America’s Next Top Role Model:
Understanding Role Models in the Multiage Classroom

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Table of Contents

Background Information........................................3

Description of the teaching context.......

Wonderings and Questions......................................5

Main Wondering................................................

Sub-questions...................................................

Date Collection and Data Analysis.........................6

Clear description of data collection...........

Before..............................................................

During.............................................................

After...............................................................

Explanations of Findings: Claims and Evidence...10

Reflections and Implications for the Future.......11

Expected Timeline..............................................16

Appendix..........................................................18

Annotated bibliography.......................................26
Background

Classroom Context:

As a Professional Development School intern, I have had the ability to work in the same primary classroom during the 2010-2011 school year at an elementary school. Over the course of 185 days I have spent a lot of time reflecting on my practices and experiences. After being placed in a self-contained multiage classroom of first and second graders, I have been taught by my mentor and professors how to be a better teacher to these students. My inquiry journey was a long one, but very fulfilling.

In my multiage classroom, I have a total of twenty-two students. There are twelve girls and ten boys. Between the two grades, there are thirteen 2nd graders and nine 1st graders. In my opinion, we are not a very culturally diverse room. Out of the twenty-two students, only three are international students. Two of our girls are from India while we have one boy from Korea. About half of our classroom is on target with their reading benchmarks. Ten of the students in the class attend Book Club daily, which is a daily program that focuses on the students reading. Three of our students also go to speech therapy during the week. We have three students who go to learning enrichment, and about six students who are advanced in their reading and math for their grade level. We have one student who has Aspergers syndrome and needs the assistance of a special education para-professional. The majority of the students are hard working, although at times they all need a reminder to get to work. We have several students who participate on a regular
basis and only one extraordinarily shy female student. We have several students who call out on a regular basis. Another student is being tested for dyslexia at this time as well.

In my classroom, clear expectations have been set. The students are monitoring their behavior daily. We have a card system set in place to keep the students personally responsible for monitoring their own behavior. The system is based on 4 separate colored cards and each student is assigned a number. If they start to misbehave, they will be told to “pull a card.” This system signifies that whatever they were doing was not what is expected of them and they need to go find their number and change the card. The students start every morning with a clean slate and are “golden.” They can progressively move towards red if their behavior worsens. The next card is green and this is a warning to them, this is followed by orange where some of their recess needs to be taken, and finally if they pull down to red it means that an email home is necessary. Because our consequences are verbal to the students, it is not hard for the students to know who is constantly pulling cards in our class. Even with the numbers set in place it is hard to be discrete.

There is also a reward system called our warm and fuzzy jar. This acts as a balance for those students who are doing what is expected. The students have multiple chances to place fuzzies into the jar and work towards a class prize. The warm and fuzzy jar coincides with the card chart. If all students stay at gold for the day they get to add more fuzzies to the jar. However, if just one student pulls a card their chance at earning a fuzzy is gone.
I have also tried very hard to create a classroom community where the students feel comfortable sharing with one another. It has been my job to implement community-building activities from the very beginning of the year. My students seem to really value our “friendship circle” time. I have an afternoon meeting set up everyday with the students for about 15 minutes or so. This time consists of different activities where trust and fun, but also seriousness comes into play. As a group we have really grown closer, and I have seen the students open up and bond with one another on a more personal level. For instance, one of my quieter students shared that one of her parents were going to be incarcerated at the end of the week. As she spoke, you could hear the raw emotion in her voice and see the tears well up in her eyes. It is just as important to note how the rest of the students responded to this situation. I saw once egocentric students concerned for their friend and a support group quickly emerged. I believe that this structure and these activities are important for a successful classroom.

**Wonderings**

**Main Wondering:**

*What does a role model in my 1st and 2nd multiage classroom look like?*

My inquiry is based around the social interactions of my multiage 1st and 2nd grade classroom. More specifically focusing on the thoughts that the students have about what a role model is. After intervening and providing a definition for the students, I was curious to see if the characteristics that I had chosen would correlate with whom they chose as their classroom role model. Below you will find a list of sub wonderings that I came across while performing my inquiry project.
Sub Wonderings:

- What is a role model? (Define it)
- How can second graders act as role models to impact 1st graders in a multiage classroom?
- Can a first grader be a role model to a second grader?
- What about students who are negatively affecting their classmates?
- What strategies can I implement at the end of this analysis?
- How do role models change over time?
- How does behavior affect who is seen as a role model?
- How does gender affect role modeling?
- How does age affect role modeling?

Data Collection/Analysis

Throughout my inquiry process, I used multiple types of data collection to analyze and reflect on this process. Data was initially collected and analyzed before I could move on to the next stage which focused on creating profiles of the “top students” chosen as the role models for this classroom. After the profiles were created, I then wrote a lesson to intervene during our friendship circle time. We had an open conversation about what a role model is or looks like. I then followed up by giving a post survey to see if the role models had changed after the intervention.
The initial question that I needed to answer was who do these children see as the classroom role models. I did not want to intervene at all at this point, so I gave each student the same survey that was close ended and private. I administered each survey and gave no guidance whatsoever. I did not feel it necessary to see whom each student chose and I felt this way his or her responses would be more genuine.

The survey consisted of five questions. I felt that each question correlated with the idea of a role model. Under each question, I had a list of every student’s name. The format of this survey was consistent and the names were always in the same order. Finally, I decided that it would be best to let the students pick up to 3 students in each case. I felt that there were multiple role models in the classroom and I felt the students should be able to choose the amount they saw fit, but there needed to be a limit. (See appendix A)

After completing the survey I took all the answers and initially looked at the top picked students for each survey question. I first looked to see if there was any correlation between the other questions I had asked and the role model question. I initially assumed that the chosen role model would also show up at the top in these other questions because I felt that the traits I was asking about were characteristics of a role model.

I also looked at the survey and made a breakdown of how many first graders and how many second graders were chosen. I was trying to see if there was any patterns or correlations that stuck out among grade levels and role models. I looked at the numbers in both the pre and post survey to see if there were any obvious outliers.
Also, before intervening I wanted to get a better sense for what these students knew about role models in a more open ended format. I asked them to draw a picture of their role model and either place characteristics or a sentence saying why they chose this person/thing. The students asked for “privacy folders” so that they could work and not feel worried about whom they chose to draw. (See appendix F)

I have each student’s sample as a way to gauge what the students knew about role models before my intervention. After analyzing the data from the survey there were some clear outliers. I decided to take the top three choices from every question. One student was among this group every time. Overall I had five students who were chosen for each question in the top three slots. I then went on to create profiles for the students. The ages and grades were immediately evitable. I then went on to monitoring the students on task behavior and their participation.

During

For the students on task behavior I created a chart and used a five-minute sweeping system. Over the course of several random class periods I would have my mentor or myself monitor the students behavior. They could either be marked OT, which was on task in which the students were working or doing what was expected, T, which stood for talking, M, which meant miscellaneous so they could have been playing with something, and finally B, which meant they went out to the bathroom. I did this in the morning and afternoon for 25-minute periods. (See appendix G)

I created a similar chart to collect the students’ participation. Again, over the course of a few class periods I would monitor the students by writing their name
across the top and writing the subjects of study down the side. In each box the
students had a fraction based on the follow:

# Of times student rose their hand or answered a question/ # of questions asked

(See appendix D)

Finally, I interviewed each of the five students with more specific questions
about role modeling. I was curious to see what the students that were chosen knew
what a role model was or if they even were one. I conducted a quick ten-minute
interview. During the interview I would ask a question and give each student a
chance to talk about what they thought. Before we started I told the students the
only stipulation was that they were not to name names. (See appendix E)

After the interview was over I listened to what the responses were like from
the chosen role models compared to the other students. I took notes on what I heard
to see if there were any correlations between their answers.

After

During the last stages of this inquiry, I knew that I wanted to intervene and
see if the students’ responses to the survey would change after a more formal lesson
on role models. I took one of our community building slots to focus the discussion
on role models. I gave the students a formal definition of a role model and we talked
about how there can be good and not so good roles models. We also talked about
how popularity does not mean that you are a role model. I also felt that it was
important to talk about the fact that some days we might be role models and some
days we might not be; that making mistakes was apart of being human.
After having this discussion with the students I had them all take the same survey again. The survey was given in the same fashion as the first one. The answers and questions were not changed in anyway. After the results were calculated, I analyzed the data the same way as before. I was looking to see who was in the first and second spot also looking to see if there had been any change in votes for the original role models. (See appendix B)

**Findings**

**Claims/Evidence:**

After analyzing the data, I was able to make several claims with regard to role models in my multiage classroom.

**Claim 1: Gender is not directly correlated with role models in my classroom.**

One of the initial sub wonderings that I had about role models was whether or not the gender of the student mattered. The data from the pre and post survey show that both genders were chosen as this class’s role models, supporting my claim. In both the pre and post survey, I had the same male student appear as the role model in the top choice made by the class as a whole. In the pre survey the student that came up second was female. This student also showed up in the number two spot along with another female and another male student ending in a three-way tie. This data also proves that gender plays no part in the decision of role models in this classroom.

The numbers of these choices are also very close, again showing that there is no gender gap. The difference from the top spot to the second is two votes with a ratio of 12:10. In the post survey the difference from the 1st slot to the 2nd is only
four votes with a ratio of 12:8. Because the differences are so minute, this shows again that there is no correlation between gender and role models in my class.

**Claim 2: Grade level is directly related to whom the role models are in my classroom.**

Initially I had assumed that the second graders in the classroom would be seen as the role models. Just based on what I know about my students and their developmental levels, I would have to say my initial thoughts were second graders. I was curious to see if this feeling was mutual among the students or if it was because of my birds eye view on the class.

However, after examining both surveys, the majority of students choose a second grader as the classroom role model. No 1st grader was in either first or second spot on the survey. In the first survey there were a total of sixty-four responses to this question. The students were able to choose up to three students but they had to choose at least one. Out of the sixty-four responses, fifty-one of them were second graders. During post survey the same guidelines were true but this time there were fifty-seven responses. Out of these responses, again more than half were second graders. Forty-six of the fifty-seven responses were chosen 2nd graders.

**Claim 3: Role models stay consistent over time.**

One of my sub wonderings that I wanted to answer about role modeling was whether or not role models change overtime. Realizing from year to year the dynamics of the classroom change, I was curious if over a period of time the students would change their minds about who they saw as the role models. Asking
students who they think is the classroom role model can be subjective, so I felt it important to set some time up to allow this change to possibly happen.

This sub wondering was complex though because I then had to wonder if the students even knew what role models were at the beginning of the inquiry. I had multiple students ask for assistance while they were filling out the survey. I decided that I did not want to interfere in the beginning, so I told them to make their best educated guess about what a role model was. Because of the amount of students that asked for help, I knew that a whole group discussion would be important before they took the survey again. Before having our discussion, I wanted to gage where the students’ thinking was, so I asked them to draw a picture of their role models. Many students drew animals or pets that they had or even wanted. Others did not understand the characteristics of a role model because they chose famous singers or actors due to “popularity” or “beauty.”

After realizing that many students didn’t know what a role model was, I thought that the findings from the post survey would be much different than the first. However, the same students picked as role models were present, now including two new students. The majority of students in the class still believed the same second grade male to be the role model and the same second grade girl came in a close second. The trends from the pre and post survey prove that even after intervention and a thorough talk, the students still believed these students to be our role models in our classroom.

**Claim 4: Role models in my classroom are on task more frequently than the remainder of the students.**
After establishing who the role models in my classroom were, I wanted to create individual profiles on these top two students to look at their behavior and academics. One way that I did this was through sweeping the students for on task behavior. These sweeps were done 4 separate times and I made sure that it was not always at the same time. Two were done in the morning while the other two were done in the afternoon. The sweeps lasted about twenty-five minutes long. Looking at the 2nd graders versus the 1st graders in terms of on task behavior there was a clear trend with a few outliers. Coincidentally those outliers were the only 1st grade students voted as role models but not nearly enough to put them ahead of the 2nd graders. The second grade role models chosen were on task nearly 75% of the time in comparison to the rest of the class who appeared to be on task less than 50% of the time.

I also noted that these students chosen as role models have a lower disciplinary rate. The students chosen as role models by their peers have never pulled cards in the classroom, nor have they needed to be disciplined because of behavior. These findings make sense to me because these examples fit the definition of a good role model—one that is setting a good example for others.

**Reflections/Future Practice:**

When looking back on my initial thoughts about whom would be the role models in my classroom, I feel as though I was correct in assuming some things but not everything. I did think that the role models in my class would be 2nd graders, I did not think that the first graders would be seen as role models, but that’s not to say they couldn’t be. I believe that they very well could be; however due to their
maturity difference, I was not surprised that they were not picked as often to be a role model by their peers.

The student that I assumed would be seen as the role model was in fact the top pick for that question in the survey. I had a hunch because he was academically advanced and never had to pull cards. I saw the majority of the students looking up to him and striving to get his approval socially. At recess, this student had the majority of his peers gravitate to him, and he was often times chosen as a leader during cooperative activities.

However, not all my predictions were accurate. I assumed that because the boys were more outgoing in my classroom that they would be chosen more often than the girls. However, the numbers came out relatively equal, especially the second time. During the first survey the gender ratio of role models of boys to girls was 1:1 for the top two spots. The post survey it again was equal with a 2:2 ratio.

Also, I believed that the students would have a clearer understanding of what a role model was before I gave them a formal definition. I felt the term ‘role model’ to be self-explanatory, and because of the students who were chosen, I didn’t expect the discussion to be so informing. However, when I had the class draw their role models and I got pictures of animals and some “I don't knows.” I thought the post survey would show some change.

Looking back I still have some questions about role models and the correlation between the students chosen at the beginning when the majority of the students seemed to not understand what a role model was. I have strong feelings about the social aspects and dynamics of a classroom. I believe that teachers can use
this information to their advantage by positively reinforcing some and getting the full potential out of others. At times, I will ask if their actions constitute them as a good role model? It is a good reminder for what we have learned.

I feel a sense of satisfaction after conducting my research about role models in the multiage classroom. Not only have I answered some of my wonderings, I have also had the chance as a teacher to really look at all the data provided by my students and analyze their work habits and essentially the components of this classroom. I believe the surveys have given me a glimpse into how they feel about one another.

Currently, my students are collaborating as a class to create a video about role modeling. Three times a month we have what is called ASG or All School Gathering here at the school. During this time students have the opportunity to share with all faculty and peers what they are doing in their classrooms. With a huge focus on citizenship here at this school we have found a way to tie role modeling into something we each should strive to be as individuals and plan to share our movie at one of these gatherings.

This project has opened many doors and opportunities for each individual student to shine. Some students are going to define and give characteristics of a role model, while other perform skits or songs to contribute to the video. I have seen tremendous leadership skills emerge and also creativity among some of our quieter students. I am excited with where these students are going and look forward to the finished project!
Overall, the information and claims that I have made will be beneficial for me in my future classroom. I believe as a teacher it is important to know who your students look up to or see as leaders among themselves. I believe this information is valuable because it gives the teacher insight into the types of behaviors the class deems valuable and appropriate as a leader. Also, the techniques I used were valuable when determining who was on task or using the restroom frequently. It does not seem as obvious unless you are sweeping and paying close attention.

**Timeline:**

Week 1 (February 21-25)
- Create survey for students and run by mentor and PDA
- Waited on survey to be approved by the principal

Week 2 (February 28- March 4)
- Continue to find sources and outside data about role modeling and its effects
- Have students take the survey
- Begin to analyze data on who the role models are

Week 3 (March 7-11)
- Spring Break
- Work on formulating/analyzing the data that has been collected
- Continue to find sources and outside data about role modeling and its effects

Week 4 (March 14-18)
- Analyze data from the survey for 3-5 role models
  - Grade/Age/Gender (Charts)
  - Participation (anecdotal notes)
Week 5 (March 21- 25)

- Continue to look for resources for inquiry
- Analyze data from the survey for 3-5 role models
  - Writing samples/Math samples (Artifacts)
  - On task/ Off task (Anecdotal notes)
- Analyze data and look for connections to the chosen role models

Week 6 (March 28- April 1)

- Analyze data and look for connections to the chosen role models
- Give the same survey again to see if the role models have changed over the course of a month
- Analyze the new data (if there is any)
- Start to formulate a paper

Week 7 (April 4-8)

- Create final draft of Inquiry Paper and submit it on the 8th

Week 8 (April 11-15)

- Work on the presentation for the Inquiry conference
  - Gather inquiry evidence: PowerPoint/video/artifacts/etc

Week 9/10 (April 18-29)

- Work on final Inquiry paper and prepare to present it at Inquiry Conference
Appendix A

Data Survey 1 Breakdown:

Pie Chart:
- 1st Graders: 13
- 2nd Graders: 51

Bar Chart:
- 1st Grade Boys: 6
- 1st Grade Girls: 7
- 2nd Grade Boys: 22
- 2nd Grade Girls: 29
Appendix B

Data Survey 2 Breakdowns:

- Role Models
  - 1st Graders
  - 2nd Graders

Post Survey

Role Models

<table>
<thead>
<tr>
<th>Students</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Grade Boys</td>
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</tr>
<tr>
<td>1st Grade Girls</td>
<td>7</td>
</tr>
<tr>
<td>2nd Grade Boys</td>
<td>21</td>
</tr>
<tr>
<td>2nd Grade Girls</td>
<td>25</td>
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Appendix C

Pre and Post Survey Results per Student:

Role Models

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre Survey</th>
<th>Post Survey</th>
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</thead>
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<tr>
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</tr>
<tr>
<td>B</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
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<tr>
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</tr>
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<tr>
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</tr>
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<td>5</td>
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<tr>
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</table>

Number of votes
### Appendix D

**Participation Sweep:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Role Model</th>
<th>Random Second Grader</th>
<th>Random First Grader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>12/15</td>
<td>11/15</td>
<td>4/15</td>
</tr>
<tr>
<td>Math</td>
<td>3/10</td>
<td>2/10</td>
<td>N/A</td>
</tr>
<tr>
<td>Reading</td>
<td>10/10</td>
<td>5/10</td>
<td>4/10</td>
</tr>
<tr>
<td>Spelling</td>
<td>5/5</td>
<td>3/5</td>
<td>2/5</td>
</tr>
<tr>
<td>Unit</td>
<td>6/8</td>
<td>2/8</td>
<td>3/8</td>
</tr>
<tr>
<td>Totals of Participation/Questions asked</td>
<td>36/48 (~75%)</td>
<td>25/48 (~52%)</td>
<td>13/38 (~34%)</td>
</tr>
</tbody>
</table>

*Volunteering means raising their hand, not necessarily being called upon.*

### Appendix E
**List of Interview Questions:**

- What types of qualities do you think are good friend qualities?
  - What would you want a friend to be like?

- What does it mean to be popular?
  - Why do you think some people are not popular?
  - Do you think being popular is important?

- Who is someone you want to be like when you are older?
  - Why?

- Who is someone you don’t want to be like when you are older?
  - Why?

- What types of qualities make a good leader?

- Who do you look up to?

- Do you act different at home than you do at school?
  - In public? Why or why not?

**Probing questions:**

- Do you agree/disagree? Why?

- Why do you feel that way?

- Have you ever had that happen?

- What do you think about that ________?

- What makes you think so?

- Has that ever happened to you?

- How would you feel?
Appendix F

Sample of 2nd graders Role Model-Before intervention:

This second grade student wrote that his cat was his role model because:

1. Small
2. I like cats
3. Its hearing
4. Its smell
Sample of 2nd graders Role Model- Before intervention:

Another 2nd grade student drew a picture of a ginny pig as her role model because she “wants a ginny pig.”
Appendix G
**On Task Sweep:**

<table>
<thead>
<tr>
<th>Date: 3/24</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15</td>
<td>OT</td>
<td>OT</td>
<td>B</td>
</tr>
<tr>
<td>9:20</td>
<td>OT</td>
<td>OT</td>
<td>OT</td>
</tr>
<tr>
<td>9:25</td>
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<td>OT</td>
<td>T</td>
</tr>
<tr>
<td>9:30</td>
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</tr>
<tr>
<td>9:45</td>
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<td>OT</td>
<td>OT</td>
</tr>
</tbody>
</table>

OT = On Task  
T = Talking  
M = Miscellaneous (making faces, laughing, etc)  
B = Bathroom  
P = Playing with shoe, pencil, paper etc.

Chosen Role Model- Student 1 - 6/7 ~ 86%

2nd Grade Student- Student 2 - 6/7 ~ 86%

1st grade Student- Student 3 - 3/7 ~ 43%
Annotated Bibliography


This piece was written about gender and the roles of the male and female in the classroom. This article was very appropriate to one of my sub wonderings on how gender affects role modeling. The article talks about the different types of personalities and how male and females differ in terms of how they socialize. The article talked about how girls can be mean and say very hurtful things emotionally while boys do physical damage to one another. I also liked how this piece talked about how they don’t really start to intermix until later in life, or if there is an outlier in mentality. This piece was useful when thinking about how the girls differed from the boys and even at the developmental levels that they are at.


This article was written about how other students’ behaviors affect other students in the classroom. The article talks about peer pressure and how students look to others to see what they should be doing either socially or academically. Many times the article talked about the alpha student and how there were leaders in every class. I felt like this was appropriate for the type of study that I am doing on students and it was also a great resource when thinking about how subjective a social study actually is because of the underlining interactions and talks that the teacher doesn’t see or hear.

This journal was about a study done that gathered evidence to suggest that peer relationships influence growth of problem behavior in youth. The focus group in this article was in the 12-16 range, however it did talk about young children and the effects of peer interaction. This journal primarily focused on the negative effects that peer interaction had in adolescents. At this point I don’t know what students will be the role models in my class and if I do come across negative influencers I believe this article will help me address that the two are correlated and that this person may be influencing the other student in a negative way and here is the proof.


This web based data consisted of three separate studies. The studies conducted focused on which types of individuals were motivated by students who were promotion focused, wanted desirable outcomes or prevention focused individuals. In the first two groups that authors were focused on promotion and prevention goals with the students and they found that the participants motivation was increased by the goal oriented role models and it decreased with the goal-
incongruent role models. In the study three of the participants were more likely to find peers who fit their own styles and motivation techniques rather than look to the participants that stood out either negatively or positively. I will use this data and compare it to the outcomes I find in my data. I hope that I can correlate what I find with the students and the role models. This data makes sense to me that different people are influenced by different factors.


This journal was based on the multiage classroom. It focused on how students, parents and teachers felt about this type of environment. The journal interviewed several parents, even some who didn’t approve at first of their child being in this type of classroom. The piece talks about the class setting, the benefits to instruction and the implements of being with older and younger students. This piece focuses on the social aspects as well in the classroom. I think this would be an excellent resource to prove how a multiage classroom is a thriving community of mixed citizens. The article makes a great point about how communities thrive because the people in them are all different in size, age and race. In the multiage classroom we see the same thing because of the non-limiting factors of a graded education. This resource will help show the social importance of the role models in my multiage classroom.

This article was much like all the others that I have been reading and it talked about the social aspects of needing to feel like you belong. I really liked this article because it talked about the community that we as teachers establish and the impact that it plays on students. I also found it interesting that it said even if we don’t create a community there is one in our classroom it just isn’t as strong or positive as it should/could be. This article was influential in trying to think about how I create role models or say and do things that the students think about when making those decisions about whom they think are role models in our classroom.


This online journal was an analysis of peer effects on student achievement but it addressed the fact that it is hard to adequately measure because of limiting factors and outside sources. The journal also conducted a study on schools characteristics and achievement. The research done examined students by grade level not by classroom and the study only looked at mathematics achievement. It also focused on a select group of students. At the end of the journal the results of this study indicate that peer achievement has a positive effect on achievement growth. I will use the information based on the role models chosen in my class. This would prove as a good argument if the role models chosen were advanced or proficient students to help boost the rest of the children academically.

This article was written about a study done on student interaction and how it affected motivation and achievement in students. The study showed that the students affected one another in an intrinsic aspect, whether students liked school and achievement over the school year. However, it also showed that it was unrelated to changes in their beliefs about the importance of school or expectancies for success over the school year. I think this will be an important piece to the data when I talk about who the role models are in the classroom and how they are really affecting their peers in context to the classroom.


This article was primarily about resilient children and what factors and influencers they have in their lives. The majority of these children were overwhelmed and easily distressed. They require peer and family members’ attention and approval. These young children need a strong foundation and a lot of support to be successful. The end of the article focused on the findings that resilient children will go out of their way so that their idols and loved ones not are put in tough situations. Also, resilient children needed confidence and faith put forth to cope with the problems that they were facing. I think this is an important piece because I can relate it to peer interactions based on how the students are treating one another in the classroom and if the role models are good examples for such children in the classroom.

This book was a good indicator of what young students are thinking and need from one another socially. I liked the way the author gave real to life examples of interactions among students and I could definitely see the interactions that go on between my students in this book. I found it very insightful and it made me think about what types of interactions that I want to look for after I find our who the students think are the classroom role models.