Scoreboards, Nonverbal Cues, and Exercising: Ways to Increase Student Engagement

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Context

In my 1st and 2nd multiage classroom, there are twenty students: ten first graders and ten second graders. Of those twenty students, there are eleven males and nine females. Three of my students are ESL (English as a Second Language) students: one female is from China, one male is from Egypt, and the other male is from Turkey. I have one student who receives occupational therapy and two students who receive learning enrichment. I have three Response to Intervention (RTI) students at the strategic level or Tier 2. RTI is a program that provides early intervention and effective instruction for students who are at some level of risk for not meeting academic expectations. Four of my students are new to Park Forest. One female student came from Tennessee, one male student came from another school within the district, another male student came from Turkey, and the last female student was homeschooled. Although my classroom is made up of both first and second grade students, I keep all of my second graders for math and receive twelve second graders from another class giving me twenty-two math students. My first graders go to another classroom for first grade math.

The age difference between my students does not seem to affect peer interaction in my classroom. There are some students within my class who exhibit leadership qualities. One male is highly looked up to by the other males in my classroom, yet he struggles getting work done on time. Of the females in my classroom, two students stand out as leaders. Additionally, there have been a few instances when some of the students in my class do not get along, but each time, they have been able to work it out. Among the females, there is one quiet student who usually plays by herself or plays
near the other females but never with them. This same quiet student also exhibits difficulty in focusing during instruction. One of my male students is not quiet but has a hard time interacting with the other males in my classroom. This student’s first language is not English.

Additionally, my students become easily distracted during a lesson or an activity. When they become distracted, they have a hard time following directions. Therefore, my class needs constant reminders throughout a lesson or activity.

One unique aspect of the physical layout of my classroom is a door that connects my classroom to another 1\textsuperscript{st} and 2\textsuperscript{nd} multiage classroom. To me, this connecting door promotes collaboration and co-teaching between teachers.

**Main Wondering**

*How can I increase student engagement during instruction?*

**Sub-Questions**

*What can I, as the teacher, do to help my students be more engaged?*

*What does it mean to be engaged?*

*What management tools support student engagement?*

*What seating arrangement during instruction allows for an increase in student engagement?*
Data Collection and Analysis

When collecting data for my inquiry, I chose to focus on only five students within my class: two students who are rarely engaged during instruction, two students who are sometimes engaged during instruction, and one student who is often engaged during instruction. These five students represented my entire class throughout the data collection for my inquiry.

Survey/Interview

Data Collection

One way I collected data was by conducting the same survey at the beginning of my inquiry and again at the end. This survey asked a variety of questions that dealt with where in the classroom my students feel they are most engaged, the time of the day they feel most engaged, and their favorite subject (see Appendix C). After I conducted the survey, I interviewed a few students to see why they chose some of their answers and recorded these interviews using Garageband in order to document their responses (see Appendix D). When choosing students to interview, I picked the five students who I was focusing on throughout my inquiry as well as a few students whose responses surprised me.

Data Analysis

To analyze the survey I gave in February, I collected all of the surveys and recorded how my students answered each question. Then, I added up how many students answered a question similarly. I repeated this process for the survey I conducted in March. Additionally, I compared the results I found from both of the surveys and looked for any patterns, similarities, and/or differences.
After analyzing the results of the survey, I interviewed a few students to see why some students responded in the way they did, and by interviewing them, I was able to gather that information. Once I completed all of the interviews, I organized them into a word document and looked for any similarities and differences among interviews. I also looked for how these interviews corresponded with my results of the other data collection methods.

**Systematic Observations**

*Data Collection*

The next way I collected data for my inquiry was by performing systematic observations during a few lessons. Prior to performing the systematic observations, I created an excel chart that included how I defined engagement: giving eye contact, facing the speaker, not talking, participating, and maintaining personal space (see Appendix E). On the left side of my chart, I had the names of all my students and highlighted the five students I was focusing on. Every two minutes, my Professional Development Associate or my mentor would record a check next to the name of the student who was not demonstrating behaviors that indicated engagement.

*Data Analysis*

To analyze the systematic observations, I organized each observation by what intervention I was trying to conduct. The systematic observations of my students in a circle were grouped together while the systematic observations of my students in a row were considered in a separate group. While analyzing this source, I looked for where in the classroom my students exhibited the most/least amount of engagement in addition
to which of the five ways I described engagement was the highest/lowest. I also looked for the specific classroom management technique I incorporated during the systematic observation.

**Videotapes/Studiocode**

*Data Collection*

Another way I collected data for my inquiry was by videotaping a variety of lessons I taught including family journal writing, math, and unit time. These videos concentrated on the five students I was focusing on throughout my inquiry. Once I uploaded the video to my computer, I attached it into a program on my computer called Studiocode. This program allows teachers to examine their teaching practice and student learning across all content areas for specific behaviors that teacher sets. For my inquiry, I set five behaviors to look for in each video: not facing the speaker, participating, not giving eye contact, talking, and not maintaining personal space (see Appendix F). Every time I saw one of the five students I was focusing on do one of those set behaviors, I would code each instance using Studiocode.

*Data Analysis*

To analyze the videos I took of my lessons, I attached them into Studiocode and coded the instances when I saw my students not being engaged: talking, not making eye contact, not facing the speaker, and not maintaining personal space. Then, I organized each timeline by which intervention I was using. For example, all of the lessons I taught with my students sitting in a circle were grouped, all of the lessons with my students sitting in rows were grouped, and so on. Next, I took a screenshot of
each group and printed them off (see Appendix F). This allowed me to compare the results of each placement as well as look for any patterns.

Journal

Data Collection

Prior to beginning my inquiry, I wanted to expand my awareness of many different classroom management techniques, so I explored a variety of educational resources such as books, articles, and websites, and I also talk with veteran teachers. One classroom management technique I learned about from an educational website called Whole Brain Teaching as well as a magazine called The Mailbox was the scoreboard game. Another management technique I used during my inquiry was applying nonverbal cues during instruction. I learned about nonverbal cues from the book, Principals of Classroom Management. Finally, I created a poster with the expectations of my classroom displayed on it. I read about creating, displaying, and modeling expectations from the book called Managing Challenging Behaviors in Schools and from a veteran teacher. Once I had researched different techniques to use, I was ready to apply them in my classroom. After each week, I would reflect in my journal about how successful the technique was and if I needed to change anything (see Appendix G).

Data Analysis

Finally, the last piece of data I analyzed was my journal. This journal provided me with my reflections I wrote each week about which classroom management technique was effective. I analyzed this source by going through all of them and
highlighting any pattern I noticed with each classroom management technique. Additionally, I looked for which technique was successful and why it was successful along with which technique I need to change and adapt for the future.

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

*Claim A: During instruction, my students are more engaged when they are sitting on the rug than when sitting at their desks.*

To explore my main wondering, I first needed to define what engagement pertains to in my classroom. Engagement is when my students are making eye contact with the speaker, not talking, facing the speaker, participating, and maintaining personal space. I believe these five ways demonstrate that my students are engaged in the lesson I am teaching.

One of my sub-questions asks if a specific arrangement helps increase engagement during instruction. Throughout my inquiry, I tried instruction at both the rug and student desks. Before trying out these two placements, I surveyed my students to see where they thought they were more successful (see Appendix C). The first time I gave the survey, eleven students said yes to sitting on the rug, five students said yes to sitting at their desk, and four students said both. However, after trying out both arrangements multiple times, some of my students changed their answers when they took the survey again at the end of March. After the second time, nineteen students said yes to sitting on the rug and only one student said yes to sitting at their desk. Between the first and second time we took the survey, I taught lessons while my students sat in
both of these places. Their answers on the second survey show me that some students no longer found it easier to listen when they sit at their desks.

To further explore why some of my students like the rug better than their desk, I interviewed a few students (see Appendix D). I chose at least two students who like sitting on the rug to see if it compared to my data or how I defined engagement. One student said, “It is kind of easier to hear the teacher and pay attention for me.” Another student said, “It hurts to sit in a desk and it’s more comfortable and softer on the rug.” A final student, who was in between sitting on the rug and sitting at his desk, said, “Sometimes there is people talking to me while I am at my desk and on the rug sometimes it is quiet.” These responses helped me understand why the rug was a better place for some students to sit during instruction. Some of the responses my students gave went along with how I defined engagement as well.

Additionally, when I analyzed the videos of some lessons, my data indicated that my students were more engaged when they were sitting on the rug than when they were sitting at their desks. When I was watching the videos of my students sitting at their desks, I saw them playing with their nametag or items inside their desks. Therefore, I coded more instances when my students were not making eye contact or facing the speaker. When my students sat on the rug, almost all of my students were facing the speaker, and there was more eye contact. The amount of time I coded my students talking was slightly higher at their desks than it was on the rug. Participation and maintaining personal space was equal in both arrangements. However, since eye contact and facing the speaker were higher on the rug, instruction at the rug proved to increase my students’ engagement in more ways than the desks did (see Appendix F).
Finally, I reflected briefly about teaching a lesson with my students sitting at their desks in my journal. My reflections matched up with the videos I watched because I wrote, “I noticed a lot of students playing with items in their desk, which meant that their eyes were not on me. Some students were also playing with their nametags. Additionally, I saw that a lot of students had their backs to me.” I also wrote, “Teaching a lesson while my students sat at their desks was weird for me because I felt so far away from them. Even though I was standing at the end of the carpet, I still thought the students in the back were too far. It made managing my students and their behaviors harder for me.” This difficulty in managing could have lead to the lack of engagement. Finally, I wrote in that same entry, “I noticed some of the boys were talking to their neighbors as well as some students were not sitting on their bottoms” (Feb. 27-Mar. 02: Appendix G).

*Claim B: One way to increase engagement during whole group instruction is to use the scoreboard game for a limited amount of time.*

*The Whole Brain Teaching* website introduced me to the scoreboard game that is supposed to help motivate students to be engaged in order to receive their reward (Biffle, 2012). While researching more about the scoreboard game, I came across a different version in the magazine, *The Mailbox*, that acknowledges good behavior by giving students two points (The Education Center, 2012). Reading about both scoreboards allowed me incorporate a scoreboard in my classroom that used components from each source.

The first week I implemented the scoreboard game, I wrote in my reflection
journal, “As the days go by, the scoreboard game gets more successful because my students have been beating me each day” (Feb. 20 – Feb. 24: Appendix G). Additionally, I wrote, “Since my students were beating me each day, it shows me that my students are listening more, not talking, and facing the speaker during instruction. I watched my students closely when I taught because if I saw them not doing something they were supposed to be doing, I would give a point to me immediately” (Feb. 20-Feb. 24: Appendix G). I saw an increase in eye contact, less talking, more participation, facing the speaker, and maintaining personal space. When a student gave me a point, I recorded that I would see “a lot of mouth’s drop and students cross their arms” (Feb. 20-Feb. 24: Appendix G). Since my students won every day that week, it showed me that the engagement during instruction was increased.

Other data that led to this claim was by videoing taping lessons where I reminded my students of the scoreboard and lessons where I did not remind them of the scoreboard. For one lesson, I started by reminding my students of the score on the scoreboard. During that six-minute lesson, I coded two instances when students were talking, and two instances when I saw students not making eye contact with the speaker. Then, I compared this timeline to a timeline I created for another lesson when I did not remind my students of the score. On this second timeline, I coded three times for no eye contact and three times for talking. Throughout both timelines, participation was high and all students were facing the speaker and maintaining personal space. Since there were fewer students talking and more students making eye contact in the first video, I concluded that the scoreboard game increased student engagement during
Finally, the last way I collected data to prove that the scoreboard game increased engagement was by conducting systematic observations (see Appendix L). I did a systematic observation during sharing before I started the scoreboard game. In this observation, there were three instances when students were not making eye contact with the speaker, six instances of students talking, and four instances when students were not facing the speaker. After implementing the scoreboard, I created the rule that if students are listening to their classmates and not talking throughout the entire sharing time, they will get a point. However, if they did not follow this rule, they would give me a point. While using this rule during morning meeting, there was only one instance when a student did not have eye contact, two instances when students were talking, and one instance when a student was not facing the speaker. These systematic observations showed me that applying the scoreboard to morning meeting does increase student engagement.

Claim C: Researching and utilizing multiple resources allowed me to determine effective classroom management strategies.

One of my inquiry sub-questions focused on what I could do as the teacher to increase student engagement during instruction. As a novice teacher, I was not equipped with that “bag of tricks” my mentor and supervisor would talk about. This is why classroom management was a focus area of mine since the beginning of the year. Therefore, coming into this inquiry, I hoped that using educational books, veteran teachers, and reflecting on strategies would help me develop a variety of effective
tools.

One resource I used for my inquiry was educational books. One book I used to learn more about nonverbal cues was *Principles of Classroom Management* by James Levin and James F. Nolan. The authors explained that the purpose of using remedial interventions is to redirect the student to an appropriate behavior. Redirecting a student to an appropriate behavior will help them become reengaged in the activities (Levin and Nolan, 2010). From this resource, I was able to learn about different nonverbal cues and included those cues on a chart to keep track of which ones I used (see Appendix I). The cues I used most were eye contact, touch inference, and an open hand to stop a student from calling out. Researching and learning about nonverbal cues allowed me to incorporate them into my lessons when I noticed a student not being engaged.

Another source I have used throughout my inquiry as well as this year was my Professional Development Associate (PDA) who is a veteran second grade teacher. My PDA has been a powerful resource that has provided me with strategies on classroom management. One strategy she has suggested all year was setting expectations. It is important to set expectations during whole and small group instruction so that my students know exactly what is expected of them. The lesson I videotaped that showed how my students behaved with and without expectations set at the beginning helped me realize the importance of them. I also created and displayed a poster with the expectations of our class. My students brainstormed possible expectations, and we agreed on four. Then, I wrote the four expectations on a poster and hung it up on the whiteboard for students to refer back to. I learned about this strategy from *Managing*
Challenging Behaviors in Schools. Displaying and modeling expectations help students understand the expectations right from the beginning (Lane, 2011).

The final way I have learned about and used management strategies is by reflecting on them in my journal. After each week, I wrote a reflection on how the management strategies went, what was successful, and if I would use it again. One strategy I reflected on was using nonverbal cues. I wrote in my journal, “Using nonverbal cues help me to not interrupt what I am saying in my lesson but still decrease any disruptive behavior in my classroom” (Mar. 27-Mar. 30: Appendix G). Additionally, I used eye contact the most and found it was more successful when I maintained the contact for a long period of time instead of just glancing at my students. I reflected in my journal that, “I noticed I used a lot of eye contact but instead of quickly glancing at my students, I would stare for a while until their behavior stopped. Eye contact definitely worked for most of my students because I only had to look once and they were back on track” (Mar. 19-Mar. 23: Appendix G). I also found success when using touch inference in a small group setting. I wrote that, “This worked really well because I was close enough to the student to give a simple touch on the hand and they went back to reading or writing” (Mar. 19-Mar. 23: Appendix G).

Reflections and Future Practice

One idea I took away from this inquiry is that I would have liked more time to try out other classroom management techniques. I originally planned on using multiple strategies such as a treasure hunt, angry bird method, verbal cues, using total participation techniques, and giving out tickets and stickers. However, as the weeks
went on, the time I had to try out these techniques seemed to disappear, leaving me with a limited amount of time to apply techniques in my classroom. Therefore, if I could change one thing about my inquiry, I would definitely start it earlier within the year to be able to explore more classroom management techniques. Even though the data collection for my PDS inquiry has concluded, I hope to continue trying out management techniques throughout the rest of the school year.

Another idea I took away and learned from this project is that students will lose interest and motivation for some classroom management techniques if it is implemented too long. I saw this with the scoreboard game. The incentive of the game decrease after my students received their first reward because my students started losing to me on several occasions. Now that I know the scoreboard game is a great classroom management technique to use for a limited period of time, I will implement a different technique after my students receive their first reward.

After learning that my students are more successful on the rug, I plan to have my students sit there rather than at their desks during instruction. However, how they sit on the rug will vary since the data I collected indicated that sitting in a circle and sitting in rows were very close in numbers. Whether my students sit in rows or in a circle will depend on what type of lesson I am teaching. Additionally, it would be good to change how my students sit on the rug since, according to my survey, some students prefer sitting in a circle whereas some prefer sitting in a row.

For my future practice, I would really like to incorporate using total participation techniques (TPT’s) in my classroom. In the book *Total Participation Techniques*, the author states the number one reason for disengagement is boredom.
Therefore, in order to improve teaching and learning, using TPT’s are the quickest, simplest, and most effective technique to use (Himmele & Himmele, 2011). I have used some of TPT’s such as think-pair-shares, but I would like to implement more hold-ups or involving movement to increase engagement and eliminate the potential for boredom in my classroom.
References


Appendix A – Inquiry Brief

Context:

In my 1\textsuperscript{st} and 2\textsuperscript{nd} multiage classroom, there are twenty students: ten first graders and ten second graders. Of those twenty students, there are eleven males and nine females. Three of my students are ESL (English as a Second Language) students: one female is from China, one male is from Egypt, and the other male is from Turkey. I have one student who receives occupational therapy and two students who participate in learning enrichment. I have three Response to Intervention (RTI) students at the strategic level or Tier 2. RTI is a program that provides early intervention and effective instruction for students who are at some level of risk for not meeting academic expectations. Four of my students are new to Park Forest. One female student came from Tennessee, one male student came from another school within the district, another male student came from Turkey, and the last female student was homeschooled. Since my classroom is made up of both first and second grade students, I keep all of my second graders for math and receive twelve second graders from another class giving me twenty-two math students. My first graders go to another classroom for first grade math.

The age difference between my students does not affect peer interaction in my classroom. There are some students within my class who exhibit leadership qualities. One male is highly looked up to by the other males in my classroom, yet he struggles getting work done on time. Of the females in my classroom, two students stand out as leaders. Additionally, there have been a few instances when some of the students in my class do not get along, but each time, they have been able to work it out. Among the
females, there is one quiet student who usually plays by herself or plays near the other females but never with them. This same quiet student also exhibits difficulty in focusing during instruction. One of my male students is not quiet but has a hard time interacting with the other males in my classroom. This student’s first language is not English.

Additionally, my class becomes easily distracted during a lesson or an activity. When they become distracted, they have a hard time following directions. Therefore, my class needs constant reminders throughout a lesson or activity. One unique aspect of the physical layout of my classroom is a door that connects my classroom to another 1st and 2nd multiage classroom. To me, this connecting door promotes collaboration and co-teaching between teachers.

**Rationale:**

When I looked at the five wonderings I had brainstormed, I tried to think of which one would benefit and help me in my current classroom as well as in the future. With the help of my mentor and her experience in the educational field along with my Professional Development Assistant (PDA), I decided to choose the question, “How can I increase student engagement and attention during instruction?”

Since the beginning of the year, I have observed my students during a read aloud, a math discussion, or unit time simply not being engaged during instruction. While observing, I noticed some students looking out the window, others playing with their neighbor’s hair, and some holding a conversation with the person next to them. This all became more obvious to me when I was the one doing the teaching. It was
hard for me as a new teacher to implement effective instruction when I did not have my entire class’ attention.

The reason that I want to explore this inquiry is that I feel it has a lot to do with classroom management, an area where I have struggled the most in all year. By doing this inquiry, I hope to improve the engagement of my students along with develop and improve my classroom management skills. Not only will this inquiry be valuable for my current classroom, but it will also be valuable in the future when I find myself in my own classroom with no mentor or PDA. I really appreciate the time I have here in the PDS to better myself in the areas that I struggle with. I hope this inquiry will be beneficial to me in multiple ways.

**Main Wondering:**

How can I increase student engagement and attention during instruction?

**Sub-Questions:**

1. What can I as the teacher do to help my students be more engaged?
2. What does it mean to be engaged?
3. What management tools support student’s engagement and attention?
4. What arrangement during instruction allows for an increase in student engagement and attention?

**Timeline:**

*Week of February 13*
- Revise Inquiry Brief and Annotated Bibliography
- Finalize classroom management techniques I will use for my inquiry
- Conduct systematic observations on the five focus areas of engagement: talking, eye contact, personal space, facing speaker, and participation
- Videotape morning meeting and unit time - attach video to Studiocode

*Week of February 20*
- Continue finding sources to add to my annotated bibliography
- Conduct systematic observations while my students sit in a circle versus in rows – focus on making eye contact, not talking, facing the speaker, participating, and
maintaining personal space.
- Apply classroom management technique: Scoreboard – class earns points for their score each time they follow the rules, are on-task, line up quietly, or are kind and respectful to their classmates. The teacher earns a point if they are not following the rules, lining up quietly, staying on task, or being respectful to their classmates.
- Conduct a survey during centers to all of my students
- Revise inquiry brief and annotated bibliography
- Reflect on the classroom management technique and the week in my inquiry journal

**Week of February 27**
- Videotape the lessons I am teaching: unit, writing, morning meeting, and math: have students sit on the rug for one lesson and have them sit in their seats for another lesson (videotape both)
- Use Studiocode to code the instances when I see my students being engaged (focus on the five areas I chose that define being engaged during instruction)
- Conduct a few interviews with some students based on the answers they put on the survey
- Classroom management technique: continue scoreboard and add a timing game: when my students are lining up, time how long it takes for them to form a quiet and straight line. When my students are called to the rug, time how long it takes them to come to the rug. When my students hear the morning meeting song, time how long it takes them to clean up, approach the rug, and sit quietly waiting morning meeting to start. Each time they beat their previous time, they will receive a point for their class.
- During morning meeting, go over the four main expectations we have in our classroom. I will then make a poster of these to display in the room.
- Use a tennis ball when asking questions during my math lessons
- Reflect on my classroom management technique and the week in my inquiry journal

**Week of March 5 – Spring Break**
- Finish coding the videos I recorded last week.
- Analyze findings on when my students are engaged – determine if there are specific students each time that are not being engaged or if a certain place within the room allows for more engagement or decreases it
- Make the teacher hint chart to use after spring break (resource: Classroom Management)
  - Create a chart that has the expectations of our classroom on them

**Week of March 12**
- Continue videotaping the lessons I teach: this week videotape students sitting in a circle versus in rows during a lesson.
- Studiocode the video and code the instances that demonstrate the five ways my students are showing engagement.
- Classroom management Technique/Engagement: do a quick exercise before
beginning a lesson. Videotape a lesson without exercise before the lesson and videotape a lesson with exercise before the lesson. Studiocode the difference in engagement with or without exercise.
- At the beginning of the week, introduce the angry bird method: pick one student that is the mystery bird (tell students there is one person but really it is everyone) and say that throughout the day the mystery bird will be watched and they will be the only one to give points to the class.
- Reflect on the classroom management technique in my inquiry journal

*Week of March 19*
- Conduct systematic observations while I teach using the checklist I created with the five main focus areas of engagement
- Classroom management techniques: Nonverbal cues (planned ignoring, signal inference, proximity interference, touch interference) Each time I give a nonverbal cue, give a checkmark on the chart to the student I give a nonverbal cue (make a nonverbal chart)
- Analyze data that I have collected thus far from videos, systematic observations, studiocode, and reflections
- Reflect on the classroom management technique and the week in my inquiry journal

*Week of March 26*
- Videotape lessons I teach this week include small group instruction as well.
- Studiocode the instances when I see the five focus areas of engagement
- Classroom management techniques: Verbal cues (positive phrasing, direct appeal, are not for’s, reminder of rules, I-messages) Use the checklist to record the verbal cues I used and for which student – make a checklist
- Start the treasure hunt game for a week—place an X on one end of the board and a magnet on the other end. The goal of the game is to get the magnet to the X. The magnet will be moved if the students are following directions, lining up quietly, not calling out) There will be a reward at the end of the week if students move the magnet to the X – more iPad time, recess or free time Friday
- Analyze data that I have collected thus far from videos, systematic observations, studiocode, and reflections
- Reflect on the classroom management technique and the week in my inquiry journal

*Week of April 2*
- Use TPT strategies to increase engagement during instruction – videotape lessons
  - Hold up cards, think-pair-share, whiteboard splash, thumbs up, mud bug glass.
- Classroom management technique: give out stickers and tickets to those students who demonstrate the five focus areas of engagement.
- Analyze data that I have collected thus far from videos, systematic observations, studiocode, and reflections
- Reflect on the classroom management technique and the week in my inquiry journal
- Inquiry Draft due April 7th

Week of April 9
- Finish videotaping and doing systematic observations
- Work on final paper
- Prepare presentation
- Record final reflections

Week of April 16
- Work on final paper
- Prepare presentation
- Record final reflections

Week of April 23
- Practice for the presentation
- Final inquiry paper – May 1, 2012
- Inquiry paper to Bern - May 20, 2012

Data Collection:

Survey/Interview
- One way I plan to collect data is by issuing a survey to my students. This survey will consist of questions such as, “it is easier for me to do activities before lunch” or “it is easier for me to listen if I am sitting on the rug.” Once I conduct the survey to all of my students, I will review some of the responses that were made and interview a couple of students to see why they chose some of their answers. I will record the interviews using Garageband in order to listen to and analyze the interviews.

Videotaping/Studicode
- Another way I will collect data is by videotaping my lessons. Some of the lessons I plan to videotape are social studies/science, math, some morning meetings, and family journal (writing). After videotaping my lessons, I will attach my video to Studiocode. Once my videos are in Studiocode, I will code the instances when I see my students talking, not making eye contact, not facing the speaker, not keeping personal space, and if and when students are participating.

Systematic Observations
- The next way I will collect data is by doing systematic observations. I have designed a chart on Excel that has my student’s names going down the left side and each of my five focus points for engagement going across the top (talking, eye contact, facing speaker, participation, and personal space). When completing the systematic observations, I will break up the five areas of engagement I want to focus on for each systematic observation. For one lesson, my mentor or PDA will record every two minutes which students are talking and not making eye contact. For another lesson, they will record every two minutes which students are
participating, not facing the speaker, and not maintaining personal space.

Reflections
- The last way I plan to collect data is by reflecting. I have assigned one of my notebooks to be my inquiry journal. In this journal, I will reflect on what I have been doing within the classroom that relate to my inquiry and main wondering. My inquiry journal will include weekly reflections on the different classroom management strategies I have used during the week. I will reflect on what I thought went well this week and what I think I should change. Additionally, my inquiry journal will include some things that have surprised me from the week.
Appendix B – Annotated Bibliography


The Whole Brain Teaching website supplies teachers with numerous tools and strategies to use within their classroom that relate to classroom management. I hope to use this website to implement both attention getters and a reward system that my students will enjoy and cooperate with to help increase engagement during instruction. I plan to use some of the attention getters that require students to respond back to me. For example, if I say classity-class-class, my students will respond with yessity-yess-yes. Additionally, Whole Brain Teaching introduces several games and rewards that teachers can create for their students. One of the classroom management techniques that the Whole Brain Teaching website describes is the scoreboard game. My students will be on one team and I will be on another team. My students try to earn points by listening to the teacher, following directions, staying on-task, respecting their classmates, and lining up quietly. I will earn a point if they do not follow those rules. Whoever has the most points at the end of the day wins.


This source deals with how to engage learners that seem to be disengaged. Within the text, the author provides the readers with multiple strategies to use when trying to engage students. For example, one piece of advice she gave was to make learning unique and interesting to the students along with making it specific to their classroom. This journal article also offers ways to collect data by conducting informal interviews, taking photographs, and using documents. Even though this journal is about middle school students, I will be able to use some of the advice within it for my inquiry in order to help engage my students more. For example, I will conduct interviews based on the responses my students gave on the survey as well as take pictures throughout
my inquiry.


In this resource, the readers are presented with three types of engagement: behavioral, emotional, and cognitive. Additionally, this resource provides ways to measure the three types of behavior. Knowing and understanding the three types of engagement can help me when I am planning ways to increase engagement. Behavioral engagement will be shown in my classroom by participating in all ways. Emotional engagement will be shown by the respect and attitudes my students have for their teachers and classmates. Finally, cognitive behavior will be shown by my student’s willingness and excitement to have discussions and be challenged. This resource also explains how peers, classroom structure, and the tasks completed within the classroom have an effect on student engagement. Furthermore, I will use this source while writing my final inquiry paper to determine which type of engagement I coded in my lessons.


In this source, the author provides 50 strategies that teachers can implement in their classroom to engage their students. Some of these ways include using think-pair-share, group-partner-individual, creating classroom rules, room arrangement, and interest surveys. She focuses on increasing engagement by organizing the classroom, establishing routines, and motivating students. This resource will be helpful for my inquiry because I will be able to use some of the 50 strategies she writes about to increase the engagement in my classroom. When I use one of these strategies, I will be able to reflect on them in my inquiry journal to see if it was successful for my students.

Total Participation Techniques (TPT) provides a variety of ways to engage K-12 students within the classroom. In this book, the authors demonstrate how to create a TPT classroom. It provides the reader with an overview of TPT, a step-by-step instruction of how to implement TPT, and gives suggestions on how to adapt and personalize the techniques. Additionally, this book gives examples from real classrooms that allow teachers to model a lesson that is engaging. Section two of this resource provides the reader with 37 classroom ready TPTs. I will use some of the TPT strategies to try and increase the engagement of my students. Some of the strategies I will use are think-pair-shares, hold-ups, mud-bug-glass, and whiteboard splash.


In the book Managing Challenging Behaviors in School, the author goes over a multitude of topics regarding behaviors in school and what to do as the teacher. The first part of the book goes over classroom management, learning strategies, and how to implement those strategies within the classroom. The first part also explains physical room arrangements, transitions, and approaches to discipline. The second part of Managing Challenging Behaviors in School goes more in depth on how to respond to existing behaviors. For example, this part talks about behavior contracting and self-monitoring. Finally, the last part of this book deals with how to apply the strategies outlined in the book.

Reviewing expectations is a strategy that this book talks about. They recommend not only reviewing them but also having them displayed within the room. I will make a poster that displays the expectations of my classroom. Additionally, this resource has useful information and advice when using non-verbal and verbal cues. This source will be useful for me because it not only provides me with strategies and tools to use in the classroom but also, explains how to apply them in my classroom.

*Classroom Management* provides readers with multiple teaching strategies that help encourage learners to come to school and be engaged while participating in activities. This book emphasizes that classroom management is related to the teacher’s ability to plan and organize lessons/activities, arrange the classroom environment, monitor student progress, and anticipate problems. In chapter five, the author organizes a chart with seven steps to improve students’ attention. This chart is a great teaching hint to use when I am teaching. Therefore, I will make a copy of this chart to have on me when I am teaching.


*Principles of Classroom Management* is a useful tool that is dedicated to helping teachers improve classroom management by providing the readers with multiple strategies and techniques to use during instruction. Within this book, there are chapters on different verbal and nonverbal cues to use while teaching that help limit the amount of disruption that happens during the teaching and learning process. As a part of my classroom management techniques, I will devote one week to using a variety of verbal cues. When I use a verbal cue, I will document which one I used on a chart and reflect on its effectiveness in my journal. The following week, I will repeat the same process but using nonverbal cues instead of verbal cues. Additionally, there are chapters dealing with different philosophical approaches to classroom management and how to structure the environment. This source is similar to my other sources because it too will provide me with different tools to use throughout my inquiry project.

In this article, the authors are trying to use inquiry-based learning with their students while managing the classroom as well. In order to do this, the authors recommend finding a balance between the two. The teacher of this class organized her students into specific groups when they did their science experiments in order to increase on-task behavior. I can use this same strategy on the rug when I am beginning a lesson. Instead of letting my students sit by whoever they want, I can place them in specific spots that will help my students be engaged. After I move my students a few times, I will give them a verbal reminder about making sure they are not sitting by anyone that might distract them instead of me constantly choosing their seat.


This resource focuses on how to engage students within the classroom. It offers multiple tips and guidance to try and increase student engagement in all settings within the classroom. One form of engagement this book highlights is tossing a tennis ball to a student when they answer a question and tossing it back after they answered it. This gets them not only to participate but also helps kinesthetic learners. Furthermore, it can help my students because I will add the expectation that only the student with the tennis ball can talk.


This website is useful for a teacher because it provides them with a lot of strategies and resources to use in their classroom. Along with the website, there is a magazine that comes out every month that can be purchased. In the March magazine, I found the scoreboard management tip. This scoreboard is very similar to the one I found on the *Whole Brain Teaching* website. To apply the scoreboard in my classroom, I used some ideas from this magazine as well.
as some ideas from the *Whole Brain Teaching* website. Another classroom management technique I researched from this website is called treasure hunt. Additionally, I will use stickers and tickets from this magazine to increase engagement in my classroom. These techniques will be used to try and increase student engagement during instruction.
Appendix C – Survey

I always listen to my teacher.

It is easier for me to listen if I am sitting on the rug.

It is easier for me to listen if I am sitting at my desk.

It is easier for me to do activities before lunch.

It is easier for me to do activities after lunch.

When sitting on the rug, I like sitting in a
A. Big Circle
B. Rows

What is your favorite part of the day? Circle one.
A. Centers
B. Math
C. Unit (science and social studies)
D. Family Journals
Appendix D – Quotes from the Interviews

Row
“Doesn’t always work for me to sit in a circle because in K I was talking to other people. It makes me talk more and to the person across from me.
“You can’t see the board, you would have to twist (in a circle). If you’re in rows, everybody can see.”
“I like sitting in rows. We’re taking up more of the rug. I can see the whiteboard better.”

Circle
“it gives me more space in a circle and rows do not have a lot of space. I feel jammed in a row and it is frustrating for me. It also helps me be more comfortable and gets me less distracted.”
“it makes bigger space so you can be in the middle.”

Desk
“when I sit on the carpet, I see people pulling on it and it gets me distracted. I like when you read a book and I sit at my desk.” I would sit at the rug if you want me to sit on the rug.”
“there is not many people that I can talk to. Everybody is there at once (on the rug).
“I can hear properly.”

Rug
“It is kind of easier to hear the teacher and pay attention for me. If was sitting by my friends, I would move. I like sitting in a circle because you are in assigned seats and you aren’t near friends.”
“It hurts to sit in a desk because I always kick a ball. It is more comfortable and softer.”

Both rug and desk
“Sometimes there is people talking to me while I am at my desk and on the rug sometimes it is quiet. Where sometimes people are talking to me on the rug and then nobody are talking to me at the desk. We should tell everyone to be quiet so we can concentrate on the work that we are trying to do or listening to the teacher. We can do the quiet game on the rug then you can start talking while the quiet game is going on.”

Before Lunch
“More fun in the morning to do activities because you get to do math and centers”
“When I relax, I don’t want to do work. Lunch is a relax time for me.”

After lunch
“when you’re really really hungry you have to hold it until the activities done.”
“I have all the energy inside. My lunch gave me the energy. I don’t have a lot of energy in my body before lunch.”
# Appendix E – Systematic Observation

**Systematic Observations**

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<th>C</th>
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<td>Participation</td>
<td>Facing Speaker</td>
<td>Personal Space</td>
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</table>

Math - Weds, 28 Rows
Appendix F – Timelines (Studiocode)

Circle

Rows
Desks

Exercise
Appendix G – Reflection Journal

February 20 – February 24

On Monday, I introduced the scoreboard game to my students. I explained what it was to them and some of the ways I thought we could earn points. Then, I opened it up to them on some ways they thought they can earn points and how I can earn points. After we came up with how to earn points, we moved on to establishing a reward. I put five rewards my students came up with on the board and at centers, each student voted by writing their answer on a piece of paper. I counted up the votes and a PJ and stuffed animal party won. The majority of my students were smiling and cheering about the reward. Some of the boy had frowns on their face because it was not the reward they picked. I made a point to say that once we get this reward, we can pick another one. On Monday, my students tied with me meaning no points were added but at the end of the day, some students asked me if we could do this game tomorrow and I said yes until we get our reward, they seemed excited because they yelled, smiled, and ran to other students to tell them.

As the days go by, the SB game gets more successful because I never won a single game. Whenever I give points to myself, I see a lot of students mouth drop and their arms cross making them seem mad. However, when I tell a student to give a point to their class, they run to the board and smile. The rest of the class whisper about getting a point.

Since my students were beating me each day, it shows me that my students are listening more during instruction. I watched my students closely when I taught because if I saw them not doing something they were suppose to be doing, I would give a point to me immediately. For the most part, I only had to talk to my students once but one student continued to not listen. At the end of the week, my students were on their way to receiving the 50 points they needed for their reward.

February 27 – March 2

My students continued to earn points for their class this week. I never won a single game during these two weeks, which means that my students were doing what they were supposed to be doing and better. They received their reward on Thursday of this week so we came up with another total to of 100 points as well as another reward. We voted the same way we did last time.

Additionally, I tried using the timing management technique this week, which meant I would time how long it took for my students to come to the carpet and line up in the hallway. Lining up in the hallway was very successful because we’ve been doing that for a while. This time instead of putting it towards iPads, I would add a point to their score. I really did not like the timing activity.

I also tried using a tennis ball in math class with my second graders because having something to hold can increase engagement according to Jims wife. However, even though I set expectations that the ball is not to be thrown in the air, I still had students doing that. I even repeated that expectations two times
during my 10 minutes whole group lesson. If I use it again, I need to make sure my students understand completely that they are not to throw the tennis ball. I did noticed that my students were looking at me when I talked and raised their hand when I asked a question.

On Friday, I taught a lesson with my students sitting at their desks. For some students, this was new to them because we really do not sit at our desks often. While teaching, I tried to make mental notes of what my students were doing. I noticed a lot of students playing with items in their desk, which meant that their eyes were not on me. Some students were also playing with their nametags. Additionally, I saw that a lot of students had their backs to me. I never told them to turn their chair to face me so they never did. I noticed some of the boys who always talk talking to their neighbors as well as some students not sitting on their bottoms. Teaching a lesson while my students sat at their desks was weird for me because I felt so far away from them. Even though I was standing at the end of the carpet, I still thought the students in the back were too far. It made managing my students and their behaviors harder for me.

March 19 - March 23

This week, those four students continued to be on their own chart. One student improved this week and only got one check all week. Two students got the same amount of checks as they did the last week. My students won all five days but only 3 or 4 points each day making their total rise slowly.

Additionally, we decided to give those four boys less time in the pit than the rest of their class. If they improve their behavior we will add more time on but not give them the full amount of time.

I also tried to use nonverbal cues this week. I noticed I used a lot of eye contact but instead of quickly glancing at my students, I would stare for a while until their behavior stopped. Eye contact definitely worked for most of my students because I only had to look once and they were back on track. For one boy though, I had to use eye contact and then verbal contact before giving him a check. In my small group, I used a lot of touch inference. This worked really well because I was close enough to the student to give a simple touch on the hand and they went back to reading or writing. When I saw them starting to lose attention, I would rest my hand on their arm or hand and they went back to giving me eye contact and not talking. This would also help get them to face the speaker if they were not. I could give them a touch on the hand and still continue with my lesson so it did not interrupt what I was saying.

I chose to not review expectations with my student since we had done it all last week and have the poster displayed around the room. I realize this was a mistake because for four day, my students gave me points on the scoreboard because they were talking and not listening to their classmates share. Additionally, I let my students eat their snack without any reminders and this was chaos. My students were up walking around and yelling across the room. Finally, on Thursday, I reminded them of the expectations of snack time and they were all sitting in their seats and talking quietly.
March 27 - March 30

My students are still trying to reach their total. They are at 79 and only need 21 more until they get their reward. This week they lost on Monday when I was not there. However the other four days when I was there, they won. I still continued to use nonverbal cues. This week I shut off the lights sometimes in order to grab my students attention. I m not sure this was effective for all of my students. Some of the boy did not seem to noticed and continued talking. I also used point inference and I liked this because it was simple, quick, and efficient with my students. I noticed myself giving them eye contact as well as pointing. This was also effective in small and whole group lessons. My students would see my point and stop talking to their neighbor. Using nonverbal cues help me to not interrupt what I am saying in my lesson but still decrease any disruptive behavior in my classroom. Additionally, I believe that the nonverbal cue I used was dependent on what behavior I was trying to stop. Touch inference was better for a small group. Ignoring a behavior was powerful for a small behavior being done but not for those who were talking to their neighbors.

This week, I taught a lesson with my students sitting at their desks. I noticed very similar things to the ones I describe at the beginning of the month. This time I was reading a book though. However, students only looked up at me when I showed them a picture. One student started talking to his neighbor but that students told him to be quiet. This time, I did see a few students turn their chairs to face me without me telling them.
Appendix H - Scoreboard

![Scoreboard Image]
## Appendix I - Nonverbal Chart

<table>
<thead>
<tr>
<th><strong>Nonverbal Cues</strong></th>
<th><strong>How Many Times I Used This Cue</strong></th>
<th><strong>Effectiveness</strong></th>
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<tbody>
<tr>
<td>Ignore a Behavior</td>
<td>11</td>
<td>- I was able to ignore a few behaviors such as calling out but talking to others and rolling on floor wouldn't stop.</td>
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<tr>
<td>Proximity Inference</td>
<td></td>
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<tr>
<td>Touch Inference (small grip)</td>
<td></td>
<td>- Gets students back on track simple and easy cue to use in small gaps.</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>11/11</td>
<td>- Successful when I give them a good teaching gaze - good for whole/small group.</td>
</tr>
<tr>
<td>Pointing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaking Head</td>
<td>111</td>
<td>- Used with eye contact.</td>
</tr>
<tr>
<td>Open Hand to Stop a Student from Calling Out</td>
<td>11/1</td>
<td>- My students always interrupt me when I'm talking and open hand helps get my message across - ignoring does not.</td>
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<tr>
<td>With-it-ness</td>
<td></td>
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<tr>
<td>Overlapping</td>
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Example of overlapping: attending to two matters at the same time
Appendix J - Expectation Poster

1. Be Respectful
2. Eyes Ears on Speaker
3. Raise your hand
4. Hands and Feet to Self
Appendix K - Scoreboard Timelines
Appendix L - Scoreboard Systematic Observations

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Systematic Observations

- Used for claim 2

- Circle
- Audience