

2nd - Final Exams and/or final projects should be made by all departments to make sure students are learning.

3rd - Some teams should align the individual department standards so that connections are fostered across all classrooms teaching to spatial memory.

- Each team should create one interdisciplinary thematic unit each trimester.
- They should work closely with English Language Development, Special Day, Resource, and GATE teachers to modify units to student’s varying ability levels.
4th- Each teacher should create one student-choice project per year—four per team. Students will be more intrinsically motivated to inquire about their own curiosities within that subject area.

5th- Administration should hold all departments and teams accountable for the aligning of standards and units, and projects. Time, during in-services, minimum days, and common prep-periods, is essential to developing a school site and individual team plan.

6th- Teams should be consistently improving and creating better connections across all classrooms.
DESIGN PLAN

Aligning Brain-based Middle School Reform
with the California State Standards

These steps are absolutely necessary for the effective implementation of interdisciplinary teams on a middle school campus within the California Standards framework. While there is immense freedom within very broad boundaries it is highly suggested that no steps are skipped. The outline below not only provides what to do, it gives suggestions on how to do it. While reading through and implementing this model always remember that the goal is to teach meaningful knowledge and patterning that fosters connections across all the classrooms, to the student’s prior knowledge, and to the real world.

Step One: Infrastructure

Before the school year begins schools must:

1. Develop teams in which a group of students have the same core of teachers in Language Arts, Math, Science, Physical Education, and History.

   While many schools have already switched to this model it is imperative to do so if your school has not already. Adolescents coming from an elementary school with a single teacher, still need the comfort and close relationships with their teachers as they transition into adulthood. Exploratory or electives teachers should not be included in this model for students should have a choice in choosing these classes, but all teachers are certainly encouraged to work with them as they see fit.

2. Create common preparation periods amongst the four academic teachers.

   While the students are in P.E. the academic teachers will have time to meet with each other to develop curriculum, set up parent meetings, share ideas, etc.

3. Teachers on the same team should be in very close proximity to each on campus.

   Room to room is ideal, for it keeps the teachers in constant contact with each other. When teams are separated across the campus, the ability to communicate is constricted and student learning suffers.
4. The master schedule should allow for at least one in-service day a month, preferably more.

5. Schools must have at least a week to prepare for the upcoming school year.

**Step Two: Training and Aligning the Standards**

During the first school year:

1. *There should be training for brain-based learning and interdisciplinary teaching.* Done during the first week of the school year I recommend that each teacher use these strategies in their classroom throughout the school year. Future in-services should be designed to reinforce these principles.

2. *Department alignment of the state and/or district standards done on a trimester-by-trimester or semester-to-semester basis.*

   - Each department amongst the different grades should collaboratively work to align the standards in a way that will work for all of them. Your goal is to include all of the standards, do not skip any, but focus your attention on the most important areas. This alignment is a work in progress, but the first trimester should be completed before the school year begins.

   - The different grade levels should work with each other to align the standards in a way that is beneficial to all grades. For instance, eighth grade American history standards start with the Revolutionary War, therefore seventh grade might want to end with the Age of Exploration, Scientific Revolution, Protestant Reformation and the Enlightenment so students more easily retrieve and relate memory to America’s roots.

   - Later as the school year moves forward teachers should share lessons they have developed or used in the past. At sometime in the year these ideas should be incorporated into the standards, keeping in mind they are just ideas. Teachers are free to teach the standards the way they please. For example, the seventh grade history standards might look like this:

   Standard 2: Identify the European and Eurasian land maps: location, topography, waterways, vegetation, and climate.

   *Activity: Physical feature map of Europe.*
Standard 3: Analyzes feudalism: development, operation of, role of the manor and growth of towns, relationships, development of political order.

Activities: Feudal pyramids, Cornell notes on feudalism, Tied to the land experiential activity, video on knighthood.

Key Vocabulary: Homage, manor, serf, guild, feudalism.

3. Final exams and/or final projects

Expectations must be high, therefore accountability is a must. While the author strongly approves of a final culminating project that incorporates most of the standards, he is a bit skeptical about final exams. Testing though is a necessary evil, especially standardized tests. If students must take them, and they probably always will, they should get practice on them. If final exams are decided upon they should have:

- Many visuals, like charts and graphs.
- Many skills-based questions, not just memorization questions.
- An essay or project component to be done at a different time than the final, which counts for a sizable portion of the grade.

4. Individual student choice projects.

Studies show that students generally say they like hands-on projects much more than what they perceive to be meaningless homework. When students get to choose what they will study they are more intrinsically motivated to learn. Intrinsic motivation is one of the driving forces behind our spatial memory. Every teacher on a team should design or incorporate one project that students get a choice in. The author highly encourages that they be interdisciplinary and/or in cooperative groups.

5. One voluntary team to begin working at step three- Interdisciplinary Instruction.

It is important not to move all teams to an interdisciplinary format in the same year. As with any other reform or program being implemented in a school it is necessary to move slowly. During the following year a few more teams will integrate it and eventually by the third or fourth year all teams will be set up in this way. Other teams are certainly encouraged to use brain-based learning strategies and curriculum as they see fit.
Step Three-Interdisciplinary Instruction

Beginning with the second year:

1. **Two to three more teams should be moved to the interdisciplinary models.** Again, schools should take a slow pace in incorporating this change.

- Using thematic integrated teaching these teams are to meet in groups on a regular basis to design lessons and units that incorporate brain-based principles in the classroom. At least one unit per trimester should be designed. Teachers should use time before the school year, during in-services, and during their preparation periods to design them. Districts are strongly encouraged to pay for the extra time that inevitably is needed when doing such work.

- The focus must be on the standards. Teams should deviate very little from them. Many charter schools are facing lower test scores, not because they are bad schools, but because they did not pay much attention to the standards.

2. **All teams should be working closely with the Special Day, English Language, Resource, and GATE instructors at the school to modify the curriculum in accordance with their student's various needs.**

3. **How much integration is too much?** Make connections that are solid and firm. Consider Martinello and Cook:

   “It is far more important that the curriculum be relevant and significant to the learner and that the activities and ideas naturally involve interdisciplinary and cross-disciplinary thinking and questioning, than that every subject area be forced into the integrated curriculum” (1994, p. 9)

4. **Teams should have at least one unit per trimester that is shared with the administration and staff for reflection and refinement.**

5. **When designing these lessons and units always stay focused on where we are going- towards vision-logic.**

6. **Use open-ended rubrics so the students know exactly what to expect.**
Step Four: School Wide Interdisciplinary Instruction

Beginning with the third year:

1. The entire school should move to the interdisciplinary model. Of course some schools may find that this could be difficult. They are free to limit how fast they are moving in this direction, but consider this:
   - At least three to four teams have already been teaching in this manner. They have a wealth of information and ideas to share.
   - The staff already has on hand units and lessons for use. Why not use them and adapt them to individual team needs.
   - Brain-research shows that students retain much more and experience more success in learning environments like these. Students learn more and feel more connected to school when they are experiencing success.
   - Working as a collaborative team is an excellent model for students, many of whom can barely communicate with others. And it's a much more enjoyable atmosphere being creative and working with others towards common goals.

2. Teams already using the interdisciplinary model are allowed to adjust the departmental guidelines to fit their individual needs so long as they are still teaching the same standards as the rest of the school, they just might be switch standards from one trimester to another.
   - These second and third year teams should focus on making trimester long or yearlong themes and connections.
   - Exams and/or projects should be adjusted if the standards are adjusted.

Step Five: School Project Alignment

While the other sections had a generalized outline to follow this step is extremely flexible. It is certainly attainable if all staff members are committed to becoming a more and more connected school. At this level all teams, departments, and staff work together to create a curriculum plan that is much similar to the previous alignment of the standards.

- On a trimester-by-trimester or semester-to-semester basis, teams and departments work towards aligning curricular projects in each grade. In essence the school here becomes committed to developing trimester long integrated thematic projects. All teams have already collaboratively created different projects, but the
goal here is to align these projects by grades and trimesters so as not to be redundant. To do this teams share their projects, their ideas, and past mistakes. Like all the other projects this is a work in progress to be refined throughout the year and following years.

Very briefly the alignment of project titles may look something like this:

**Seventh grade:**
- Trimester One: *The Patterns that Connect*
- Trimester Two: *Multicultural Universe*
- Trimester Three: *Exploring Your Place in the World*

**Eighth grade:**
- Trimester One: *The Age of Reason and Rebellion*
- Trimester Two: *Growing up: Healthy and Unhealthy Decisions in Life*
- Trimester Three: *Towards Equality: Freedom vs. Power*

This can be done on a school wide basis or be restricted to teams, the choice of course is up to each individual school. If your school is on a track system you may want curricular projects for each track.

Once again the idea is to align the different interdisciplinary projects so students don’t have to repeat the same types of thematic units throughout their middle school careers. A school that works together in this fashion is more organized and can respond to student needs much quicker.

**Every Step of the Way: Assessment and Refinement**

This is really not a separate section; it is one that is in place every step of the way. Along the entire journey teachers are to create and recreate the curriculum. Complex systems like schools are ever evolving and changing so they must adapt to the new demands placed on them every year. At all times schools must do the following:

1. **New teachers must be trained at the beginning of each new school year in the principles of brain-based learning.** Qualified on-site staff members can even indoctrinate them by putting on their own workshop. Paid for by the district of course.

2. **Share their work with the staff during in-services.** These are times for critique and renewal. One thing teachers don’t get enough of is time to share their ideas with others, thus in-services should provide ample time to present, discuss, share, and steal ideas. Both departments and teams should be allotted time to strengthen curriculum as they see fit.

Always remember where we are headed- towards a greater union with life, towards larger connections, towards Vision-logic.
APPENDIX C:

PROJECT EVALUATION
PROJECT EVALUATION

For the following six statements please rank the project regarding its effectiveness and feasibility. Circle numbers one through five and provide a brief comment under each. You may provide comments on another sheet of paper if necessary.

(1) Disagree very strongly (2) Somewhat disagree (3) Agree (4) Very much agree (5) Agree very strongly

**The project is understandable.**

Evaluator One: 1 2 3 4 5

Comments:

This project is very understandable. It clearly defines the brain-based interdisciplinary plan and offers clear examples of how this program can be implemented in the classroom.

Evaluator Two: 1 2 3 4 5

Comments:

The program makes sense. The purpose, implementation and outcome of a brain based learning system are clearly stated and thoroughly explained.

**An integrated, brain-based, interdisciplinary plan is a desirable model for middle school reform.**

Evaluator One: 1 2 3 4 5

Comments: Middle school students need a variety of stimuli in order to stay focused and to participate in their learning. The world is so full sensory alternatives that compete for the students' attention that the classroom
teacher needs many different tools at his/her disposal that will help keep the students interested.

Evaluator Two: 1 2 3 4 5

Comments: Based on the writing as well as the research the brain based learning system is well suited for a middle school.

The project is feasible.

Evaluator One: 1 2 3 4 5

Comments: Not only is this project feasible, but it is being used, in part, in many classrooms today. Many of the these techniques mentioned in this project I have personally used in my classroom, and I know that they are effective.

Evaluator Two: 1 2 3 4 5

Comments: The project is very feasible and implementation on a school wide basis could be implemented with few issues.

This is a workable plan for professional development.

Evaluator One: 1 2 3 4 5

Comments: Teachers are always searching to discover a well-organized program, which can be easily implemented and followed. This plan not only outlines the steps to follow, but also gives examples of assignments that can be used in the classroom.

Evaluator Two: 1 2 3 4 5

Comments: Though professional development at a year round school is difficult because of the time utilizing the interdisciplinary teams as well as common prep period would make implementation more possible. The one day all day in-service for collaboration would be difficult on our current
model as would the two day beginning of the year in-service under the current schedule.

The project is flexible enough to suit the local needs of all middle schools.

Evaluator One: 1 2 3 4 5

Comments: This project discusses the needs of students in such universal terms that it would fit or be able to be molded to almost all classroom environments.

Evaluator Two: 1 2 3 4 5

Comments: The plan as stated earlier is very doable despite staff development constraints and is flexible enough to fit easily into our middle school model.

What would you add or delete to make this project stronger?

Evaluator One:

Comments: There is nothing I would change in the actual outline of the project. After finishing reading this program, I have a clear understanding of its various elements and the importance of implementing these components into our curriculum.

I have always been a true believer in the philosophy that this program supports, and the only addition to this project that I could recommend would be more and more examples of actual lessons to be used in its implementation in daily classroom activities.

Evaluator Two:

Comments: I believe John has done an excellent job of pulling this program together and I have no suggestions to add.

Evaluator One
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Evaluator Two
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M.A. in Administration
REFERENCES


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