"The More We Work Together the Happier We'll Be":
Promoting Teamwork in the Classroom

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2010-2011

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Annotated
Description of Teaching Context:

During the 2010-2011 school year, I am serving as a Professional Development Intern in the State College Area School District. The partnership between the State College Area School District and Penn State University has given me the opportunity to teach in a self-contained, second grade classroom. My second grade classroom consists of eight boys and thirteen girls for a total of twenty-one students. Among these students there is one African-American male, one Mexican-American female, and nineteen Caucasians within the class. The gender difference in the classroom does not affect the students' socialization skills between the genders.

One male student attends Response to Intervention and Instruction (RTII) five days a week for forty-five minutes each day. He goes to RTII to improve his reading skills. While this particular student is in RTI, he works on his reading fluency, reading comprehension, and word recognition. Unfortunately, this particular student is also the only student who is below grade in reading. The majority of students in my classroom are on grade level. There are three girls and two boys in my classroom who have a strong academic understanding. Although these five students are close to being above grade level for all subjects, they have not yet been identified as being above grade level.

Wondering and Questions:

As I observed my students, I noticed that there was a drastic change in behavior among many of the students. During the first semester, my classroom did not have any consistent problems with inappropriate behavior. My second grade class used to get along with one another; suddenly, behavior became a concern within my classroom. Students were not talking nicely to one another, fighting,
hurting one another, and were disruptive during class and specials. The students also became increasingly talkative and had difficulty following directions. In particular, I began to observe that two boys in my class lacked self-control, which led to inappropriate behaviors. For example, they would often make faces at one another and try to get one another to giggle. I observed their lack of self-control influencing the majority of the class getting out of control and following along with boys' inappropriate behavior. These two second grade boys caused a ripple effect of inappropriate behavior within the classroom. The boys would begin to call out and then the class would begin a conversation based on the boys’ remarks. After observing these inappropriate behaviors, I decided upon an inquiry that would use different techniques to help students work together to promote appropriate behavior. Thus derived my main wondering:

*How does teamwork impact students' behavior throughout the day?*

As I was investigating interventions to impact students' behavior through teamwork, several sub-wonderings derived:

- *When do my students need the most encouragement in regard to behavior?*
- *What is the impact of team-earned extrinsic rewards on student behavior?*
- *In what ways does working in teams or working alone affect behavior?*

**Data Collection and Data Analysis**

**Surveys:**

I decided to conduct a survey prior to any interventions. I wanted to gain insight into how my students viewed their personal behavior and the affect their behavior had on the students in the classroom. Student Survey 1 included questions about how students felt they behaved on a daily basis, their initial reaction when a classmate was doing something that they do not like, and students' preference of group work or individual work. In this survey, the students circled a response that was
most appropriate for them individually according to the scale. The students had the opportunity to write their own response to a question if a scale was not provided for a specific question. After completing the survey, I received all twenty-one surveys from my students. (See Appendix A1 and Appendix A2)

I conducted a second survey during the last few weeks of my inquiry. Student Survey 2 focused on how the students personally felt regarding teamwork. This survey was used to find the effectiveness of the interventions I implemented within the classroom to promote teamwork. I gave individual surveys and asked students for suggestions on how the class could improve teamwork, the rewards that personally motivated individual students to improve their behavior, and if they enjoyed having job teams within the classroom. Student Survey 2 was not answered according to a scale. Instead the students individually wrote a response and explained their answer (why, why not, how). The results of Student Survey 2 provided information to help me determine the impact teamwork has on my class. I was able to collaborate these results with other forms of data collection to view the overall effectiveness of teamwork. (See Appendix B1 and Appendix B2)

Anecdotal Notes:

While observing the students, I often saw the students expressing their support for one another through teamwork. As soon as I observed students incorporating teamwork to improve classroom behavior, I immediately took notes on the students involved in the teamwork and exactly how teamwork was implemented. Recording these notes and observations helped me to analyze teamwork patterns regarding behavior. Recording observations throughout my inquiry also gave me the ability to analyze increased or decreased relationships in the classroom and the correlation between behavior and relationships. (See Appendix C)

I used a class party jar to motivate teamwork. When I observed my second grade class incorporating teamwork throughout the day they earned a particular amount of chips in the class party jar. I set different goals for the students reach in order to receive a reward. I consistently took daily
notes when students were earning chips in the party jar. I wrote down the specific day that students earned chips and how they used teamwork to earn chips in the party jar. These notes were analyzed to determine how often the students were earning chips for teamwork and behavior. I was also able to analyze the specific appropriate behavior that occurred in order for the class to earn chips in the party jar. (See Appendix D)

Weekly Reflections:

I wrote a variety of weekly reflections regarding behavior issues, concerns, interventions, and the students' improvement or lack of improvement. These weekly reflections were evaluated by observing specific incidents that occurred during a specific week. Weekly reflections were a guide through past events that occurred during a specific week as I wrote about the students' behavior and teamwork that was observed. (See Appendix E)

Explanations of Findings (Including Claims and Evidence):

By assiduously analyzing data, I was able to identify patterns and trends throughout the data methods that were specifically used. The patterns and trends that I thoroughly analyzed allowed me to make claims regarding my main wondering and sub wonderings.

Claim #1: Students need more reminders for appropriate behavior during specials, recess, and transitions.

Evidence A:

After conducting Student Survey 2, I found that 28.6% of my students struggled the most when they were outside on the playground. As I analyzed the responses from Student Survey 2, I found it interesting that 23.8% struggled the most with behavior when they were in the classroom. The close range of these percentages engaged me to find out if there was a correlation between the responses.
My class was struggling with behavior and many of our problems in the classroom resulted from behavior at recess. After recess, many of the students would continue discussing or arguing about issues throughout the day. These issues went from the playground to the classroom. Sometimes I was not always aware of an issue or behavior problem that occurred outside on the playground; however, I became aware after the students brought these unresolved issues into the classroom. These results verified that my second grade students needed more encouragement to have good behavior during recess outside on the playground. (See Appendix B2)

**Evidence B:**

In one of my weekly reflections to my PDA, I reflected how many of the specials teachers have commented and shared how my students struggle with behavior and following directions. Four days out of the week the students have a special. These specials are classes such as library, physical education, art, and music. One teacher informed me that the students' behavior was so inappropriate that they were not able to get to a planned activity. Another specials teacher had to separate a few students because they were fighting, shouting, and talking in a rude manner to one another, after being warned. As I read through my weekly reflections, I noticed a pattern that I was reflecting on my students' behavior during specials. These weekly reflections are solid evidence that behavioral situations continue to arise during specials and that my students struggle to have appropriate behavior during specials. (See Appendix E)

**Evidence C:**

My anecdotal notes show thorough evidence that my students needed more encouragement to behave appropriately during transitions. I still need to give many positive prompts to remind students to walk to and from the carpet and not to push and shove other students or swing from desks during transitions. These observations revealed that the students continue to struggle to behave and follow our classroom rules during transition time. (See Appendix D)
Claim #2: Working as a team to earn chips was motivating for students.

Evidence A:

As the class earned chips, they were aware of the variety of rewards they would receive if they chose to behave appropriately. In Student Survey 2, the students made it very clear where they felt they helped to earn chips. One of the questions asked students, "Tell me about a time where you helped the class earn chips?" I did not supply choices for the students. Instead I encouraged the students to write their own response. I received a variety of responses from all twenty-one of my students. It was clear that 52% of students felt that they personally helped the class earn chips the most during specials. In order for students to feel this way they had to earn chips in the class party jar.

My second grade class felt very motivated to earn chips during specials. As the students lined up for a special, I often observed students reminding one another to help the class earn chips so they could receive a reward. Not only was the class receiving a reward for earning a certain amount of chips in our classroom, but they were also receiving different rewards when they met the goals of a specific specials teacher. For example, our physical education teacher used chips to promote good behavior during phys. ed. She informed me when my second grade class earned chips during her special time. We discussed using a scale to determine the students' behavior. This "chip scale" ranged from zero to five with five being the highest amount of chips the class could earn if they had appropriate behavior. After the class received five phys. ed. days of earning chips, they were to be rewarded with a separate party during gym class. (See Appendix B2)

Evidence B:

To further investigate my main wondering. I introduced the class party jar. The class party jar was where students could earn chips. If students demonstrated teamwork to implement appropriate behavior, the class team would receive a specific amount of chips in the jar. When the jar was
completely filled, my second grade class would be rewarded with a pajama day. To keep the students engaged, I set smaller goals for my students to reach with the chips before they could reach pajama day. Each time the students met a goal mark on the chip jar, they received a small extrinsic reward. This engaged the students and motivated the students to earn chips. The chips motivate the students to earn more chips throughout the day. The students are encouraged to have appropriate behavior because they know that is how they earn chips. This visual creates incentive for students to improve their behavior throughout the school day. We have earned so many chips that my class is almost at their next reward, the class Pajama day. (See Appendix F)

Evidence C:

Each day as the students earned chips in their class party jar, I took anecdotal notes of when and why the students were earning chips and how many chips they specifically earned. At first I kept these notes to myself to look for patterns and trends. To further investigate one of my sub-questions, I chose to share my anecdotal notes with my second grade class. I made a chart titled "When is the Class Earning Chips". On this chart was a list of when the students earned chips. I used tally marks to represent how many specific instances the class earned chips for their teamwork. I talked with my class about the chart and hung it up in our classroom.

The chart served as a visual reminder. Everyday the students could see where they needed to "catch up" on earning chips. I made sure to remind the students not to forget about all of the ways they could earn chips. The poster encouraged the children to step up and work to earn chips in all areas. I heard and observed them working together and giving helpful reminders to their peers so the whole class could earn chips. This poster encouraged the students to work as a class team and be rewarded once they reached the goal on the chip jar. (See Appendix D)

Claim #3: Teamwork has significant benefits when teams/groups are strategically planned.
Evidence A:

When I formed teams, I took relationships and behavior issues into account. I also kept record of when the students were working together and with whom students were grouped. In my pre-intervention survey (Student Survey 1), I began by asking my students if they preferred to work in groups or alone. All twenty-one students completed the survey. When I evaluated the results, I found that 47.6% of students preferred to work in groups and 52.4% of students preferred to work alone. I asked the same question in Student Survey 2 and received results from all twenty-one students. To my surprise, 61.9% of students preferred working in groups/teams and 38.1% of my second grade students preferred to work alone. Although more students enjoyed working in groups after my interventions, many students still preferred to work alone; therefore, working in teams is not fit for all of my second grade students. (See Appendix A2 and Appendix B2)

Evidence B:

As my students worked in groups or teams, I took many opportunities to observe how the students worked together. The weeks that the students worked together as teams did not have a consistent affect on each team or the class’s behavior. I took notes when I saw teamwork and when I saw a lack of teamwork. As I observed students, I analyzed teamwork skills and their behavior as the group worked together. Depending on the students in a specific team, there were instances when teamwork did not positively affect behavior as a result of specific students on a team. For example, I had a few students who did not like to work as a team. One of the interview questions asked students, Do you prefer to work in teams or alone? Why or why not. “No. I like to do all of the work myself” was a response I received from a student in my classroom. Other students lacked appropriate behavior when it came time for them to be placed with particular peers. These observations and student quotes demonstrate how some students took advantage of teamwork and took the opportunity to misbehave. (See Appendix C)
Evidence C:

Based on my claim, evidence proves that the students who were not willing to work in teams had a negative affect on those who enjoyed working in teams. Through Student Survey 2, these students shared the following when asked if they enjoyed having weekly job teams: "No. I like doing all of the work myself." "I did not enjoy having job teams because not all students on my team were willing to share the team job." "Some people do not share the team job and then the team argued over the job and sometimes there will be people who do not have a chance to participate." The students expressed either why they enjoyed working in job teams or why they did not. Based on these quotes and observations, this evidence shows that teamwork does not benefit appropriate behavior when other students in the group have a negative approach to teamwork. When these students were placed into groups, the specific team consistently had problems throughout the week because of an individual student who behaved inappropriately because he or she did not enjoy working in teams. (See Appendix B2 for Post Intervention Survey Results: Student Survey 2)

Reflections and Implications for Future Practice:

I first directed my inquiry on student independence. My original main wondering was: How can teamwork impact students' dependence on the teacher during morning meeting and language arts stations? After winter break, I noticed that my students' behavior became increasingly inappropriate. I was aware that my students were not following the classroom rules and were consistently behaving inappropriately. I thought about changing my main wondering and focusing on the impact teamwork has on behavior. I thought that I was too far in my inquiry to change my main question. I regret not going with my thoughts and feelings.

During a future inquiry, I will change my main wondering and focus on another wondering if a different wondering is brought to my attention. My original inquiry was on student independence, but I
was spending much of my time in the classroom reprimanding and talking about behavior.

In the future, it would be helpful to compare individual and teamwork results and strategies. As I began to analyze my data, I quickly realized that I did not have evidence to compare how teamwork and individual performance of teamwork impacted individual students. In a future inquiry regarding teamwork and behavior, I would include individual behavior charts within the classroom. I felt that it would be beneficial to have evidence of how individual students are using teamwork. I would also be able to look for specific patterns among students.

I think it would be interesting to observe the correlation among different seating arrangements. I think that the environment of the classroom has a significant impact on teamwork, team building, and the classroom community. If I were to do this specific inquiry in a future classroom, I would arrange desks in a way that would promote community and team building in the classroom. I would hope that this would help students use teamwork while improving behavior.

As I reflect, I cannot help but to wonder why my students' behavior is not improving as the school year goes on. I would hope that this summer many of my students mature and improve their behavior.

Reflecting on the strategies I implemented to improve behavior, I strongly feel that extrinsic rewards were a great motivation for students. When an extrinsic reward was announced to the class they got excited and used teamwork to help improve their behavior. The students were not aware of what they were doing but they were working together to earn a specific extrinsic reward. The strategies and interventions used must meet the specific classroom. Every class is different and the strategies and interventions must fit and be adapted for each individual classroom. Some of my interventions failed with my specific class but they may be very beneficial to a future class. I realized the importance of not giving up on my students and that the failed interventions may have the biggest impact on a different group of learners.
Throughout my inquiry, I also learned that it is very important for teachers to work as a team. I observed a pattern throughout my students. The majority of my students felt that they personally helped the class earn chips the most during specials. My class was struggling to behave appropriately and follow directions during specials. I talked with some of the specials teachers and included them in the class chip jar. Many of these teachers used our class chip jar to promote appropriate behavior during specials. For example, if my class had good behavior at gym the gym teacher would give me a good report and tell me how many chips the class earned. These teachers would not have been aware of my intervention if I had not shared it with them. The chip jar helped my students to improve their behavior in specials. Teamwork among teachers is just as important as teamwork among students.

Each day as I reflected on my inquiry, there was only one thing that stayed consistent: the students are motivated by the chip jar. My students enjoyed earning chips. The extrinsic rewards had a positive impact on the students' behavior. Overall my students' behavior did not change drastically, but their behavior did improve during specials. Despite this, the extrinsic rewards and the chip jar continue to be motivating for students. The students need some kind of reward to motivate and engage them if a specific outcome is desired.
Appendix A1
Pre-Intervention Survey: Student Survey 1

Name:

1) How often do you need to be reminded to turn in your work on time?
   Always   Sometimes   Never

2) Do you often need help with independent work?
   Always   Sometimes   Never

3) Do you use the "ask 3 then me" rule during stations?
   Always   Sometimes   Never

4) How often do you need to stay in at recess to complete work?
   Always   Sometimes   Never

5) What do you do first when you need help with work?
   a) Ask a friend for help
   b) Ask the teacher for help
   c) Sit at your seat
   d) Read the directions over

6) Do you prefer to work in groups or by yourself?
   Groups   Alone

7) What do you do first when a classmate is talking or doing something that you do not like? Please write your own response.
# Appendix A2

## Pre-Intervention Survey Results

Name:

1) How often do you need to be reminded to turn in your work on time?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

2) Do you often need help with independent work?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>7</td>
</tr>
</tbody>
</table>

3) Do you use the "ask 3 then me" rule during stations?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4) How often do you need to stay in at recess to complete work?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

5) What do you do **first** when you need help with work?

| a) Ask a friend for help | 10 |
| b) Ask the teacher for help | 1  |
| c) Sit at your seat | 0  |
| d) Read the directions over | 10 |

6) Do you prefer to work in groups or by yourself?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Alone</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

7) What do you do **first** when a classmate is talking or doing something that you do not like? Please write your own response.

<table>
<thead>
<tr>
<th>Give an I message</th>
<th>Ask them to stop</th>
<th>Get the teacher</th>
<th>Ignore them</th>
<th>Sit at my seat</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix B1  
Post Intervention Survey: Student Survey 2

Name:

1. Do you prefer to work in groups/teams or alone?
   
   Groups                              Alone

2. Do you enjoy having weekly job teams? Why or why not?
   
   Yes:______________________________________________________________

   No:_______________________________________________________________

3. Tell me about a time where you helped the class earn chips?

4. What suggestions do you have to help our class improve teamwork?

5. What reward helped to motivate you the most?

6. If you could rate your behavior how would you rate it?
   
   Good I sometimes struggle I could improve my behavior
7. When do you struggle the most with behavior?

In the classroom  At a special       Outside on the playground    Other:__________________

Appendix B2
Post Intervention Survey Results: Student Survey 2

1. Do you prefer to work in groups/teams or alone?

Groups  12    Alone  9

2. Do you enjoy having weekly job teams? Why or why not?

Yes:  15

<table>
<thead>
<tr>
<th>Why I enjoy working in job teams:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>The team works together. If someone is absent or forgets to do their job the other team members will be there to rely on.</td>
<td>5</td>
</tr>
<tr>
<td>It is fun and efficient.</td>
<td>3</td>
</tr>
<tr>
<td>All students have a job.</td>
<td>2</td>
</tr>
<tr>
<td>The class is able to help the teacher and take turns with the jobs.</td>
<td>2</td>
</tr>
<tr>
<td>Improved peer relationships.</td>
<td>2</td>
</tr>
<tr>
<td>Helps to prepare the class for 3rd grade.</td>
<td>1</td>
</tr>
</tbody>
</table>

No:   6

<table>
<thead>
<tr>
<th>Why I do not enjoy having job teams:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>My classmates are in my way.</td>
<td>1</td>
</tr>
<tr>
<td>I like to do all of the work myself.</td>
<td>2</td>
</tr>
<tr>
<td>Other students are not willing to share jobs which results in arguing and some team members are unable to complete a job.</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Tell me about a time where you helped the class earn chips?

<p>| During a special | 12 |
| Completing my lunch choice | 4 |</p>
<table>
<thead>
<tr>
<th>Teamwork and Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reminding others about earning rewards</td>
</tr>
<tr>
<td>By following directions</td>
</tr>
<tr>
<td>By handing in all work on time</td>
</tr>
<tr>
<td>Not talking during class</td>
</tr>
</tbody>
</table>

4. **What suggestions do you have to help our class improve teamwork?**

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve peer relationships</td>
<td>4</td>
</tr>
<tr>
<td>The teacher decides how each job team will work</td>
<td>3</td>
</tr>
<tr>
<td>Individually earn chips</td>
<td>3</td>
</tr>
<tr>
<td>Good behavior</td>
<td>2</td>
</tr>
<tr>
<td>Be more willing to help others</td>
<td>1</td>
</tr>
<tr>
<td>Work on a class project that will rely on teamwork</td>
<td>1</td>
</tr>
<tr>
<td>Have teams according to a seating arrangement</td>
<td>1</td>
</tr>
<tr>
<td>Complete more schoolwork in teams</td>
<td>1</td>
</tr>
<tr>
<td>Have individual goals</td>
<td>1</td>
</tr>
<tr>
<td>More opportunities to share with classmates</td>
<td>1</td>
</tr>
<tr>
<td>N/A</td>
<td>3</td>
</tr>
</tbody>
</table>

5. **What reward helped to motivate you the most?**

<table>
<thead>
<tr>
<th>Reward</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movie during lunch</td>
<td>10</td>
</tr>
<tr>
<td>Phys. Ed. party</td>
<td>6</td>
</tr>
<tr>
<td>Earning different rewards for the party jar</td>
<td>3</td>
</tr>
<tr>
<td>Pajama party</td>
<td>2</td>
</tr>
</tbody>
</table>

6. **If you could rate your behavior how would you rate it?**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>9</td>
</tr>
<tr>
<td>I sometimes struggle</td>
<td>7</td>
</tr>
<tr>
<td>I could improve my behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

7. **When do you struggle the most with behavior?**

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the classroom</td>
<td>6</td>
</tr>
<tr>
<td>Outside on the playground</td>
<td>5</td>
</tr>
<tr>
<td>At a special</td>
<td>3</td>
</tr>
<tr>
<td>Other: Lunch</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix C
Student Quotes/ Observations

February:

2/3/11:
• 7 students had to be sent to their seats during stations because their groups could not work together. They did not follow directions and lacked teamwork.

2/4/11:
• Delani and Tre helped out their group by passing out papers and making sure that everyone had their name on their paper.
• Nick, April, Camryn, Molly, and Piper did not cooperate together. They shouted and spoke rudely at one another when a team member asked for help.
  Student A: "You're not doing it right! Stop! Listen to me now!"

2/7/11:
• Delani and Tre helped to pass out booklets to their group members.
• Brooke and Tracen worked together to clean up the blue table.

2/10/11:
• Brooke, Paola, and Tracen helped each other with their work from independent station. All three students praised each other a peer asked for help and knew the answer. Great teamwork!

March

3/28/11:
• (Paper Passers) All students continue to grab papers out of their peers hand, stand around, and are demanding with students who are not yet finished with their work.
  Student A: Give me your paper now!
  Student B: I am not finished yet. Please wait.
  Student A: You have to be finished now. Give it to me!

3/31/11:
• (Calendar Brigade- April, Tre, and Piper) April set the calendar, Piper dictated the calendar, Piper, April, and Tre cleaned the calendar! Great teamwork!
• (Desk Checkers- Mikayla, Brooke, Nick) Mikayla checked the front row (did not remind others to do their job). I had to remind Brooke and Nick to check the desks.

April:

4/1/11:
• (Calendar Brigade- April, Tre, and Piper) Piper and April worked together to complete all parts of their job because Tre was absent.
• (Whitey Crew- Ethan, Kade, and Zac) All three team members did not complete the job until I gave a reminder to all three students. They each said: "I thought that Student A, B, or C was
going to do all of it... Oh"

• (Desk Checkers- Mikayla, Brooke, Nick) Mikayla checked the back row and did not remind her team members to complete their job. Once she did her part she began to read a book. (not consistent and no communication)

4/4/11:
• (Whitey Crew- April, Camryn, and Tracen) April and Tracen fought during jobs. Tracen tried to complete the job independently and not share any of the work with his team members. He did not work as a team and had to be spoken to by a teacher.

4/5/11:
• (Whitey Crew- April, Camryn, and Tracen) Tracen ignored working as a team and still cleaned the entire whiteboard. (This was after being talked to). He excluded everyone. I am wondering if did it on purpose?

Student A: Hey you cleaned the whole whiteboard yesterday. You did not leave any for the rest of the team to clean and now you did the whole job again. It's our job too.

Student B: Ha-ha sorry. I guess you need to get here first to do the job. The first person to the job does it all.

• (Desk Checkers- Kade, Ethan, Grace A.) Kade checked the third row and had to remind the others to do their job. Great teamwork Kade!

4/8/11:
• April helped me pass out her birthday treat. The class cleaned up after themselves and followed directions.

4/12/11:
• Nick: "Everyone from Room 18, do not forget to sign up for lunch!"

4/13/11:
• Molly: (to Tracen, Tre, and Delani) Let's try to earn all 5 chips in gym class today!

4/15/11:
• Kade: "Nick, Piper, Delani please do not forget to do your lunch choice for today. I noticed your lunch sticks were still in the can."
Appendix D
When Students' Earn Chips

When is the class earning chips?

Lunch sticks: 

Transitions: 

Homework/F.F.: 

Good behavior: 

Handing in all: 

work on time

Following Directions: 

Appendix E

Weekly Reflections

April 8, 2011

As you know, we have been having issues with behavior and following directions. The teachers who teach specials have also observed these issues with my second grade class during their time with my students. Currently my class has been having problems with behavior and directions during library.

April 14, 2011

I am noticing that certain students are affected both positively and negatively by teamwork. I have students who work well in a team and others who cannot cooperate with others. I even have a student who purposely does all of the work himself and upsets others on his team. (Claim: not all students in my classroom are able to work in teams?)

I began taking anecdotal notes each time the class earned chips. It has really helped me to see how many chips the students are earning each day. This data also gives me the opportunity to see where my students are independently weak. For example, second grade has yet to earn chips for good behavior at specials, recess, and lunch; however, my notes have provided evidence that the class is working hard to turn all papers in on time and complete their morning routine without being reminded.

February 18, 2011

I have been observing many students working together to earn chips. The students have been working quietly, diligently, and have been efficient with a lot of their work. They love when I put chips in their party jar. Some students ask for chips after each and everything they do within the classroom. I had one student ask if they could get chips for good behavior on the bus. I am going to go into more detail that the class has to work together as a whole to earn the chips. I thought it would be a good idea to keep track of when the students earn chips and how many chips they earn. So far the class has not earned chips for behavior at lunch, specials, or good behavior at recess. This brings me to think in depth about their behavior.

February 13, 2011

My morning meeting is not going to be the traditional meeting. I am doing a greeting and then moving into sharing. The sharing will be focused on my intervention. I will share the intervention, party jar, etc. and ask students for suggestions when it is their turn to share. The class will then fill out a survey for my inquiry.
Appendix F
Class Chip Jar
Inquiry Brief

**Context:**

During the 2010-2011 school year, I am serving as a Professional Development Intern in the State College Area School District. The partnership between the State College Area School District and Penn State University has given me the opportunity to teach in a self-contained, second grade classroom at Lemont Elementary. Lemont Elementary is a primary school consisting of only grades kindergarten- second grade. After second grade, the students move on to Houserville Elementary. Houserville Elementary is Lemont's sister school which consists of third- fifth grade students. My second grade classroom consists of eight boys and thirteen girls for a total of twenty-one students. Among these students there is one African-American male, one Mexican-American female, and nineteen Caucasians within the class. The gender difference in the classroom does not affect the students' socialization skills between the genders.

One male student attends Response to Intervention and Instruction (RTI) five days a week for
forty-five minutes each day. He goes to RTI to improve his reading skills. While the student is in RTI, he works on his reading fluency, reading comprehension, and word recognition. Unfortunately, this particular student is also the only student who is below grade level in the second grade. The majority of students in my classroom are on grade level. There are three girls and two boys in my classroom who have a strong academic understanding. Although these five students are close to being above grade level for all subjects, they have not yet been identified as being above grade level.

**Rationale:**

There are many opportunities for my second grade students to work independently. Each day the students in my class are assigned an independent worksheet during Language Arts stations. The students must also read, stay on task, and complete classroom activities independently. It is the students' responsibility to complete their lunch choice, hand in their homework, complete their assigned job within the classroom, complete their daily language, and hand in work on time on a daily basis. The students are expected to work neatly, follow directions, and make corrections on their work. Through my observations, many students struggle to work or complete tasks independently. I have observed students handing in incomplete work, failing to complete independent daily morning tasks, and consistently relying on the teachers in the classroom to give answers and complete independent tasks for them.

As I was reflecting to my PDA about my week, I began to realize that the students in my classroom have a difficult time completing work and tasks independently. The students rely on the adults and sometimes other students to do their work for them. I began noticing this behavior as I ran a Language Arts station and during the morning routine. The majorities of students were not paying attention when directions were given or not following directions and were handing in incorrect work. It became difficult for me to run my station while consistently re-directing students. It was the ninety eighth day of school and students were asking me where to hand in worksheets when they were
finished. They have been completing the same routine from the first day of school on a daily basis.

The majority of the time the class's talkative behavior is disruptive and overwhelming while teaching. Students in my class do not always have the best behavior during transitions. I have observed students visiting friends at their desks, running, or pushing when students transition from their desks to the carpet or visa versa. There are a few students in my classroom who struggle to stay on task throughout lessons and call out without raising their hand. I have observed that some students are now showing their true colors. They are not talking nicely to one another and consistently argue over small issues.

I began thinking about my students' transition to a new school and a new environment as third graders the following year where the majority of students are older. I did not think that my second grade students would be able to live up to the independent expectations of a third grade classroom. More will be expected out of my students when they enter third grade. Independence is very important for students to have and exercise. I think it is imperative for primary students to have a firm foundation of independent skills before moving into upper elementary. Students cannot be dependent on a teacher throughout their academic education. There is not enough time in the day for the teacher to remind students to complete independent and daily tasks. It also takes a lot of time away from other students when the teacher needs to consistently re-explain directions. I would like to assist my students by helping them work together toward a common goal of independence.

Independent work is a main concern in my classroom. Because of this, I thought that instead of the students relying on the teacher they could rely on each other. It is common for the students to work in small groups or partners during lessons. I began to wonder if it would benefit the students to work together in teams or groups for independent tasks in order to promote independence and less dependence on the teacher. I began observing how the students worked together when they were in small groups or partners for particular lessons. I quickly took note of the students who do not work well
together, those who do, and the students who complete independent work while working in a group.

This relevant observation sparked my interest in having my students complete independent tasks in teams. I am hoping that teamwork will encourage the students to be independent and not rely on the teacher.

**Main Wondering:**

My inquiry project will focus on the wondering: *How does teamwork impact students' dependence on the teacher during morning routine and literacy stations?*

**Sub-Questions:**

- How can I help my students encourage/support their peers when working together?
- When do my students need the most encouragement to work independently?
- How can community building assist my students as they work independently?
- How will working as teams in the classroom encourage independence?
- How will my interventions be able to impact independent behavior?

**Timeline:**

**Week 1: January 25th- January 28**
- Observe students during morning routine, stations, and pack up.
- Record students who do not follow directions, do not complete work, and need to be asked to complete their morning routine.

**Week 2: January 31st, February 3, and February 4**
- Observe students during morning routine, stations, and pack up.
- Record students who do not follow directions, do not complete work, and need to be asked to complete their morning routine.

**Week 3: February 7- February 11**
- Observe students during morning routine, stations, and pack up.
- Record students who do not follow directions, do not complete work, and need to be asked to complete their morning routine.
- Strictly enforce students to think about their work. Limited help unless it is needed for independent work. Highly enforce "Ask 3 then me rule"
Week 4: February 14- February 18.
- Observe students during morning routine, stations, pack up, and throughout the day.
- Morning Meeting on Monday: Introduce the party jar, How can the class earn chips? Explain and complete Student Survey 1.
- Introduce the party jar and brainstorm ideas for a party and ideas for when and how the students will earn a party.
- Inquiry Brief Draft due at midnight, Friday, February 18.

Week 5: February 21- February 25
- Observe students during morning routine, stations, pack up, and throughout the day.
- Morning Meeting on Monday Focus Question: How do you feel when someone does not talk nicely to you? How can we prevent this from happening?
- Students are working together to earn chips in the party jar throughout the day.
- Introduce individual checklist for independent tasks that students should be completing independently on a daily basis.
- Record when students are getting chips and how many per day.

Week 6: February 28- March 4
- Observe students during morning routine, stations, pack up, and throughout the day.
- Morning Meeting on Monday: Introduce and explain that the students will be working in teams to complete daily jobs. Discuss and vote on team names for each specific job.
- Students are working together to earn chips in the party jar throughout the day.
- Record when students are getting chips and how many per day.
- Final Version of the Inquiry Brief is due at midnight, Friday, March 4, 2011.
- Self-evaluation of inquiry paper due Friday, March 4, 2011.

Week 7: March 7- March 11 Spring Break

Week 8: March 14- March 18
- Observe students during morning routine, stations, pack up, and throughout the day.
- Morning Meeting on Monday: Talk about behavior. What is good behavior? What kind of behavior is unacceptable? Complete the behavior survey (Survey 2).
- Students work together to earn chips in the party jar throughout the day.
- Record when and how students earn chips as a class throughout each day.
- Observe how the student job teams work together. Take anecdotal notes of students who do or do not work well together, situations that may arise, or video of how students work together.
  *Monday: Clean Up Crew
  *Tuesday: The Messenger Kids and Calendar Brigade
  *Wednesday: The Whitey Crew
  *Thursday: Chairs Up
  *Friday: The Desk Checkers
- Send the behavior survey in the Friday Folder. Ask parents to complete the survey and return to school on Monday.

Week 9: March 21- March 25
• Observe students during morning routine, stations, pack up, and throughout the day.
• Morning Meeting on Monday: Discuss possible issues about the job teams and character traits.
• Students work together to earn chips in the party jar throughout the day.
• Record when and how students earn chips as a class throughout each day.
• Record data of how students work together in teams to improve independence.
• Observe how the student job teams work together. Take anecdotal notes of students who work well together, situations that may arise, or video of how students work together.
  *Monday: Clean Up Crew
  *Tuesday: The Messenger Kids and Calendar Brigade
  *Wednesday: The Whitey Crew
  *Thursday: Chairs Up
  *Friday: The Desk Checkers

**Week 10: March 28- April 1**
• Observe students during morning routine, stations, pack up, and throughout the day.
• Morning Meeting on Tuesday: Discuss how the students felt about the class party jar and ask the students to complete Survey 1 again.
• Students work together to earn chips in the party jar throughout the day.
• Record when and how students earn chips as a class throughout each day.
• Observe how the student job teams work together. Take anecdotal notes of students who work well together, situations that may arise, or video of how students work together.
  *Monday: Clean Up Crew
  *Tuesday: The Messenger Kids and Calendar Brigade
  *Wednesday: The Whitey Crew
  *Thursday: Chairs Up
  *Friday: The Desk Checkers
• Record improvements or changes in Survey 1.

**Week 11: April 4- April 8**
• Inquiry paper draft due Friday, April 8.
• Compile data into presentation and paper.

**Week 12: April 11- 15**
• Compile data into presentation and paper.

**Week 13: April 18- April 21**
• Prepare and rehearse for inquiry conference

**Week 14: April 30**
• Inquiry Conference

**Week 15: May 1**
• Inquiry Final Paper Due to Bern
Data Collection Ideas:

Observation Checklist:

I began collecting data by observing my students throughout the day. I mainly observe students during the morning routine and Language Art stations. I observe the students and take notes on the students who forget to complete independent tasks and those who do not follow directions. I am interested in observing if there is a pattern and if there are certain students who consistently do not complete work on time, etc. I keep a checklist close at hand each day. I record the date and check off each student who needs to be reminded to complete an independent task and record the specific task. I use my computer to make a chart and tally how many times a week individual students depend on the teacher.

I also have a checklist that I keep specifically for Language Art stations. I use this checklist to record how many times during the hour of stations I am disrupted. I only record on my checklist when students disrupt me for directions, ask me where to put work, or continually ask me for the answer before they have asked three friends for help. I will be able to look at my checklist and observe whether the tallies for each week have increased or decreased throughout my weeks of observation. These notes will serve as evidence for whether or not the students are becoming independent or not.

Surveys:

The students completed an individual survey independently. Student Survey One gave both the students and myself the opportunity to see where students fall independently. This data helped me collect information about the students' strengths and weaknesses in relation to independence in the classroom. I plan to have the students retake Student Survey One towards the end of my inquiry. I will compare the two surveys and observe whether the individual student has grown independently or is still dependent on others. Student Survey Two will be a behavior survey. This survey will be completed by
Teamwork and Behavior

the individual student and sent home for a parent/guardian to fill out. By having the survey completed
by both the student and parent at separate times, I will have the opportunity to observe how each
student behaves at home and compare that with how I have observed the student behaves in the
classroom.

**Anecdotal Records:**

Second grade is working to earn red chips in their party jar. The class must work together to
earn the chips. They earn chips by completing independent tasks independently, following directions,
during transitions, and through behavior. I began taking anecdotal notes each time the class earned
chips. It has really helped me to see how many chips the students are earning each day. This data also
gives me the opportunity to see where my students are independently weak. For example, second grade
has yet to earn chips for good behavior at specials, recess, and lunch; however, my notes have provided
evidence that the class is working hard to turn all papers in on time and complete their morning routine
without being reminded.

As students begin to complete jobs in teams, I will first observe how the students decide who
will do what and when in relation to their team job. When the students get used to working in teams for
their jobs, I will observe and record each job individually on a specific day. For example, on Monday I
may choose to observe and record observations and videos on the Calendar Brigade. On Tuesday, I
may only focus on the Messenger Kids. Each day that I devote to a specific team, I will take notes on
how the specific students are completing the job with their team, how the teammates work together,
and on students who make up the specific team. Each week every student will be assigned to a new job
with a new set of team members.

**Student Checklist:**

The student checklist will help students to be independent while recording notes throughout the
day. I developed an individual checklist to place on each student's desk. The checklist has five
independent tasks that should be completed on a daily basis. The students will grade themselves according to the checklist and hand in the checklist at the end of the week. This will provide data that I can compare with my anecdotal notes.

**Annotated Bibliography:**

Amish, C., Markowski, T., & Woolwine, K. *Effectively promoting positive character traits in children*  

- This article provides strategies for effectively promoting attitudes and values for children to develop good character. The goal of this research project was to implement strategies and actions to promote strong moral values and respect in children. These strategies focused on improving the following character traits: respect, responsibility, and caring within the classroom setting. I think it is very important for students to be respectful, responsible, and caring individuals. Students must possess these character traits in order to work together as a team or community. I chose these character traits as Morning Meeting topics. During Morning Meeting, I was sure to discuss each of these character traits. The students’ talked about what each of these character traits mean. The students also contributed to the discussion by voicing their opinions about how the class could improve in these areas. The class set goals to remind one another about these character traits. I focused on these character traits prior to building the job
teams. I continued to rely on students to possess a strong understanding of these character traits.


- *99 Activities and Greetings* is a great resource to use for morning meeting. This book offers the reader a variety of activities and greetings to use during morning meeting. The book is an instructional resource for teachers who are not familiar with morning meeting or those who are looking for new ideas to use in the classroom. *99 Activities and Greetings sets the teacher up with tools to prepare students for success, the materials used during the meeting, and the skills that the students will be using during the meeting.* The book also provides step-by-step instructions for the teacher to follow while leading morning meeting. Through my inquiry, I have introduced morning meeting to my students. I try incorporate different activities during morning meeting. I think the variety of morning meeting keeps the students engaged and excited for a new activity each day. Because morning meeting is new for the students, and myself I want to make this a positive experience. I am planning on using this book for new activities and greetings to use during the morning meeting. I have already found so many engaging greetings and activities to incorporate into my classroom.


- This article is a guide for teachers to help students develop teamwork skills. Facilitating better teamwork discusses the possible strategies that children most likely already use to manage conflict and authority. The article gives specific suggestions for a teacher to use in order to
teach students the value of teamwork. There are many suggestions provided for creating team assignments in the classroom and ways for the teacher to interact effectively and positively with student teams. Teamwork is a big part of my inquiry. The students in my class need to develop teamwork skills. I am hoping to incorporate the article's suggestions into my classroom to equip my second grade students with teamwork skills.


- Hubbard and Power give a strong baseline for inquiry. This book provides the reader with many suggestions for inquiry. The Art of Classroom Inquiry gives step-by-step procedures and strategies to use during inquiry. There are many ways to conduct research in the classroom and this book demonstrates successful strategies that are helpful during an inquiry. I have used this book for my inquiry as a guideline for my student survey. I plan to continue using the book to make sense of my data, collect data in different ways, and as a guideline to help me decide the steps I need to take for my inquiry research. I am interested in using the book to make connections between my data and observations and reflect on my findings.

Inspiring teachers - tips - building a community - empowering educators around the world - classroom resources, tips, articles, newsletter, books, seminars, & free web pages. *Inspiring teachers - home - empowering educators around the world - classroom resources, tips, articles, newsletter, books, seminars, & free web pages.* Retrieved February 16, 2011, from http://www.inspiringteachers.com/classroom_resources/tips/beginning_of_the_school_year/building_a_community.html

- This website suggests many strategies and methods to use in the classroom to improve teamwork in the classroom. I would like to implement many of these strategies within my
second grade classroom. I am focusing on using team-building skills to help students become independent students. This website suggests forming students into teams. The students agree and form a team name. The team members complete their job each day. I am thinking of using this for our classroom jobs. Students will be on a team and complete their assigned job together. Another suggestion is having the "question of the day". I think this would be great to use during morning meeting and the class can talk about suggestions and what they would do in referral to the question of the day.


- Chapter 8 discusses common behavior problems and gives suggestions to teachers about how to cope with misbehavior. Misbehavior is becoming a main focus in my classroom. I can see how dependent students are more likely to misbehave than students who are independent. This chapter from Levin and Nolan suggests interventions for common behavior problems. Levin and Nolan suggest using nonverbal and verbal interventions and logical consequences in the classroom. This chapter will give me insight into new strategies as I continue with my inquiry and proceed to eliminate classroom behavior problems.


- The lessons in this book are designed to enhance students’ relationships through character traits. Children are encouraged to set up their own classroom community by setting rules and guidelines for behavior that creates a safe and caring school environment. This book encourages parents and teachers to promote responsibility by modeling good character traits. Lessons are shared and designed to teach fairness, cooperation, caring, respect, empathy, sharing, equality,
and other important pro-social skills. I would like to build upon these skills in my classroom to develop strong relationships in the classroom. I believe that these strong character traits can help decrease behavior problems in young students. I would like to use some of these lessons to implement these character traits within my students. I am hoping that these character traits will contribute to teamwork, peer relationships, and decrease behavior problems.


- In this article, different variables are suggested to contribute to student behavior. Five teacher behaviors are also suggested to influence student behavior such as: modeling good behavior, designing suitable learning spaces, interacting with students, responding to student attempts to improve, and assessing student learning to promote development. The article focuses on the importance of using careful assessment of each student’s current situation before responding to disorderly conduct. Inappropriate behavior and disorderly conduct is common within my classroom. I would like to use these five teacher behaviors to promote appropriate behavior within my classroom. I would like to see if there is a different among the students’ behavior and how these teacher behaviors impact the classroom.

(W. Wilson, personal communication, January 12, 2011)

- My mentor, Wendy Wilson, has helped me to think of different interventions to use in my classroom. She is also helping me to collect data and take anecdotal notes. Mrs. Wilson has provided many materials and suggestions to help with my inquiry. Mrs. Wilson has been
teaching second grade for twenty-five years and communicates insightful suggestions that she has learned throughout her teaching career. Mrs. Wilson reflects upon my inquiry, inquiry interventions, and the students’ reactions. I continue to collaborate ideas and different interventions methods to use within the classroom as I continue forward with my inquiry with the help of Mrs. Wilson.


- *Yardsticks* provides and explains the developmental stages of children ages four through fourteen. Each age is a chapter in the book. For each age, *Yardsticks* explains the physical, social-emotional, linguistic and cognitive growth pattern of children. I think this book will be very beneficial for my inquiry. Yardsticks will allow me to look at the age of the students in my classroom and review expected and typical behavior of boys and girls ages seven and eight. This will allow me to understand what I can and cannot expect from the students within my classroom and a specific age. The book gives suggestions for teachers to adjust the classroom, curriculum, and class schedule to suit all students in the classroom.