

# Adolescent Development

48.212: Dr. Jeffrey Leitzel  
Chapter Six: Schools

1

---

---

---


---

---

---

---

---



## Overview/Outline

- o Origins: Compulsory Education/Comprehensive HS
- o High Schools – Curriculum & other characteristics
- o Tracking & expectancies
- o School climate
- o Looking beyond HS

2

---

---

---


---

---

---

---

---



## Origins of Compulsory Education

- o Most important causes were industrialization, urbanization, and immigration
- o Many families could make ends meet without the labor of their adolescents
- o Compulsory secondary education was a means of social control

6

---

---

---

---

---

---

---

---



## Comprehensive High School

- Secondary education was aimed at the masses with two goals
  - intellectual training
  - preparing youth for life in modern society (roles of work and citizenship)
- Comprehensive high school
  - General education, college preparation, vocational education

7

---

---

---

---

---

---

---

---



## Shifts/Changes in the High School Curriculum

- 1950s Math/science emphasis
- 1970s Relevance to real world
- 1980s Back to basics
- Early 1990s Higher-order thinking
- Late 1990s Rigorous academic standards: high technology
- Now outcomes assessment

8

---

---

---

---

---

---

---

---



## Characteristics of Good Schools

- Emphasize intellectual activities
- Have teachers strongly committed to students
- Constantly monitor themselves to become better
- Are well integrated into the communities they serve
- Composed of good classrooms where students are active participants

9

---

---

---

---

---

---

---

---



## School Size and Class Size

- Schools became larger
  - To offer a wider range of courses
  - To offer more services for students
- Student performance/interest improve when schools are:
  - less bureaucratic & more intimate
- Larger schools= more student observers rather than participants
- Size especially affects weaker students

10

---

---

---

---

---

---

---

---



## School Size and Class Size

- Ideal size of a school for adolescents
  - Between 500 and 1,000 students
- Classroom size
  - Does not affect scholastic achievement during adolescence
  - Adolescents learn as much in classes of 40 students as in classes of 20 students
- Overcrowding

11

---

---

---

---

---

---

---

---



## Tracking

- Separating students, by ability
- No definitive answers about overall effects
  - Proponents argue that teachers better able to design class lessons that are more finely tuned to students' abilities
  - Critics argue: remedial track generally = poorer quality education
- Pygmalion in the classroom – Rosenthal & Jacobson, 1968 (multiple replications since)
- Net effect seems to be to magnify differences that already existed

14

---

---

---

---

---

---

---

---



## Importance of School Climate

- The way teachers interact with students
- The way classroom time is used
- The standards teachers hold for students
- The expectations teachers have for their students
- Student engagement

15

---

---

---

---

---

---

---

---



## Beyond H.S.: College Bound & the "Forgotten Half"

- Changes over time 1900, 1930, Today
- US contrasts with other parts of the world in diversity and accessibility
- Rates of graduation far behind rates of enrollment – overall 57%, finish 4 yr deg in 6 yrs. Gender & institution differences
- High schools do not prepare graduates at all for the world of work
- The "Forgotten Half" have a hard time finding employment
- Relationship between education & income

16

---

---

---

---

---

---

---

---