“Power Teaching: How Powerful Is It?”

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Teaching Context

As an intern in the Professional Development School, I work in a self-contained fifth grade classroom at Park Forest Elementary School in State College. In my classroom of twenty students, there are twelve boys and eight girls. There are various levels of ability amongst my fifth grade students. There are seven students that are high-achieving and complete work that meets expectations in reading groups. These students read with passion and inflection and exhibit qualities of a fluent reader that meet the state standards. I have nine students who perform at an average ability and the other four students are low ability in reading groups. During reading groups, there are a number of students who range in the average to low reading ability. These students have difficulty reading with fluency and do not pause at commas, or stop at periods while reading. These students also read in a monotonous voice and do not use inflection while reading.

The students in my classroom are social and enjoy talking to each other. The sense of community in my class is strong and the students work well with each other in a social aspect, which at times can be distracting in the classroom. The talking occurs at times that are not appropriate, such as during a time when the teacher is giving instructions. The students in my classroom sometimes have difficulty listening and following directions. When the teacher has to continually repeat the directions, it takes up valuable instruction time. Classroom management strategies have been put into practice in the classroom but none have been successful in gaining my students’ attentions. (See Appendix A for full Inquiry Brief)
Wonderings and Questions

Main Wondering

As I have begun to take more of a lead role in the classroom, I began to think about what strategies I could implement to better my classroom management skills. I have observed my students asking for directions to be repeated after they have already been given. Through these observations, I have seen that much time has been taken up for directions to be repeated. I wanted to be able to implement strategies through my teaching that can help reduce time spent on giving directions and maximize instructional time. In the beginning of my inquiry process, I was taking over reading groups in my classroom. Throughout this time, I noticed that my students were not reading with passion or inflection. I began to wonder what strategies I could use to encourage students to read passionately. From many different sources, I heard about a Power Teaching strategy that is used during readings groups. It is called the Crazy Professor Reading Game. After watching videos of this strategy during reading, I began to wonder how this game could improve my students’ passion for reading as well as reading skills. The purpose for this inquiry is to observe how students can positively be affected by the strategies and methods of Power Teaching. The strategies used in Power Teaching allow the teacher to have control over his/her classroom but still allow students to have fun, and take responsibility for their own behavior in the classroom. Through the strategies and methods of Power Teaching, the classroom environment should be conducive for student learning to its fullest potential. As a result of this, I formed my teacher inquiry around this main wondering:
Through the use of Power Teaching, what strategies can enhance student engagement and learning in a fifth grade classroom?

Sub-Wonderings

• How does the Power Teaching scoreboard¹ affect student behavior and motivation?
• How can inflection in teacher voice and variety in attention-getter improve student reaction time?
• How can the Crazy Professor Power Teaching Reading Game² improve reading skills?
• How can the Crazy Professor Power Teaching Reading Game motivate the students’ desires to read?

Data Collection

Before

Before implementing the Power Teaching strategies in my classroom, I decided to conduct a student survey to gain insight of student perceptions on the management of the classroom and how they feel they respond to teacher directions. The student survey also included questions in which they had to answer based on a

¹ The Power Teaching scoreboard: When students respond to the teacher’s attention getter effectively, the students will receive a tally in the smiley face column. If they do not respond, they will receive a tally in the sad face column of the scoreboard. After the student’s receive five tallies in the smiley face column, they will gain five extra minutes of recess. (See Appendix G for Picture of Power Teaching scoreboard).
² The Crazy Professor Reading Game: A student (crazy professor) reads aloud to a partner (eager student). While the crazy professor reads, he/she is to incorporate gestures as he/she reads.
1-5 scale (1 being never and 5 being always and a second grouping of questions 1 being not at all and 5 being a lot). The students had to rate their interest in reading and how often they respond to attention getters on this scale. When I administered the pre student survey, seventeen of twenty students were in my class at the time and I collected seventeen of those surveys. (See Appendix C1 for Results of Pre Student Survey)

A second form of data I collected was anecdotal records. My intention for the anecdotal records was to observe how the students respond to attention getters used in the classroom. My records included the attention getter used (teacher use of tone, inflection, and variety), the time lapse of student response, and how the students responded to the attention getter. The anecdotal records were taken to observe how much instructional time was wasted in order to gain student attention and how many students responded to the attention getter. I consistently used the same attention getter without using inflection in order to collect baseline data on student reaction and reaction time. (See Appendix D for “Power Teaching Anecdotal Records”)

Another form of baseline data that I conducted was the videotaping of my reading group sessions. The purpose of this data was to observe students’ reading skills before the implementation of the Crazy Professor Reading Game. My intention for the videotape was to collect baseline data to observe my students’ reading skills before introducing the Crazy Professor Reading Game. The purpose for the baseline videos was to observe the students in my class that do not read with passion or inflection.
During my inquiry process and the incorporating the Power Teaching strategies in my classroom, I consistently took anecdotal records. After I introduced the Power Teaching scoreboard to the students, I used inflection and variety in attention getters. The anecdotal records were taken to show the students’ response time and how they responded to the attention getter. My intention for these records was to view how effective the students’ responses were and how it impacted the lesson.

A second form of data I collected during the implementation of the Power Teaching scoreboard and variety of attention getters were reflection journals. There were a few days during the inquiry process in which I wrote short journals on my observations of the classroom management of that day. The journals were short overall reflections on the students’ responses to the attention getters used and how it impacted those lessons.

Another form of data I collected during my inquiry process was videotape. I videotaped my reading groups after I introduced the Crazy Professor Reading Game. I videotaped all of my students while they were reading their chapter books to each other using the methods of the Crazy Professor Reading Game. I videotaped each student acting out the role of the crazy professor in order to have data on all of my students to observe their use of inflection, gestures and use of expression while reading.
For the completion of my inquiry, I administered a post student survey. I just analyzed the seventeen students who were present for the pre student survey. This survey included some of the same questions from the pre student survey. There were two questions I deleted from the first survey and they were “How often do you participate during literature circles?” and “How much do you enjoy to read in general?” I added two questions to the post survey and they were, “How much have you enjoyed reading groups using the Crazy Professor Reading Game?” and “How motivated are you to respond when the teacher says, “Class,” after the scoreboard was introduced to the classroom?” The intention of this survey was to gain insight on the students’ feelings in relation to the introduction of both the scoreboard and the Crazy Professor Reading Game. (See Appendix C2 for Results of Post Student Survey)

After having collected data through the use of videotape on the Crazy Professor Reading Game, I wrote a reflection journal on my observations of the effectiveness it had on my students’ reading skills. The journal was a weekly journal that I wrote for my CI 495 class that I sent to my PDA. The journal included not only my observations but also my perspective as a teacher on how it has impacted my ability to conduct my reading groups in an environment that is conducive for my students to learn and comprehend what they are reading. (See Appendix F for Journal Reflection)
Steps Taken to Analyze Data

1. Surveys (Appendix C1, C2)

After collecting the pre student surveys, I tallied the students’ responses. After the tallies were recorded, I was able to view how the students as a whole class responded to the questions. I noticed that many students felt that they either “usually” or “always” stopped talking and listening to the directions when the teacher said, “Class!”

Just as I recorded the pre student surveys as tallies, I recorded the post student surveys in tallies as well. In doing this, I was better able to compare the before and after phases of the inquiry because the surveys were placed in the same format. After the post student surveys were recorded, I looked at the student answers that related to my sub-wonderings. These are the questions I most wanted to analyze. The questions were “How motivated are you to respond when the teacher says, “Class” after the scoreboard was introduced to the classroom” and “How much do you feel you have your improved in reading?”

2. Anecdotal Notes (Appendix D)

My intention for this data was to observe a correlation between attention getters, how the students reacted, and the amount of time it took to gain their attention. After analyzing the attention getter that was used, I compared the times of the students’ responses before a variety of attention

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3 (“Class! Yes!”) When the teacher says “Class!” the students are to respond “Yes!” and mimicking the teacher. All the students are to stop talking and give the teacher their undivided attention.
getters were used to the reactions times of students’ responses once I introduced varieties of attention getters. I took the average time it took to gain the students’ attentions from the baseline data and compared it to the average time after the introduction of the Power Teaching scoreboard and variety of attention getters were introduced. I then noticed of the impact these attention getters had on the student response and their ability to follow directions.

3.) Videotape of Reading Groups (Appendices E1, E2, E3, E4)

I analyzed the videos after I converted them to a Quicktime movie. I created four different codes using the application Studiocode that I felt were the most relevant based upon my sub-wonderings. The four codes I created were interruption of fluency, use of gestures, accents, and inflection. Every time I noticed that one of my students’ fluency was interrupted, I clicked on the “interruption of fluency” button. I followed this same process for the other three codes for both my baseline video footage and the videos of the Crazy Professor Reading Game.

After I coded all of my videos, I tallied how many times I clicked on the buttons of all four codes. I then created a chart that compared how many times fluency was interrupted, and when gestures, accents and inflection were used before and after the Crazy Professor Reading Game was introduced. Instead of analyzing my entire class through Studiocode, I focused my attention on four specific students of varying reading abilities in order to collect data that represented all reading levels of my class.
4.) Journals (Appendices F1 & F2)

The journals were a way to see how the classroom was progressing through the process and implementation of the various attention getting strategies as well as the impact the scoreboard was having on student response in the classroom. I took a few samples of reflection journals and took excerpts from them. I viewed these excerpts and it allowed me to see how the classroom environment changed before the implementation of the methods of Power Teaching, during the inquiry process, and then the outcome and effectiveness the methods had on classroom management. Not only did I analyze the journals related to classroom management, but also the journal I wrote on the Crazy Professor Reading Game. I revisited the journal at a later date to create a claim about the effectiveness of this strategy and how it had an impact during my reading groups.

**Explanation of Findings (Including Claims and Evidence)**

After analyzing my data through the process described above, I was able to make two strong claims that support the effectiveness of classroom management methods of Power Teaching and one claim that disproved the effectiveness of the Power Teaching's Crazy Professor Reading Game in improving students’ reading skills.

**Claim A:** *When a variety of the Power Teaching attention getters were used in the classroom, positive student response increased and student reaction time decreased, creating maximized instruction time.*
The co-founder of Power Teaching, Chris Biffle states in his Introduction Lesson to Power Teaching, “We need to use variety with the “Class! Yes!” because we use it so often.” (Intro to Power Teaching Lesson 8). Through the anecdotal notes and journals that I have conducted throughout the two week process of my inquiry, I have observed that students respond more effectively when a variety of attention getters were used. I have also witnessed that the students were able to complete the task that was asked of them the first time when I used the “Hands & Eyes” attention getter.

Before varying attention getters were introduced into the classroom, the students either took a long time to positively respond to the teacher or at times did not respond. Here is an excerpt from a journal entry I wrote on February 25th:

“I noticed that towards the end of my lesson the students were frustrated with responding to the “Class! Yes!” I could tell because of the way they responded. The tone of voice they used and some students rolled their eyes or held their head in frustration to constantly have to respond in the same way as they did ten times prior. I overheard one of the students state later on when the students were in line for P.E. “I’m tired of the “Class! Yes!” This proved to me that I needed to change the ways in which I gain their attention.” (See full Reflection Journal in Appendix F2)

I decided that it was time to incorporate different ways of saying “Class! Yes!” into my lessons. I also added a new attention getter, “Hands & Eyes!” Through the

4 (“Hands & Eyes”) When the teacher says “Hands & Eyes” to the students, they are to put their pencils down, fold their hands, look at the teacher and stop talking.
anecdotal records, I noticed that the students responded effectively to this attention getter.

In Appendix C1 one of the questions that I focused on during the analyzing phase was, "How often do you ask for directions to be repeated?" Of the seventeen students that completed the survey, three circled never, ten circled rarely, three circled sometimes, and one circled usually. Even though the majority of the students rated themselves as never or rarely asking for directions to be repeated, anecdotal records have proven that a few students do not hear the directions the first time they are given or they do not follow them correctly.

As shown in Appendix D, the anecdotal records, the students folded their hands and gave me their attention in a shorter span of time after a variety of attention getters were used, compared to the baseline data. In the baseline data, the students’ response time was on average eleven seconds. After the introduction of new attention getters, the average time lapse for student response was four seconds. Even though these are only matters of seconds, when in comparison to how many times throughout the day a teacher wants the class’s attention, these seconds add up. In turn, this interferes with instructional time. When the students are attending to the teacher, they will hear the directions the first time and time will not be wasted on repeating directions.

Through the anecdotal records it is evident that when different attention getters are used, such as “Hands & Eyes,” the student response time is decreased and students are able to listen to the directions the first time they are given. In doing this, time is not wasted on repeating directions and instructional time is maximized.
Claim B: *Students are motivated to respond to the attention getting strategies when the Power Teaching scoreboard is utilized in the classroom.*

Before the scoreboard was implemented into the classroom, the students did not always respond effectively when a teacher tried to gain their attention. After the scoreboard was introduced to the classroom, the desire to perform well in order to gain points increased.

As evidence shows in the post student surveys, the students are more motivated to respond to the teacher when he/she says “Class!” when the Power Teaching scoreboard was implemented. Appendix C2 shows that nine students rated their motivation to respond after the scoreboard was introduced as *a lot*, eight students *a good bit*, and two students said *some*. (Note: seventeen students were present for the pre student survey and nineteen students were present for the post student survey).

Another strong piece of data collected to show the students’ motivation to do well on the scoreboard, because they wanted to gain an extra five minutes of recess, was a journal entry written on March 25th. (See Appendix F2 for full Reflection Journal). The students did not feel it was important to respond to the class president, until I discussed with them the consequences of their actions and placed two tallies in the sad face column. The class has an understanding that when they elect a class president, they are to follow his or her lead and guidance. After the teachers, the class president is the lead. At this point, they became aware that they were going to be held accountable for their actions. During the following weeks, the
students’ reactions towards the class president improved because they would gain points on the scoreboard.

One of the reflection journals that I had written (See Appendix F2 for full Reflection Journal) from April 6\textsuperscript{th} is proof of the students’ perceptions of the scoreboard. Here is an excerpt from that journal entry:

“E, fold your hands and look at Miss Kelso so we can get a point.” The student took too long to fold her hands and give me her attention that I had to place a tally in the sad face column. The class’s reaction was disappointment that they did not receive a smiley face tally.

This explained how the students perceived the scoreboard and their motivation to want to gain as many tallies in the smiley face column in order to gain five extra minutes of recess.

Through anecdotal notes, as presented in Appendix D, it is clear that the students’ positive responses were increased after the implementation of the scoreboard. The anecdotal notes take on April 2\textsuperscript{nd}, April 7\textsuperscript{th} and April 8\textsuperscript{th} showed me the students’ reactions when they received a tally in the smiley face column of the scoreboard. The students cheered with excitement when they gained five extra minutes of recess on April 2\textsuperscript{nd} and still cheered when they received a point on April 7\textsuperscript{th} and April 8\textsuperscript{th}. The cheers of the students after the placement of tallies in the smiley face column on the scoreboard is evidence of their motivation to respond positively to the teachers’, class president, and vice president’s attention getting strategies.
Claim C: *When students play the Crazy Professor Reading Game, their reading fluency decreases, therefore the Crazy Professor Reading Game does not improve all aspects of reading skills.*

After conducting video analysis through the use of Studiocode, and observations that have been made during reading groups, I have reached the conclusion that the Crazy Professor Reading Game does not improve a student’s reading fluency.

After analyzing the videos of four students of varying reading abilities taken during reading groups, I concluded that there is a direct correlation between the gestures that are used during the Crazy Professor Reading Game and their inability to read with fluency. When I was analyzing my videos, I noticed that whenever a student used a gesture while reading, immediately upon using that gesture there was an interruption of fluency. Appendix E shows that there are almost just as many interruptions of fluency as there are uses of gestures. Through my observations and reflection journal (Appendix F1), I have noticed that students became focused on what gestures to use, that they would stop reading in order to think of a gesture to mimic what they were reading. Appendix E is a chart of four students that I focused on while conducting analysis through Studiocode. As the highlighted numbers indicate, the number of times a gesture was made correlates with the number of interruptions that occurred in student fluency. Every time I coded a student for gestures, I immediately coded a student for interruption of fluency. This evidence proves that gestures have a direct impact on their ability to read with fluency.
A second form of data that I collected for this particular claim was the post student surveys. (See Appendix C2) The one question I focused on for this claim was, “How much do you feel you have improved in reading?” The results of this survey showed that four students felt their reading skills improved *a lot* after the Crazy Professor Reading Game was implemented, nine felt theirs improved *a good bit*, two who said *some*, and four who said *a little*. The students might have viewed their improvement in reading skills based upon their use of gestures and inflections as they were reading, but might not have noticed that their fluency decreased. The analysis conducted through Studiocode showed that with certain aspects of their reading skills, this was not true.

The baseline data collected and analyzed in comparison to the data collected and analyzed during the implementation of the Crazy Professor Reading Game has proven that the use of gestures interferes with the students’ abilities to read with fluency.

**Reflections and Future Practice**

My teaching inquiry has provided me with valuable insight in classroom management. As a beginning teacher, classroom management can be an overwhelming concept to grasp. This inquiry has allowed me to experiment with different strategies to use in the classroom to gain control over the classroom. I have felt a positive impact on the management of the classroom after a variety of attention getters and the Power Teaching scoreboard were introduced into my
classroom. The strategies of Power Teaching have improved student response and have also made it more engaging for students.

I am planning to implement other Power Teaching methods into the classroom, such as another strategy called, “Teach! OK!” I wanted to introduce it as part of my inquiry but I did not feel that my class was ready to take on the challenge. I am planning within the next few weeks to introduce it to the class. I feel that the “Teach! OK!” will have a great impact on students following directions in my classroom. My students have improved in listening to directions and I believe that this next step will take their listening skills to the next level. I have found success in these strategies and I believe that I would take these with me into my future classrooms.

As a result of implementing the Crazy Professor Reading Game into my reading groups I have noticed that the students’ use of inflection increased, but the students’ fluency decreased. At this point in the students’ reading development, reaching fluency at their reading level is priority. The increase of inflection as a result of the Crazy Professor Reading Game, I cannot overlook another important aspect of reading skills needed to advance to the next reading level. However, I still feel that the students did benefit from this reading game because it made them more aware of how they should use inflection while they read. I am glad that I introduced this game to my students because I think it sparked an interest for some students

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5 This strategy is similar to the “Class! Yes!” strategy. The teacher would give the students a direction. The teacher would give the direction and say, “Teach!” The students would say “Ok!” and they would turn to their partner and teach their partner the directions.
who needed a change of pace during reading groups. I have notice students exhibit reading passionately, and I do contribute this to the reading game.

For future practice in relation to the Crazy Professor Reading Game, I would no longer continue it during my reading group time. However, I would encourage students to practice on their own time with a partner to play the game. In doing this, it will keep them conscious of using inflection while reading and emphasize reading with passion.

**Appendices**

**Appendix A: Inquiry Brief**

**Context**

As an intern in the Professional Development Schools, I work in a self-contained fifth grade classroom at Park Forest Elementary School in State College. In my classroom of twenty students, there are twelve boys and eight girls. The make-up of my classroom has two Asian boys, one Asian girl, and one African American/Caucasian boy. The rest of the class has been identified as White or Caucasian. The sense of community in my class is strong and the students work well with each other in a social aspect, which at times can be distracting in the classroom.

There are various levels of ability amongst my fifth grade students. There are seven students that are high-achieving and complete work that meets expectations in reading levels. These students read with passion and inflection and exhibit qualities of a fluent reader that meets the state standards. I have nine students who perform at an average ability and the other four students are low ability in reading levels. During reading groups, there are a number of students who range in the average to low reading ability, have difficulty reading with fluency and do not pause at commas, or stop at periods while reading. These students also read in a monotoned voice and do not use inflection while reading.

The students in my classroom are social and enjoy talking to each other. The talking occurs at times that are not appropriate, such as during the lesson. The students in my classroom have a difficult time listening and following directions. The time that has been used to repeat directions to students has taken up valuable instruction time. Classroom management strategies have been put into practice in the classroom but one has not fit the dynamics of the classroom and as a result has not been successful.
**Rationale**

As I have begun to take more of a lead role in the classroom, I began to think about what strategies I could implement to better my classroom management skills. I have observed my students asking for directions to be repeated after they have already been given. Through these observations, I have seen that much time has been taken up for directions to be repeated. I wanted to be able to implement strategies through my teaching that can help reduce time spent on giving directions and maximize instructional time. The purpose for this inquiry is to observe how students can positively be affected by the strategies and methods of Power Teaching. The strategies used in Power Teaching allows the teacher to have control over his/her classroom but still allow students to have fun, and take responsibility of their own behavior in the classroom. I began to wonder how the strategies and methods of Power Teaching would impact *my own* classroom environment.

In the beginning of the semester, my mentor and I have started to introduce the five rules of Power Teaching which are; 1: follow directions quickly, 2: raise your hand for permission to speak, 3: raise your hand for permission to leave your seat, 4: make smart choices and 5: keep your teacher happy. We have only started to introduce these rules into the classroom and have not enforced them in the classroom. I decided that it was important to enforce these rules and what better way than to place more responsibility on the students in my classroom. As fifth graders, they need to be held accountable for their actions. I began to wonder what impact the scoreboard would have on my students.

Another aspect of Power Teaching that I will be implementing into the classroom will occur during our reading groups. As I have taken over reading groups, I have observed students reading abilities during reading groups. I have observed that many of my students do not read using inflection, or pause at commas and periods. I began to wonder, “How can I teach my students to read with inflection and emphasis.” I was introduced to the Power Teaching Crazy Professor Reading Game and I felt that this would fit my classroom and students perfectly. My students are an outgoing, theatrical class and the strategies used in the Crazy Professor Reading Game would intrigue and entice them. I was wondering how the methods of the Crazy Professor Reading Game would engage the students. I wondered if the Crazy Professor Reading Game would help further student excitement, as well as put more passion and emotion into reading. The purpose of this aspect of my inquiry is to encourage students to express emotion while they are reading. Through this inquiry I am hoping to spark new excitement and interest in reading for those students who do not already enjoy reading, and continuing this enjoyment of reading for those who already have that passion.

**Wonderings and Questions**

**Main Wondering**

Through the use of Power Teaching, what strategies can enhance student engagement and learning in a fifth grade classroom?

**Sub-Wonderings**
• How does the Power Teaching scoreboard affect student behavior and motivation?
• How can teacher inflection, and tone affect student response?
• How can Crazy Professor Power Teaching help student reading comprehension?
• How can Crazy Professor Power Teaching improve reading skills?
• How can Crazy Professor Power Teaching motivate the students’ desires to read?

Timeline

Week of Feb. 23, 2009
• Developing wonderings and writing Inquiry Brief
• Creating a student survey
• Video-taping reading groups for baseline data

Week of March 2, 2009
• Continue to video-taping reading groups for baseline data
• Administer student survey on Monday

Week of March 9, 2009
• Spring Break- not working on inquiry

Week of March 16, 2009
• PSSA testing – will be teaching science that week and will try to implement Power Teaching scoreboard that incorporate the rules
• Will probably not be able to implement Crazy Professor Power Teaching during reading groups
• Video-tape lessons and reading groups that show the implementation of Power Teaching
• Implement Power Teaching scoreboard

Week of March 23, 2009
• Continue to implement Power Teaching scoreboard for student motivation in classroom management.
• Implement Crazy Professor Power Teaching into reading groups
• Video-tape lessons and reading groups that show the implementation of Power Teaching

Week of March 30, 2009
• Continue to implement Power Teaching scoreboard for student motivation in classroom management.
• Implement Crazy Professor Power Teaching into reading groups
• Video-tape lessons and reading groups that show the implementation of Power Teaching
• Re-administer the student survey
• Analyze data collection

Week of April 6, 2009
• Analyze data collection
• Complete draft due: Saturday, April 11th via email to peer editor

Week of April 13, 2009
• Revising inquiry paper that will be sent to peer editor at the end of the week.

Week of April 20, 2009
• Finalize paper due Wednesday April 22
• Preparing for Inquiry presentation

April 25, 2009 - Inquiry Presentation

Data Collection Ideas

• A vast portion of my data collection will be through video observations during my reading groups. The videos will provide evidence of student engagement and the enthusiasm that they will exhibit while they are in their reading groups. The video data will be analyzed through the application Studiocode.
• Student surveys will be administered prior to and at the end of my inquiry process. These surveys will provide a general overview of the students’ opinions about how these strategies affect their learning.
• I will conduct student interviews prior to and after the implementation of Crazy Professor Reading Game, in order to measure the students’ reading abilities.
• Another portion of data collection will be through anecdotal notes of Power Teaching Strategies that I use and the students’ reactions to and the impact it has on the lesson.
• In some cases, reflection journals will be used in baseline data as well as data throughout the inquiry process to express the teacher’s analysis of lessons and reflections on classroom management strategies.

Appendix B: Annotated Bibliography

Attention Getters. (2008). Ways to Quiet the Classroom [blogs]. Retrieved February 8, 2009, from ProTeacher Web site:

http://www.proteacher.org/c/303_Ways_to_Quiet_the_Classroom.html

Proteacher.org is a professional community and web directory for elementary school teachers from grades PreK-8. This specific page off of the main site of Proteacher is a blog site where teachers can post comments in response to posed questions from other fellow teachers. This page specifically addresses attention-getters that teachers frequently use in classrooms all over the U.S. While this is not directly affiliated with the Power Teaching attention getter, it provides a great amount of ideas to use as attention getters so that teachers have a variety to pull from when students get bored with old routines; this relates to Power Teaching techniques for it continues to keep students engaged and interested by providing a variety of attention-getting enhancers.

[http://homepage.mac.com/chrisbiffle/Menu38.html](http://homepage.mac.com/chrisbiffle/Menu38.html)

This link was a great introduction to Power Teaching for the purpose of classroom management. It describes a very specific process for labeling students and giving a class a score. My main focus in this inquiry is to implement the scoreboard and observe the affects it has on the classroom management of the students and the responsibility it will place on the students to follow directions. This is an excellent resource and was very helpful.


I found this to be a powerful resource as I conducted research on Power Teaching. This free downloadable manual not only provides thorough explanation of the main components of power teaching “Class, Yes!”, “Hands Eyes!”, and the scoreboard, it also includes free handouts and suggestions for teachers who are just beginning to use the program. This is one of the best resources for educators who are interested in learning about how to begin Power Teaching techniques in their own classrooms. This was a great resource to have as a model as I was beginning to implement these aspects of Power Teaching into my own classroom.


This brochure includes two important parts for Power Teaching research. First, there are letters to Chris Biffle, the Power Teaching creator in a sense, from administrators evaluating Power Teaching. These writings all advocate
for the admiration and successes of Power Teaching experiences. The administrators write their personal opinions and stories of how they have watched Power Teaching enhance a classroom. The second part of the brochure goes on to classroom teachers’ experiences experimenting with Power teaching strategies. Most of them describe what specific techniques were implemented, in what area, and why. While they all go on to explain the positive changes that occurred in their classrooms. This was a very valuable source as teacher researchers because it gave me an overview of how Power Teaching fits into a classroom.


http://powerteachers.net/index.php/?/Downloads/

Similar to the brochure entitled, “Power Teaching Challenging Teens,” Chris Biffle writes about his many strategies towards classroom management. He scales his “teen-worthy” ideas down to elementary appropriateness. There are some new activities and ideas, yet many of them are taken directly from the Power Teaching Challenging Teens. This parallels with what I want to do in my classroom for my inquiry intervention. It is a good opportunity to be able to see how a similar concept is being used in other grade levels. It shows that what I implement into my classroom can be carried out into older grade levels.


This page, off of the main Power Teaching website, includes links to three different motivators based on grade level, as well as links that provide information on the first steps to take for teachers on their initial exploration with Power Teaching. I found this resource to be beneficial due to the fact that I am beginning with this implementation of Power Teaching in my lessons and classroom. Most valuable, I believe, is the explanation and reasoning behind many of the Power Teaching techniques. It is important to know the purpose and background research of the objectives of the strategies that I am planning on implementing.

http://www.youtube.com/watch?v=8xFcUPQ_z_8

This video shows the method of the power teaching method known as the crazy professor reading game. This video shows a teacher who has implemented the crazy professor reading game into his classroom. It shows students expressing emotion and animation while reading a simple textbook. This is an aspect of power teaching that I am planning on implementing into my reading groups/literature circles. The purpose of this is to have students read with emotion, and hopefully will begin to enjoy reading if they were encouraged to express animation while reading. This is one of the more beneficial resources because I am able to observe how it is incorporated into the classroom.


This book is meant to accompany the book *The Win-Win Classroom: A Fresh and Positive Look at Classroom Management*. It provides discussion questions, activities, journal writing prompts, and opportunities for practical application in the area of classroom management. While this resource is not directly affiliated with Power Teaching, I found that it remains beneficial to research other ideas regarding classroom management to see the relation to the ideas emphasized in Power Teaching. It is important to look at other resources and compare different types of strategies that could work in your own classroom. It is possible that there is a strategy in this book that could be included with the Power Teaching and make the inquiry an even more powerful experience.


This book, which focuses more on managing discipline within the classroom, includes suggestions for setting up classrooms in a way that makes students successful. Chapter 15 specifically discusses how to manage the classroom when student self-direction is emphasized, and provides advice on how to empower students to regulate their own classroom activities responsibly. I
found this to be a relevant resource in regard to Power Teaching, for in Power Teaching students are engaged through many student-directed activities that call for student responsibility. This will be beneficial because one of the purposes of implementing the scoreboard into my classroom is to encourage student motivation and place responsibility on the students for their own behavior.


This book is a compilation of teacher's successful classroom management techniques and includes descriptors of these techniques. It assists and encourages innovation in teaching, and it presents management methods that provide students with maximum opportunities to learn. It is broken down into five sections for a variety of grade levels and needs; however, sections one and two seem to provide the most benefit for elementary grade level teachers. I feel that this provides excellent suggestions for classroom management that have been tested and tried by teachers around the nation.
Appendix C1: Results of Pre Student Survey

How often do you listen to and following directions the 1st time you are asked by a teacher?
1 2 3 4 5

How often do you ask for directions to be repeated?
1 2 3 4 5

How often do you stop talking and listen when the teacher says, “Class”?
1 2 3 4 5

How often do you participate during literature circles?
1 2 3 4 5

Please score yourself based on the following questions:
1 2 3 4 5
Not at all A little Some A good bit A lot

How much fun do you have during literature circles?
1 2 3 4 5

How much do you enjoy to read in general?
1 2 3 4 5

How much do you feel you have improved in Reading?
1 2 3 4 5
Appendix C2: Results of Post Student Survey

[Image of handwritten survey responses]
## Appendix D: Anecdotal Records

### “Power Teaching” Anecdotal Records

<table>
<thead>
<tr>
<th>Date</th>
<th>Context</th>
<th>Attention Getter (Use of Variety, Inflection, etc.)</th>
<th>Student Response Time</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/25</td>
<td>Science Lesson: Students @ desk in groups</td>
<td>“Class! Yes!” no inflection used</td>
<td>:10</td>
<td>2 students did not have eyes on the teacher</td>
</tr>
<tr>
<td>2/25</td>
<td>Science Lesson: Students @ desk in groups</td>
<td>“Class! Yes!” no inflection used</td>
<td>:09</td>
<td>1 student talking to student sitting next to them. I asked them to repeat what I had just said and they could not repeat the directions.</td>
</tr>
<tr>
<td>2/25</td>
<td>Science Lesson: Students @ desk in groups</td>
<td>“Class! Yes!” no use of inflection or change in tone</td>
<td>:16</td>
<td>1 student continued to write while 2 other students continued to talk. 2 students asked for directions to be repeated</td>
</tr>
<tr>
<td>2/25</td>
<td>Science Lesson: Students @ desk in groups</td>
<td>“Class! Yes!” no use of inflection or change in tone</td>
<td>:14</td>
<td>3 students were talking to partner. Students did not follow directions *Not able to complete lesson. Had class meeting as a result.</td>
</tr>
<tr>
<td>2/26</td>
<td>Writing Skills lesson: students sitting at desk</td>
<td>“Classity – Class! Yessity–Yes!”</td>
<td>:08</td>
<td>1 student looking inside own desk. One student started working ahead before I could give the right directions</td>
</tr>
<tr>
<td>2/26</td>
<td>Lining up for lunch</td>
<td>“Class! Yes!” no use of inflection</td>
<td>:15</td>
<td>6 students did not respond “Yes!” and did not know teacher was trying to gain their attention</td>
</tr>
<tr>
<td>2/27</td>
<td>Math: students @ desk</td>
<td>“Class! Yes!” no inflection</td>
<td>:09</td>
<td>Took 2 attempts to gain all of the students’ attentions.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Command</td>
<td>Time</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------</td>
<td>-----------------------------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3/02</td>
<td>Math: students @ desk</td>
<td>“Class! Yes!”</td>
<td>:09</td>
<td>2 students talking to one another</td>
</tr>
<tr>
<td>3/04</td>
<td>Calendar Math: on carpet</td>
<td>“Class! Yes!” no inflection</td>
<td>:12</td>
<td>2 students not looking at calendar. Students started working ahead.</td>
</tr>
<tr>
<td>3/26</td>
<td>Math: @ desks</td>
<td>“Class! Yes!” no use of inflection</td>
<td>:10</td>
<td>2 students not looking at me and I need their eyes in order to give a demonstration</td>
</tr>
<tr>
<td></td>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td><strong>Of Scoreboard</strong> And variety of Attention-getters</td>
</tr>
<tr>
<td>3/27</td>
<td>On Rug: Introduction of Hands and Eyes!</td>
<td>Practice: “Hands and Eyes!”</td>
<td>:02</td>
<td>All students folded their hands and had their eyes on me. Got a free-bee tally in smiley face column of scoreboard</td>
</tr>
<tr>
<td>4/1</td>
<td>Math: @ desks</td>
<td>“Classity-Class” inflecting voice</td>
<td>:09</td>
<td>1 student did not look up and the students received 1 tally in “sad face” column of scoreboard</td>
</tr>
<tr>
<td>4/2</td>
<td>Transition to reading groups @ desks</td>
<td>“Class Class! Yes Yes!” in opera voice</td>
<td>:06</td>
<td>All students responded. Students gained 1 point (Students gained 5 tallies in smiley face column (get 5 extra minutes of recess). Students were excited that they received 5 extra minutes of recess.</td>
</tr>
<tr>
<td>4/6</td>
<td>Math: students working in groups on the rug</td>
<td>“Class, Class, Class!”</td>
<td>:05</td>
<td>All students except for one responded and stopped what they were doing. Students received a tally in sad face column of scoreboard</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Time</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>4/6</td>
<td>Poem Writing: In their seats</td>
<td>:04</td>
<td>All students put down their pencil folded their hands and looked at the teacher for a demonstration. Students got 1 point.</td>
<td></td>
</tr>
<tr>
<td>4/6</td>
<td>Social Studies: Packing the Wagon; students working in groups at desk sets</td>
<td>:04</td>
<td>All but one student responded. Received a tally in the sad face column.</td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td>Transition to Reading Groups</td>
<td>:04</td>
<td>All students giggled and responded. Received 1 smiley tally. Cheered in excitement for their tally.</td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td>Journal Writing: working quietly in seats.</td>
<td>:03</td>
<td>All students put down pencil and gave teacher their attention. Received 1 smiley tally.</td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td>Lining up for lunch</td>
<td>:04</td>
<td>All but one student responded. Received sad face tally.</td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td>Transition from Reading Groups</td>
<td>:05</td>
<td>All students responded and received a smiley face tally. Students yelled, “woohoo” for their tally.</td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td>Social Studies: students conducting research around the room in groups</td>
<td>:05</td>
<td>All but one student responded and continued to look at computer. Tally in sad face column.</td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>Transition to Reading Groups</td>
<td>:04</td>
<td>All students responded and receive a tally in smiley face column. The students did what was asked of them.</td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>Transition from Reading Groups to Spelling Review</td>
<td>:03</td>
<td>I wanted the students to stop what they were doing and look at me so that they wouldn’t be distracted. All students</td>
<td></td>
</tr>
</tbody>
</table>
responded and received a tally in smiley face column. Students followed the directions quickly.

*Note: Appendix E includes the Studiocode analysis of four students from the Crazy Professor Reading Game. This shows the number of times each code occurred during a span of five minutes.

### Appendix E1: Studiocode Results of Student A

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-Crazy Professor Reading Game</th>
<th>Post-Crazy Professor Reading Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interruption of Fluency</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Inflection</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Gestures</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Accents</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

### Appendix E2: Studiocode Results of Student B

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-Crazy Professor Reading Game</th>
<th>Post-Crazy Professor Reading Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interruption of Fluency</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Inflection</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Gestures</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Accents</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

### Appendix E3: Studiocode Results of Student C

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-Crazy Professor Reading Game</th>
<th>Post-Crazy Professor Reading Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interruption of Fluency</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>
Appendix E4: Studiocode Results of Student D

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-Crazy Professor Reading Game</th>
<th>Post-Crazy Professor Reading Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interruption of Fluency</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Inflection</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Gestures</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Accents</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Appendix F1: CI 495 Reflection Journal

April 4, 2009

Reflection Journal

This week I have been continuing my Crazy Professor Reading Game in the classroom for my inquiry. When I first introduced the Crazy Professor Reading Game, I was very excited about implementing it into my classroom and I saw how excited the students were about trying this during their reading groups. The first week started off well and I saw immediate improvement in the students’ reading. The students were demonstrating their understanding of how to read with inflection and passion.

From observations that I have made, the students have become involved and excited about the chapter books that they have been reading for reading groups. I have seen much improvement with certain students who have struggled before with reading. I have seen students transform with reading and have at times expressed great emotion while reading in ways they have not shown before.

However this past week I have been struggling with the Crazy Professor Reading Game during reading groups. I have enjoyed seeing how my students have taken ownership with the Crazy Professor and have used it in their reading. Even though it is a great way for students to practice reading with passion and inflection, I have had an opportunity to observe the students’ reading on fluency. As a part of the Crazy Professor Reading Game the students are to use gestures as they are
reading. I have observed that some of the students are focusing much of their time
on using gestures that it is interfering with their reading fluency. The students
I feel that this is a great way for students to practice reading with inflection
and passion. I do not believe that I would have the students incorporate the Crazy
Professor Reading Game all of the time during reading groups. I have noticed that
this has taken up much of instruction time during our allotted time for reading. As I
stated before, the students focus much of their time using gestures, that they are not
reading as much in one sitting during our reading group time as much as they
should at this level.

This past week, I had the opportunity to observe reading groups in another
fifth grade classroom and I have seen how that teacher has structured her reading
groups. She has structured them in a way that she can monitor each student’s
progress during reading time. I feel as the time is progressing, I do not intend to
conduct the Crazy Professor Reading Game every time our reading groups meet.
During the time allotted for reading groups, I would spend the time working with
the students listening to their fluency of the story as they read, have discussions
about the book, measure their level of comprehension and their predictions of the
story. I would however encourage the students to continue the Crazy Professor on
during time that they are not meeting with a teacher for reading groups. I feel that
the students are capable now to continue this during free time with a partner.

Appendix F2: Reflection Journals

February 25, 2009
Today during my science lesson, I did not have much control over the
management of my classroom. Throughout the lesson I use the “Class! Yes!”
attention getter without changing the inflection of my voice or varied the way that
I said it. I noticed that I had to repeatedly use the “Class! Yes!” a few times before I
 gained the students’ attention and even then there were still a number of students
who were still talking to someone in their desk set or was not looking at the teacher
for further directions. I noticed that towards the end of my lesson the students were
frustrated with responding to the “Class! Yes!” I could tell because of the way they
responded. The tone of voice they used and some students rolled their eyes or held
their head in frustration to constantly have to respond in the same way as they did
ten times prior. I overheard one of the students state later on when the students
were in line for P.E. “I’m tired of the “Class! Yes!” This proved to me that I needed to
change the ways in which I gain their attention.

March 23, 2009
Today I began to vary the way in which I said “Class!” to gain my students’
attentions. There were times I change the inflection in the way I said “Class.” There
were times in which I said it in a high-pitched voice, others I said it in an operatic
tone. There were a few times I said “Classity-Class”, “Class! Class! Class.” I noticed
that the students were more likely to respond when I varied the way in which I
presented the attention getter.
March 25, 2009
Recently I have noticed that the students in my classroom have not been respectful towards their class president. The class president is second in line after the teachers in the classroom. The class has nominated and voted for them as their representative. Our current president has at many times taken the initiative to take control over noise level in the classroom at every time has used the Power Teaching strategy “Class! Yes!” to gain the students’ attentions. Lately I have noticed that the students have not responded to her attention getters. When I had observed this, I stated to the students that the point system on the scoreboard does not just have to be with my mentor and myself, but with any adult in the classroom and our president and vice president. I gave the students two tallies under the sad face column on the scoreboard because I observed two times in which they did not respond properly. When I placed the two tallies under the sad face column, there was a resounding, “awe,” from the class because they did not want to have recess be deducted. I observed from that point on for the rest of the day (3 more times), the students responded positively towards the president’s attention getter of “Class! Yes!”

March 27, 2009
Today I introduced a new attention getter, “Hands and Eyes!” If I want the students’ attentions, and want their eyes on me in order to demonstrate something to them I would say “Hands and Eyes” and the students would fold their hands on their desks and would have their eyes on the teacher. In just this short time I have noticed that the students response time has decreased and I can see that I fully have the students’ attentions. This is a great way to gain the students’ attentions if I want them to stop what they are working on so that I can give them directions and demonstrate a part of a lesson. I used the “Hands and Eyes” attention getter today four times and it has had incredible affects already. I am able to gain the students attention and they are focused on me so that I am able to show a demonstration once to the entire class as opposed to having to repeat the directions three more times. This allows us to move on and not waste time with repeating directions. I have noticed that less students are asking for directions to be repeated because they are focused on the teacher the first time they are given.

April 6, 2009
Today during Math, I wanted to demonstrate a concept to the students. In order to gain their attention, I used the Power Teaching attention getter, “Hands & Eyes.” All but one student responded to this attention getter. When the other students in her desk set saw that she did not respond and they whispered, “E, fold your hands and look at Miss Kelso so we can get a point.” The student took too long to fold her hands and give me her attention that I had to place a tally in the sad face column. The class’s reaction was disappointment that they did not receive a smiley face tally.
Appendix G: Picture of Power Teaching Scoreboard

![Scoreboard Image]

5 extra minutes of recess