Increasing Communication in 5th Grade:

The impact of communication on student learning

Kaitlyn Dussinger
5th Grade Intern
State College Area School District / Penn State University
Professional Development School

Teacher Inquiry – April 2012

kaitlyndussinger@gmail.com
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>4</td>
</tr>
<tr>
<td>Context</td>
<td>5</td>
</tr>
<tr>
<td>Wonderings</td>
<td>6</td>
</tr>
<tr>
<td>Main Wondering</td>
<td>7</td>
</tr>
<tr>
<td>Sub-Wonderings</td>
<td>7</td>
</tr>
<tr>
<td>Data Collection</td>
<td>7</td>
</tr>
<tr>
<td>Before</td>
<td>7</td>
</tr>
<tr>
<td>During</td>
<td>9</td>
</tr>
<tr>
<td>After</td>
<td>10</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>10</td>
</tr>
<tr>
<td>Explanations of Findings</td>
<td>10</td>
</tr>
<tr>
<td>Claim 1 &amp; Evidence</td>
<td>13</td>
</tr>
<tr>
<td>Claim 2 &amp; Evidence</td>
<td>15</td>
</tr>
<tr>
<td>Claim 3 &amp; Evidence</td>
<td>16</td>
</tr>
<tr>
<td>Reflection and Implications for Future Practice</td>
<td>18</td>
</tr>
</tbody>
</table>
Appendices

A. Inquiry Brief .................................................................22
B. Annotated Bibliography...................................................28
C. Observation Sheet ............................................................32
D. Survey #1 .................................................................32
E. Student Views on Interruptions ........................................38
F. Student Views on Communication ....................................39
G. Wordles based on Survey Data .......................................40
H. Empty Point Chart ......................................................41
I. Point System Stipulations ...............................................41
J. Survey #2 .................................................................42
K. Filled Point System Sheets ............................................47
L. Analyzed Data from Reading Groups ...............................47
M. Studiocode Data on Reading Groups ...............................48
Abstract

Positive communication skills in the classroom are of the utmost importance, especially in our collaborative context where co-teaching between two 5th grade classrooms is an everyday occurrence. Based on observations of social interactions among students, I wondered what impact this was having on the students’ communication and ability to be fully engaged in instruction. I also wondered about the students’ perspectives on communication and what the best way might be to enhance communication in two 5th grade, co-taught classrooms. With student voice as a driving force, I, with the support and collaboration of my mentors, established a means to help increase positive communication in the classrooms.
Context
This year as a Professional Development School Intern, I am in a unique teaching environment. I am a shared intern between two fifth grade classrooms. While the students are split up into two separate classrooms, my students often find themselves mixed together or learning in an environment with both classes together. With an open door between both rooms that links them together, my students have the ability to benefit from the co-teaching of my mentors. The students can be found working together in whole group, small group, and individual class instruction. Each subject lends itself to the opportunity for each student to work with his or her peers in a variety of different settings and group environments. Additionally, my opportunity to work with both rooms either together or individually involves thinking about each student’s ability levels and needs.

I have forty-seven students between my two classrooms this year. There are 29 girls and 18 boys. My classes are relatively evenly spread out when it comes to academic levels. Many of the students are at or above grade level. There are six students who are of lower achievement. There are 15 students that are of high academic achievement in both math and language arts. Many of them attend learning enrichment classes once a week. Three of my students receive autistic support. One student has a paraprofessional with him all day and the other two have paraprofessional support for writing instruction. Three students receive Title 1 reading support. Three students have Attention Deficit Hyperactivity Disorder (ADHD). Two of my students go to speech therapy.

The classes are made up of predominantly white students with three Asian American students and one student from the Ukraine. The Ukrainian student and two of the Asian student attend English as a Second Language (ESL) each day.
Each of the forty-seven students also takes on different roles in the classroom in terms of social and behavior qualities. My classes are very social and have few behavior issues because of this. They are often found talking with friends at all times of the day when they should be and when they should be engaged in a lesson. That being said, the classes do get along very well though. Many of the students have been in class together for the past few years. Some of the girls have very close friendships. There are a few sets of friends, both girls and boys, who are usually together. Overall, there are a lot of close friendships between both the girls and boys in the class.

Many of the students are very friendly with each other, and there is not a person who is without a friend or someone with whom they can hang out with at recess or with whom they can sit with at lunch. Many of the students are kind, welcoming, and helpful of each other. There are a few student leaders in the class who serve as role models. Some of these students are quite vocal and the others are more silent leaders, leading by example. Each student brings something different to the class adding to its character.

**Wonderings**

Students in my classrooms are in constant communication. Most of the time, the communication is for academic purposes, but they are also found conversing with each other in more social settings. After observing them in a variety of these social interactions, I became curious about the student’s views on communication and what does productive communication look like. I originally focused on small group interactions and the way students communicate with each other in those types of settings. As my inquiry evolved, I began to focus on communication as a whole during full class
interactions. Since the 5th graders will be transitioning into the middle school next year, I felt that communication and encouraging positive communication would be very beneficial for them in the long run. I began to wonder what impact their communication skills were having on their ability to interact in both an academic and social settings.

**Main Wondering:**

What are the key components of communication that impact student learning and interactions in the classroom?

**Sub-Wonderings:**

- What do these students believe about communication?
- How do these students feel about interruptions?
- What are the key aspects of productive communication according to these teachers and these students?
- Do students’ ideas about productive interactions match teacher’s ideas about the same?

**Data Collection**

**Before**

My original question was focused on communication in small groups. The students work in small groups during reading and weekly math rotations. Additionally, they work in small groups during science and social studies. I began by taking data on small group interactions during reading and Friday math rotations. I picked these subjects because those are the times when I am working in small groups with the students. I was able to see a wide range of students during each subject. In order to collect data on the group interactions, I wore a Bluetooth headset to take video of the students. After videotaping, I used Studiocode to code various items. Early in data collection, I looked at the number of times the students approached me for help or called out my name. Later, I
coded interruptions in order to see how many times the students were interrupting a teacher or their fellow students. I set up a code for both student-to-student and student-to-teacher interruptions. Interruptions became a main focus because the number of interruptions was so high. I was curious to see when interruptions were taken place and if it was more common for one group of students over another or specific students and not others. The interruptions were impacting the conversation in a negative way.

Systematic observational data was taken during small group work as well. A diagram of the small group (with each student listed) was drawn and data was taken on student interactions as well as interruptions. It was noted who was talking when and if the interruption was positive and on task or negative and off task (see Appendix C). Off task was defined as a question or comment that did not relate to the topic at hand or a behavior that was unfocused on the group. On task questions or comments were those that were on topic and moved the conversation forward. On task behavior was defined as paying attention and thoughtfully participating in the group discussion by listening and commenting at an appropriate time.

As the inquiry continued, my wondering changed from a small group focus to whole group communication. With a busy week of PSSA testing, Spring Break, and changing of units with limited small group work, my students began working in more whole group settings. My wondering changed based on the observations and interactions of my students within their individual classrooms and when both classes were together as one whole group. In working with so many students on a daily basis between both classrooms, I realized that gathering data during whole group interactions would be important as well.
With whole group as a focus, the next step was to continue taking video and Studiocoding, but also to get student input and voice about their views on communication and interruptions in the classroom. I developed and administered a survey via Google forms (Appendix D). The survey was to see if my wondering and concerns about communication in the classroom matched the students.

\textit{During}

Originally, I planned to collect data by implementing communication strategies or using different protocols in small groups. When the focus switched to communication in general and the hectic 5\textsuperscript{th} grade schedule turned to Pennsylvania System of School Assessment Testing (PSSAs) and spring break, data was collected more in the form of informal observations and student conversations related to communication. Survey data of the students’ opinions on communication (Appendix E) and interruptions (Appendix F) were presented to the students in the form of a word document and Wordles (Appendix G).

The students, my mentors, and myself agreed that that a modified party point system (the students can earn party points for positive behavior or lose points too) would be put into place to encourage positive and productive communication. Data was taken in the form of a chart (Appendix H) that would be posted on the board. In addition, an explanation of how and why points would be deducted (Appendix I) was posted. A student could gain or receive individual points and the class could lose points as a whole group as well. Data collection with the point system in place was taken over a three week time period. During that time, video data was taken as well during morning meeting to
relate most closely to the small group video from earlier data. The video was analyzed by means of coding the number of interruptions during the student led morning meeting. Additionally, a student was picked each meeting to keep track of the point chart marking when a rule was broken or gave points when a student encouraged a classmate to listen or pay attention.

After

After the three-week period of the point system implementation and continued conversation about positive communication, I administered another Google form survey to get student feedback on the point system and its effect thus far on communication in the classroom. The students were asked a series of multiple choice and open-ended questions (Appendix J).

Data Analysis

Data taken during my inquiry was analyzed at various times during the inquiry process. Originally, I was looking at interruptions in small groups. I wondered when the interruptions were happening, who was interrupting the most, and if it was happening at the same rate between groups of students. In looking at and analyzing videos, I found that some groups of students had more interruptions than others. Additionally, I found that students who had peers encouraging them to stay on task and participate in the discussion had more positive communication than those who did not. Positive communication can be defined as listening, taking turns, and adding on task comments to the group discussion. This led me to wonder about expectations set up at the beginning of each
group interaction depending on the specific group of students. Data analysis of video also helped me to see the importance of student placement in groups. For example, I found that certain students were more productive in the conversation when not seated next to a certain person. I realized more than ever how many factors really impact student communication in the classroom. These factors include physical location, group expectations, the nature of the material, and the teacher’s actions. In watching the video, I realized how my own actions as a group facilitator impact student communication. I found that there were times when I would give in to the person who would interrupt or call out. I would not always call on the person who was raising his or her hand. I also found that I did not explicitly set expectations for hand raising or calling out.

Additionally, while I was facilitating the groups, the students (in some cases) did not need me to be calling on each of them individually to move the discussion along. In reading groups for instance, having an open conversation as a group would have been the most productive if expectations were set and all of us were on the same page about each person’s individual role in the group. In looking back at the videos, I was able to see this may have added to the groups’ communication or lack thereof as a whole.

After analyzing data on small groups (and with the impact of our classroom schedule), I began to focus more on whole group communication. I analyzed the students survey data by picking out common themes and listing them out on a word document (Appendix E and F). I was able to see common themes. I presented that data to the students to get their feedback. Using the students’ voice as a major factor in what to do next, we talked about what could be done about the responses. I also placed that data into several Wordles (Appendix G) to see what key words were mentioned the most
frequently. From the Wordle, it was easy to see words like “frustrated,” “mad,” “annoyed,” and “angry” in terms of students’ feelings towards interruptions. I was able to see that the students were frustrated with a lack of communication in the form of interruptions and people talking over each other. The common themes among the students led me to compare and analyze what each of the students had to say as part of their surveys. I looked at themes among students in order to examine students who exhibit similar academic and behavior qualities. I was curious to see if they were saying the same types of things. I noticed that the students who typically exhibit good behavior were focused on the way they felt in the sense that they felt others did not care when they were interrupted. On the other hand, students who may exhibit behavior that needs improvement were more focused on the fact that interruptions make them feel angry or upset. It was interesting to see this contrast, and I wonder if these differences would come out with further questioning.

Based on student responses and our full class discussion (both classrooms together) on the survey results, we decided as a group it would be best to implement some kind of accountability system. The group decided on a modified party point system to encourage everyone to become accountable for themselves as individuals and also to encourage the class to work together towards positive and productive communication. I analyzed the data from the point system by comparing both classrooms to each other and also by comparing the points of each individual student. I was able to see who was losing points the most and who was gaining points (Appendix K).

With the point system in place, I began to pay more attention to student interactions during morning meeting. I picked morning meeting because this is an area
that many of the students noted on the first survey as a time during the day when they felt the most interruptions occurred. Additionally, our morning meetings are student run and an overall goal for the kids is to get them to work on communication skills in all settings—not only when a teacher is leading in a school setting. After video was recorded during morning meeting, I was able to analyze the amount of interruptions using Studiocode and compare that data to the amount of interruptions that were happening earlier in the year.

I compared the data from the post survey noting common themes among students and areas in which they feel the point system and our conversations about communication have helped the most. The post survey data was analyzed in order to see the progress that has been made from the students’ perspective. Common themes were selected. Additionally, an overall rating of the point system was tallied as well based on student response. The post survey was analyzed in order to see what has worked well so far and what areas may still need improvement in terms of communication in the classroom.

**Explanation of Findings**

**Claim 1**

Positive communication skills increased during student led morning meeting as a result of talking about issues and the implementation of a communication accountability point system.

**Evidence**

Morning meeting has been student led since the beginning of the year. The students have a sign up sheet at the front of the room. On mornings when we have morning meeting, someone takes on the role as leader (has the board and control of the talking ball) and
another student keeps time. When our point system was introduced, I had a student in charge of keeping track of who gains and receives points as well. All students were aware of the expectations of morning meeting. Earlier in the year, morning meeting would often end early because the students would get too loud or begin to argue with each other about whose turn it was to talk. The talking ball was not used as affectively as it could have been and there was a bit of a fight for a voice to talk while others listened and responded accordingly. Interruptions were too numerous in number to count. With the point system in place and after students had voiced their opinions to the group about frustrations about the extra talkativeness and interruptions in morning meeting, morning meeting began to run more smoothly than ever. Yes, there were the occasional interruptions, but overall, the meetings were far more productive. For example, after coding a morning meeting in studio code a week after the point system was in place, there were only 25 short interruptions during a 15-minute morning meeting (Appendix M). The interruptions were also seen during transition times between one student’s completion of presenting and another student’s start. So, the interruptions were rarely occurring while another student was talking. Additionally, the talking ball was being used effectively. At one point, the ball was not with the person who was talking and another student commented about it, so the ball was given to the appropriate person. The students became more aware and involved in the topic the person presenting was talking about. The ball was passed around to ask questions in response or comment on the current presenters topic. The students became thoughtful and aware of their own actions and how they affect others during morning meeting.
In the case of morning meeting, there is a set role for a timekeeper, point tracker, and leader. The expectations for morning meeting were set at the beginning of the year and revisited again especially with the focus on positive communication. As evidence from the videos showed, interruptions were at an all time low during morning meeting and the students were thoughtfully listening and responding to each other using the positive communication techniques that had been discussed.

Claim 2

**Expectations must be set for each individual group in order to have productive communication among all students.**

*Evidence*

After looking at coded video data from a variety of group interactions including small group, whole group, and mixed class interactions, it is evident that productive communication occurs most often when clear expectations set. For example and as noted above in claim 1, morning meeting has a very clear set of expectations including specific roles and a talking item. On the other hand, it became apparent that I do not always set clear expectations before a reading group or math lesson. Is it okay to just call out during the conversation or is hand raising necessary?

In looking at interruption data from one small group to another during reading groups (Appendix L) and Studiocode data (Appendix M), I found that one group was more productive with communication than another. Group A would talk over each other, and a few students dominated the group. Some felt they had to raise their hand and others did not. In Group B, the students communicated much more productively with limited off
task interruptions. These students encouraged each other to add to the discussion and supported each other. At one point, one of the boys in the group turned to his friend and said, “Get in the conversation.” The friend gave a quick laugh and was then more productively involved. In the case of these two groups, Group A needed more guidance and expectations for a more successful interaction while Group B was more productive, but could have fared a bit better with more explicit expectations.

Additionally, a student survey answer supports this claim as well. When asked for suggestions of how to improve communication, she said, “Maybe it would be helpful if some people raised their hands before they talked. Some people in our classes don't raise their hands before they talk.” This is coming from a student who typically does raise her hand in class even if she may not need to do so. Her response and evidence from the video shows that I may need to be more explicit with expectations based on each individual group or from subject to subject in order to help increase the positive communication that has been seen in areas such as morning meeting.

Claim 3

Most students do value positive and productive communication in the classroom.

Evidence

Survey data (pre and post point system) and class discussion about communication showed that students do value positive and productive communication. The original survey data showed a general frustration with interruptions (Appendix D). Many of the students noted that they felt “annoyed,” “angry,” or “frustrated” when
interrupted. One student even said she “felt like no one cares.” Overall, the data from the survey responses showed a general frustration with interruptions in the classroom. Additionally, the survey data showed that students are aware of communication strategies like “listening,” “sharing ideas,” “cooperating,” and “understanding.”

The students were always eager to voice their ideas about communication and interruptions; however their words did not always match their actions. So, while they may value positive communication, it was not always explicitly demonstrated. However, based on their survey responses in the pre and post survey, it is evident that they would most prefer positive communication. The students in the second survey (Appendix E) did offer ideas and thoughts on the new point system. Half of the students believe that it is helping with communication and the other half do not. Based on their thoughtful responses, I can see that some are still frustrated by the amount of talking or interruptions. Additionally, the students who are typically the ones using positive communication are frustrated when they lose class points. One student said, “I feel very frustrated because sometimes even after you take a point from everyone they still talk.” Another student responded by saying, “I feel aggravated because I know that it wasn't me talking, but I lose points anyways. It is really frustrating when YOU know that you had a perfect day but instead you lose points because most of the class was talking loudly and continued to talk even though they were told to stop.” As evidenced by the student responses, many of the students truly value communication and are frustrated with classmates if the whole class must suffer the consequences. The point system is not perfect, but it was designed as a starting point to help students be more accountable and realize how their actions impact each other. From the survey responses and student
actions in class, it is clear that most of the students do value communication in the classroom and are on board to work towards finding ways to increase communication in our two classrooms.

**Reflections and Implications for Future Practice**

Through this inquiry process, I have learned a lot about my students as learners and myself as a teacher. In working with over 45 students on a daily basis, I learned more than ever the importance of getting to know each and every one of them as individuals. There is no one set strategy or process that fits for each student. However, I did come to find that communication in the classroom is a skill that is beneficial for all students in terms of behavior, academics, and social interaction. I also discovered that students do value positive communication. They want to have a voice and know that their voice is being heard. Encouraging active listening strategies and group communication skills impact many lessons and group interactions in a positive way. Additionally, just getting students to have the conversation and get them discussing communication has an impact as well.

My fifth grade students were eager and willing to talk about the situation in our classroom. When the subject of a lack of communication was brought up, many of them were very willing to voice their thoughts and suggestions about what could be done. However, I did find that some of their words did not always match their actions. It is not enough just to say that you do value communication; you have to show it too. I am still wondering how to help them transfer what they have to say and really put it into action.

Through this process, I learned more that student voice is of the utmost importance in the classroom. In going straight to the students and helping them to all be
on the same page, they became accountable for their own positive communication in the classroom. While the point system was teacher established, we did take student voice into consideration. We made sure that they were all on board with the system and asked for suggestions. So, in the instance of morning meeting, which is already student run, the students truly became accountable for themselves and for each other. While each student became more aware of their own communication, we all realized that the class as a whole is a team. When one member of the team fails to communicate productively, it affects the entire group. On the other hand, I learned that it is not always fair to hold the class accountable for other students’ actions. From the post point system survey, I learned that many of the students who already possess positive communication skills were frustrated with the point system in that they were losing points on account of their classmates not cooperating. I can understand where they are coming from, and would like to modify the system accordingly or try something new. However, I wonder how I could get these students to express themselves in a positive way to the class? In using their positive actions as an example, the rest of the class can get a model of productive communication. The class is a team. While each student is an individual, communication is not a singular action. This inquiry has helped me to discover and question the best way to utilize all student personalities in order to model and increase positive and productive communication.

Additionally, I learned about my own teaching and practice. I found that the use of video is not only productive for data collection, but it is also helpful for reflecting on a lesson and on my own teaching. Through the use of video, I was able to really reflect on how a lesson went by looking at student reactions. It also helped to look at grouping by
answering questions about group dynamics and the way the students are acting towards one another. I was able to see the impact of their interactions as well as the impact of my actions as the teacher. A future wondering I have as a result is how exactly does both teacher and student interactions impact communication and does one have more of an influence or impact than another? For example, does a teacher encouraging students to communicate productively and in a positive way have more of an impact than a student to student interaction where one encourages the other to be more positively engaged and communicating productively?

I also began to wonder more about student groups and if this particular group of students is chattier than most. Are there some groups of students that when put together they are bound to engage in more social behavior than others? Is the impact of communication different from year to year among 5th grade students? What would communication look like in younger grades? I would be curious to gather data on communication in lower grades by asking them similar yet modified questions to the ones I asked my students in both the initial and post survey.

Overall, I still have a lot of questions about student communication and ways to really increase positive communication in classrooms. I feel that my inquiry answered some of my original questions, and I am pleased that my students are starting to think more about communication and its impact. I do wonder if implementing a communication system from the start of the school year or having a talk about positive and productive communication would have an impact on the communication in the classroom? I hope to continue to work with them over the next few weeks of school to help them understand how to better communicate and not interrupt each other. I strongly
feel that this skill of productive and positive communication will help them greatly as they transition into 6th grade at the middle school.

Through this entire inquiry process, I have come to understand the importance and value in always asking questions and trying to discover new ways to improve my teaching practice to best impact my students. I believe that inquiry will become an integral part in my future teaching especially as a beginning teacher. Through this process, I have learned so much about my students and myself. Inquiry is all about growing, learning, reflecting, and potentially changing. With my inquiry focus on communication, I have truly discovered the value and importance of positive and productive communication in the classroom. I plan to utilize what I learned in my inquiry in my future classrooms by helping students to understand the importance of communication at the beginning of the year. As teachers, we conduct mini inquiries each and every day. Inquiry, after this process, will most definitely become an integral part to my future teaching in order to create the best learning environment for my student and improve my own teaching practice.
Appendix A – Inquiry Brief

Kaitlyn Dussinger
Park Forest Elementary, 5th Grade
Inquiry Brief and Annotated Bibliography

Context –

This year as a Professional Development School Intern, I found myself in a unique teaching environment. I am a shared intern between two fifth grade classrooms. While the students are split up into two separate classrooms, my students often find themselves mixed together or learning in an environment with both classes together. With an open door between both rooms that links them together, my students have the ability to benefit from the co-teaching of my mentors. The students can be found working together in whole group, small group, and individual class instruction. Each subject lends itself to the opportunity for each student to work with his or her peers in a variety of different settings and group environments. Additionally, my opportunity to work with both rooms either together or involves thinking about each student’s ability levels and individual needs.

I have forty-seven students between my two classrooms this year. There are 29 girls and 18 boys. The classes are made up of predominantly white students with three Asian American students and one student from the Ukraine. The Ukrainian student and two of the Asian student attend ESL each day. Three of my students get autistic support. One has a paraprofessional with him all day and the other two have paraprofessional support for writing instruction. Three students are Title 1 for reading. Three students have ADHD. Two of my students go to speech therapy. Five students are considered low
socioeconomic status. Each of the forty-six students also takes on different roles in the classroom in terms of social, behavioral and academic skills.

My classes are relatively evenly spread out when it comes to academic levels. Many of the students are at or above grade level. There are six students who are of lower achievement. There are 15 students that are of high academic achievement in both math and language arts. Many of them attend learning enrichment classes once a week.

My class is very social and has a few behavior issues because of this. They are often found talking and chatting with friends. The class does get along very well though. Many of the students have been in class together for the past few years. Some of the girls have very close friendships. There are a few sets of friends who are often never found apart. There are also groups of boys where this is the case as well. Overall, there are a lot of close friendships between both the girls and boys in the class.

Many of the students are very friendly with each other, and there is not a person who is without a friend or someone with whom they can hang out at recess or with whom they can sit at lunch. Many of the students are kind, welcoming, and helpful of each other. There are a few student leaders in the class who serve as role models. Some of these students are quite vocal and the others are more silent, leading by example.

The various dynamics of my classrooms brings all of the students together as one to create a unique classroom community. Each student brings something different to the class that adds to its character and individuality.
Rationale –

My students are often found working in small group settings, mixed between both classrooms, or working in a whole group. These different settings provide them with a variety of opportunities to communicate and work with each other in a various subjects and classroom settings. After observing and working with the students for the first half of the year, my mentors and I noted that there were a variety of interruptions going on in the classroom. I began to wonder what was causing these interruptions and what were the students’ views on interruptions. In thinking more about interruptions, I came to wonder about communication between students. The students are communicating with each other in all subjects on a daily basis.

As these students are coming to the end of the year and getting ready to move on to sixth grade, I want them to leave as confident as possible in themselves that they have a voice in the classroom that is heard and appreciated. I believe that student communication is very important for not only their learning but also in a more social setting as well. Communication skills will be important as they get older in all aspects of life inside and outside of the classroom. I am curious about their views on communication and how to help them communicate in an academic setting in the most productive manner possible. The question then becomes, what is productive and is a teacher’s definition different or the same as the students? My original wonderings were focused on small group interactions between students. As the inquiry continued, I began to wonder more about communication in general during any setting of the school day. What is communication to students and how can I help them to become better
communicators? After many observations and daily interactions with the students, I truly hope to help them become successful and positive communicators.

Main wondering –

What are the key components of communication that impact student learning and interactions in the classroom?

Sub-questions –

• What does effective communication look and sound like in the classroom?
• What do students believe about communication?
• What will help students to become more aware of communication skills?
• How can students learn to self check their own communication?
• How do students feel about interruptions?
• What are the key aspects of productive communication according to teacher and student?
• Do students’ ideas about productive interactions match teacher’s ideas about the same?

Timeline –

Week 1: January 23- January 27
• Initial wonderings, observations, and questioning

Week 2: January 30 – February 3
• Studio code data on students approaching teacher
• Analyze data
• Keep thinking about wonderings and possible means of collecting data

Week 3: February 6- February 10
• Continue to work on finalizing main wondering and sub-wonderings
• Create survey for students about interruptions and communication
• Administer survey 1 to students via email and google forms
• Studio code interruptions during small group work in reading/writing
• Set up initial matrix for sub-wonderings and data collection
• Collect resources for inquiry

Week 4: February 13 – February 17
• Continue working on setting up matrix for sub-wonderings and data collection
• Continue collecting resources for inquiry
• Analyze student survey data from google form
• Observe students in small group settings in math, science, reading/writing and morning meeting noting interactions (studio code, data collection, etc.)

Week 5: February 20 – February 24
• Observe students in different group settings in math, science, reading/writing and morning meeting noting interactions (studio code, data collection, etc.)
• Plan how to present survey data to students

Week 6: February 27 – March 2
• Observe students in small group settings in math, science, reading/writing and morning meeting noting interactions (studio code, data collection, etc.)
• Collect data on student opinions of group work for that particular lesson
• Present survey data to students, start conversation about communication

Week 7: March 5 – March 9 (Spring Break)
• Analyze survey data, observations, and student responses
• Studio code videos

Week 8: March 12 – March 16 (PSSA’s)
• Limited data collection with PSSA’s
• Student interviews (if time allows)
• Continue to talk about communication,
• Implement point system starting next week

Week 9: March 19 – March 23
• Observe students in small group and whole group settings in math, science, and reading/writing, and morning meeting noting interactions (studio code, data collection, etc.)
• Administer survey 2 to students via email and google forms

Week 10: March 26 – March 30
• Observe students in small group and whole group settings in math, science, reading/writing and morning meeting noting interactions (studio code, data collection, etc.)
• Analyze data and continue working on inquiry draft.

Week 11: April 2 – April 6 (5th Conferences and 6th No School)
• Analyze data and continue working on inquiry draft.

Saturday, April 7th DRAFT of INQUIRY DUE!!

Week 12: April 9th – April 13th (9th Records Day and 10th Conferences)
• Analyze data and continue working on inquiry draft.
• Work on inquiry presentation

Wednesday, April 11th Peer Edit of Inquiry at Seminar Today
Week 13: April 16th – April 20th
• Finalize draft and make corrections
• Work on inquiry presentation
• Practice Inquiry this Week (April 19th at PFE)

Week 14: April 23rd – April 27th
• Practice Inquiry this Week

Saturday, April 28th INQUIRY CONFERENCE!!!

Data collection ideas –

• What does effective communication look and sound like in the classroom?
  o Observations:
    ▪ Quantitative and Qualitative data will be take on students based on observations
    ▪ Interruptions
      o Positive and negative
    ▪ Notes on student to student interactions in small group and whole group settings
    ▪ Observing communication skills in action (listening, taking turns, etc.)
    ▪ Studio code data- live and by Bluetooth headset
      o Interruptions, communication skills, student interactions

• What do students believe about communication?
• What are the key aspects of productive communication according to teacher and student?
• Do students’ ideas about productive interactions match teacher’s ideas about the same?
• How do students feel about interruptions?
  o Surveys
    ▪ Student surveys about their views on interruptions, communication skills, ideas about what successful and productive communication is.
  o Discussion
    ▪ Open discussion with students about their views and opinions on communication in the classroom.

• What will help students to become more aware of communication skills?
• How can students learn to self check their own communication?
  o Post Group Reflections from Students
Students will be asked to reflect on the interactions of the group for the day
- What went well?
- What did not go well?
- What can we work on for next time?

Interviews
- Student interviews about their views on communication in the classroom (positive and negative factors) and what makes a successful group meeting.
- Teacher interviews about their views on communication in the classroom (positive and negative factors) and what makes a successful group meeting.
- Compare and contrast the differences and see what effect these similarities and differences have (if any) on the success of group communication.

Appendix B – Annotated Bibliography


This article describes the details of a project done by six teachers and two educational psychologists who were looking to increase communication in the classroom and see its effects on students with emotional and behavior problems. The article discusses the nature of the project and what interventions were used in the classroom to help encourage conversation and participation. This project’s data and findings will be helpful with my inquiry because it will help to give an example of how communication was enhanced in the classroom. The article also notes an increase in student communication by the inclusion of student voice in leading the conversation. Teacher talk was limited and student talk increased in this study. This article has the potential to provide me with ideas to further my inquiry in finding out ways to increase student talk / communication in a positive way.

Campbell, R. (2011). The power of the listening ear. NCTE- English Journal, 100(5),

This article was written by a high school English teacher and focuses on the idea of listening in the classroom. The article elaborates on the fact that effective communication is a skill that must be taught not learned. The article goes into great detail about the importance of listening and how that is key to communication. Active listening is the main focus and the article discusses the need for teachers to create lessons where active listening skills are practiced on a consistent basis. This article will help my inquiry because I am interested in
looking at listening and how it relates to communication. The students have noted
that listening is an important skill for communication. This article will provide me
with insight on one teacher’s example of how she taught listening in her
classroom and how it impacted student learning.

Pocketbooks.

This pocketbook offers incite on effective classroom communication. The focus
of the book is on the teacher and how a teacher’s actions and skills impact
communication in the classroom. It is noted that both verbal and nonverbal
communication skills can have an impact. This helped me to relate to my own
actions when I am teacher. What am I doing as the teacher to encourage
communication among the students? The book spends a chapter talking about
asking good questions that encourage students to think. If the teacher models
good questions, the students will be encouraged to do the same when they respond
to each other. By modeling and encouraging these questioning skills like the book
suggests, the students will hopefully work towards communication better with
each other and even with limited teacher prompting.

*Communication Quarterly*, 53(2), 197-212.

This article is a study done by a communications professor. She took data and
looked at communication in the classroom. The study looks at student
communication versus just teacher communication. The data showed that
effective student communication in the classroom positively added to their overall
academic success. The article also defines effective communication, which is a
large part of my inquiry. I am curious about what effective communication is and
is a teacher or student’s definition of effective communication different or the
same? The study provides great insight into the importance of student
communication in the classroom and the positive benefits it can have for students
both inside and outside of the classroom.

http://712educators.about.com/cs/activelistening/a/activelistening.htm

In this article, a teacher is describing her own strategies to encourage active
listening. One thing I really liked and found important in this article was that the
teacher must practice active listening skills to encourage and models students to
do the same. If the teacher does not listen to students, why should students listen
to the teacher or each other? The article also notes the importance of really
teaching active listening in the classroom. This is a skill that must be practiced
and learned over time.

Roxann Krite who is the author of The Morning Meeting Book and The First Six Weeks of School wrote this article. She suggests different strategies for morning meeting in this article and focus on one particular classroom she went to visit. What I liked most about the article and felt fit best for my inquiry was where she talked about what morning meeting provides. She said that it “provides daily opportunities for children to practice skills such as greeting, listening and responding, speaking to a group, reading, group problem-solving, noticing, and anticipating.” These are communication skills that the students use on a daily basis both inside and outside of the classroom and a focus for my inquiry.


This is a video and short article about active listening. The focus is about active listening in a work situation; however, much of what is being said fits perfectly into a classroom setting whether it be teacher to student interaction or student to student. The video and article suggest the following tips to increase active listening skills: pay attention, show that you are listening, provide feedback, defer judgment, and respond appropriately. These suggested skills would be very applicable to a classroom setting and something that could be presented to students to encourage them to listen and communicate with each other respectfully and productively.


This article is about a study done that examines teacher-student talk. The article discusses different aspects of communication and conversation skills like active listening, elaboration, and the timing of taking turns. These conversations skills are in question in my inquiry. This article will offer another view on the importance of having these conversation skills present to have a productive communication between students. Additionally, the article notes talk that takes place outside of the classroom. It will be helpful to see the data that was collected on inside and outside of the classroom communication. Seeing a contrast here will help to impact my inquiry and the strategies taken to assist students with communication in the classroom. The data collected on interactions outside of the classroom look at a less formal conversation that may impact how students feel they need to communicate in the classroom. The article will help guide questioning and exploration to see if there is a difference and what impact, if any, the differences have on in class communication for instructional purposes.

Setting Up Conditions for Negotiation in Science
Yoon, Sae Yeol;Bennett, William;Mendez, Claudia Aguirre;Hand, Brian Teaching Science; Sep 2010; 56, 3; ERIC pg. 51
This article looks at the conditions necessary for a science discussion in the classroom. It goes into detail about having a welcoming learning environment and important items the students must remember that will aid in the talk. These skills are the following: active listening, respect for different points of view, and thoughtful justification for their ideas. While my inquiry is not based on just science discussion, this article touches on many of the items I am inquiry about that may or may not add to a productive small group discussion. Student voice is important, and this article talks about the need for students to have positive discussions in inquiry based science. It talks about ways for students to argue respectfully in a way that they will feel confident and comfortable to voice their opinions and ideas. The strategies used in this study about science inquiry could be adapted to fit my inquiry about small group communication in any subject area.


This article offers three suggestions and ideas of how to teach communication in the classroom in a fun and engaging way. The activities were designed for older students, but could be modified to an elementary setting. The first of the activities involves students focusing on nonverbal communication with a discussion after. The second deals with perceptions when focusing on verbal or nonverbal reactions. This will help students to understand communication in a variety of ways. The third involves reading an article and answering questions while talking about active listening skills as a discussion. The fourth idea is in the form of a game show to encourage questioning, listening, and responding. Finally there is a suggested activity that relates to working in partners. All of these activities include another focus on a communication skill or strategy.
### Appendix C - Observation Sheet

*PennState*

**NAME:** [Name]

**SUBJECT/GRADE:** [Subject]

**NO. OF STUDENTS:** 8

**SCHOOL:** [School]

**DATE:** 2/13/12

**TIME:** ...

**OBSERVER:** [Observer]

**DISTRICT:** ...

### Appendix D - Survey #1

<table>
<thead>
<tr>
<th>What is an interruption?</th>
<th>How do you feel if a fellow student interrupts you when you are talking to the class?</th>
<th>How do you feel if a fellow student interrupts you when you are talking to a teacher?</th>
<th>How do you feel when the whole class is interrupted?</th>
<th>When do you feel that the most interruptions happen during the school day?</th>
<th>List communication skills that are helpful when working in a group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's when someone speaks out when you are talking, or bugs</td>
<td>I feel mad because, again, it was my turn to talk, and they decide that it's their turn. Most of the time, it isn't even related to what we are doing.</td>
<td>I feel mad because, again, it was my turn to talk, and they decide that it's their turn. Most of the time, it isn't even related to what we are doing.</td>
<td>I feel mad because, again, it was my turn to talk, and they decide that it's their turn. Most of the time, it isn't even related to what we are doing.</td>
<td>Well, if it's a teacher or an emergency, I'm pretty cool with it. But if it's another student that just wants to tell everyone what just happened in the class,</td>
<td>Patience.</td>
</tr>
<tr>
<td>Scenario</td>
<td>Response</td>
<td>Context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When somebody talks when someone is talking or doing something.</td>
<td>It makes me really mad.</td>
<td>Math, Class Meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When someone talks in the middle of when someone else is saying something or when someone or something disrupts a thing that another person is doing.</td>
<td>I usually feel a little hurt but I usually just ignore them and let the teacher deal with it.</td>
<td>Morning Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An interruption is when you are doing something and your concentration is disrupted by a person event, or thing.</td>
<td>It makes me feel that that particular student was not listening, or does not care about what I have to say, and that he, or she thinks what I am saying does not contribute to the conversation.</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>it is when you start to talk or do something that stops a lesson.</td>
<td>It makes me feel angry, and frustrated, because that person was obviously oblivious to me, and our conversation, and that he or she thinks his conversation is more important.</td>
<td>Class Meeting, Science or Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you’re doing something then someone buts into something you’re doing.</td>
<td>They but into your conversation and act like you aren’t talking to the teacher.</td>
<td>Science or Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To talk over someone when they are not done talking yet or to stop doing something and listen to something or someone else.</td>
<td>I will say “wait a second” very kindly to that student and then keep talking to the teacher.</td>
<td>Independent Work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communication**

- Interacting with someone or something.
- A strategy I find helpful is having something that you pass around and you are only allowed to talk when you have the object.
- Communication is when you let a person know your opinion on anything, and you express it clearly enough for them to understand and get the message or feeling that you were expressing.

**Patience, listening, eye contact, open mindedness, reasoning**
when one person or thing distracts one or more people

annoyed

very very annoyed

a little upset

Class Meeting, Whole Class Instruction

to listen or pay attention to another person

Mouth closed. ears listening. eyes towards speaker.

Some curriculum that we do in school to help us get better in that particular subject!!!!

well...i don't feel to good about it, and i have stopped interrupting, sometimes it makes me feel like on one is lisining to what i've been saying!!!

not that good because when Mrs.Cullin is telling me something important, i cant always hear what she's saying and sometimes do everything wrong!!!

it's when you're talking to some one and they talk over you or, they talk and make you stop talking.

well, I've never really encountered that before, but if a child were to interupt the class, it has to be important.

Morning Work, Class Meeting, Whole Class Instruction, Independent Work

it's when you talk, text, or, e-mail some one.

it's when you're talking to some one and they talk over you or, they talk and make you stop talking.

An interruption is when a person is talking then another person will start to talk over that person who is trying to speak.

I get very frustrated

mad because I should have some time to speak with a teacher

Mad again because if people are working they need time to work and not be interrupted

Communication is when two people or animals are able to understand each other and talk to each other.

not talking over each other

It is a time when someone or something starts talking or something while someone/something is trying to talk.

I don't like it because then I have to repeat myself which is not one of my favorite things to do.

It often makes me mad but if they had a good reason I might be able to let it slide.

If it's a teacher I don't mind but if it's a student from another class, I get aggravated.

Math, Class Meeting, Independent Work

when people "Popcorn" or take turns not just shouting stuff out when other people are trying to give their ideas

Math, Class Meeting, Science or Social Studies, Whole Class Instruction, Small Group
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Emotion(s)</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>when someone starts talking or making noise while someone is trying to talk</td>
<td>i feel like that person does not care about me because they don't want to hear what I have to say. I feel like they are being extremely rude and not caring that I'm talking to someone. I feel like that person doesn't care that some people are trying to focus and by interrupting they can't.</td>
<td>Morning Work, Class Meeting, Small Group, Independent Work.</td>
</tr>
<tr>
<td>Something that cuts off something you were saying or doing. It is when you disturb someone when they are doing something.</td>
<td>Annoyed. Annoyed. Annoyed. Small Group</td>
<td>A communication is when we communicate with each other by talking.</td>
</tr>
<tr>
<td>When you talk when someone else is talking. Something where someone talks while someone else is talking.</td>
<td>I get really frustrated because I'm trying to tell someone something and a person just talks out. Annoyed because I know your most likely to answer the question(s). Annoyed because we are trying to learn something.</td>
<td>Math, Class Meeting, Science or Social Studies, Language Arts, Whole Class Instruction, Small Group.</td>
</tr>
<tr>
<td>When you talk when someone else is talking. Something where someone talks while someone else is talking.</td>
<td>Sad. Mad. Sad. Language Arts</td>
<td>Being able to talk and listen to each other.</td>
</tr>
<tr>
<td>A interruption is when you talk over somebody that's talking.</td>
<td>Not heard and that I shouldn't even finish what I was going to say. Like I should just walk away. Irritated because I would be talking to a teacher and start talking when I was talking. Like were all wasting time that we could use to learn.</td>
<td>Language Arts</td>
</tr>
<tr>
<td>When someone starts talking when you are talking or they stop you from talking.</td>
<td>Frusterated because I didn't get to finish my sentence. It depends on what reason we are interrupted.</td>
<td>Morning Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>listening, talking, explaining</td>
</tr>
</tbody>
</table>

"communication is when two or more people are talking or yelling or screaming to each other listening not talking paying attention"
<table>
<thead>
<tr>
<th>An interruption is a disturbance in your talking</th>
<th>Not very good</th>
<th>Not very good</th>
<th>Not very good</th>
<th>Science or Social Studies, Whole Class Instruction, Small Group, Independent Work</th>
<th>Talking in a group Communication is when someone is talking to another person!!!! Don't talk over each other Be RESPECTFUL LISTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>When someone talks to or over you when you are already talking!!!!</td>
<td>I feel like they are not listening and they do NOT care about what i am going to say!!!!</td>
<td>It makes me feel like they are more important than me and they do NOT care about me and what i think!!!!</td>
<td>I feel like i want to say... &quot;BE QUIT AND LISTEN TO THE TEACHER SO WE CAN GET THIS WORK DONE&quot;</td>
<td>Morning Work, Math, Class Meeting, Science or Social Studies, Whole Class Instruction, Small Group</td>
<td></td>
</tr>
<tr>
<td>Where someone bothers you when you are in the middle of something.</td>
<td>mad</td>
<td>mad</td>
<td>sad</td>
<td>Whole Class Instruction</td>
<td></td>
</tr>
<tr>
<td>When someone says something while someone is talking to someone else.</td>
<td>I feel kind of bad and then don't think anyone is listening</td>
<td>i feel annoyed and feel like it takes longer to ask something or go over something It makes me even more mad because it could be private talk.</td>
<td>I feel annoyed because it is taking longer to learn what we are trying to learn</td>
<td>Whole Class Instruction</td>
<td></td>
</tr>
<tr>
<td>It is when you interrupt the person that is talking.</td>
<td>It makes me pretty mad.</td>
<td>It makes me sad.</td>
<td></td>
<td>Morning Work, Independent Work, reading rotations</td>
<td></td>
</tr>
<tr>
<td>An interruption is when you are doing something and get distracted.</td>
<td>Unnued.</td>
<td>Agravated.</td>
<td>Agravated.</td>
<td>Morning Work, Math, Class Meeting, Whole Class Instruction</td>
<td></td>
</tr>
<tr>
<td>When someone interrupts someone else, interrupt means to do something that prevents you from doing something.</td>
<td>It doesn't usually happen but it makes me feel like no one is interested and that what I'm saying is boring</td>
<td>Frustrated, I'd probably be asking a question and if that person came and starting talking instead that would be kind of rude</td>
<td>Held up, it causes us to have to wait for the person who interrupted to finish what they were saying</td>
<td>Morning Work, Whole Class Instruction</td>
<td></td>
</tr>
<tr>
<td>An interruption is when usually talking, for instance: if i was talking to my friend and then in the middle of the sentence someone else came up and started talking to me.</td>
<td>Communication is the ability to talk to other people and creatures. A useful communication skill is honesty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When somebody is trying to say or do something and another person talks or distracts you from what you are doing.

It feels like they don't care what you're saying and that they have the right to exclude what you're saying.

It makes me feel kind of angry because I might not be able to get something done or say what I need to say and it probably annoys the teacher too.

It depends on what it's interrupted by. If a student is talking when the class is trying to learn or listen it can be very distracting and hard to concentrate. It makes me feel annoyed.

When people bother you when you're trying to work

I feel bad, upset, annoyed. When someone interrupts me when I am talking to a teacher, I feel like they are being rude and wasting MY time with the teacher. I feel very sad, mad, and confused. I feel unimportant, but mostly MAD ;-(

I feel like we are not learning AT ALL. It's like I could actually learn more at my house in front of the T.V.

Communication is talking and expressing how you feel about a certain subject and/or feeling or problem.

- stating your opinion not rudely and nicely
- participating in the conversation
- expressing your ideas
communication is when people are talking to each other.
- to talk more to people
- practice speech
- talk more often

When someone stop's, or slows you down when you are doing something.

EXAMPLE: When I am talking to a teacher or a student, then someone cut's into my conversation's or action's typically needing help.

When someone interrupts me when I am talking to the class I feel like no one is listening to me, and what I am saying. I would say well i was talking to the class will you let me continue please and if the person didn't stop i would just wait till the persons done talking but the way i would feel is not happy but not mad

I would feel not happy and not mad

Morning Work, Math, Class Meeting, Science or Social Studies, Language Arts, Whole Class Instruction, Small Group, Independent Work, EVERYTHING!

: when people interact with each other
: when someone talk's about something

It's when someone talks over you say i was talking to a girl named Sam, Ben and Zac. When i was talking Zac starts to talk over me that's called interruption.

I would feel just a little bit mad

Morning Work, Math, Class Meeting, Science or Social Studies, Language Arts, Whole Class Instruction, Small Group, Independent Work, at free time

Communication is when you and the group that you were talking about is talking to each other
Appendix E - Student Views on Interruptions

Interruptions

- Bugs me
- Makes me angry
- Makes me feel mad
- Annoyed
- No one cares
- Feel a little hurt
- Frustrated
- Someone stops listening
- Let people share their ideas
- Disappointed
- Agree/disagree
- Taking turns
- Have to repeat
- Aggravated
- Sad
- Upset

It's where you talk when a teacher or another kid is talking than you just blurt out answer, or ask a question and just talk out.

I get kind of upset because it just doesn't feel right when your talking I would feel like I wouldn't want to continue talking because they might think that its more important to talk to their friend than listening to an answer or question that they might also be wondering.

I sometimes feel that the teacher will just turn to the other student and if they don't turn to them then the person that needs help will usually get mad at me or her.

Then I will get irritated at the person unless it's a teacher

Well it would be okay with me if Mrs. Stoicovy or my teacher interrupted the class but if another student interrupted the class I think it would be rude because we could be taking a test.

It's where you talk when a teacher or another kid is talking than you just blurt out answer, or ask a question and just talk out.

Communication is when people are talking to each other and communicating with each other. It is when people are talking to each other. 
- When you are doing a science, social studies, writing, reading, or math activities that have groups involved.
• Not good
• Aggravated
• Confused
• Unimportant
• Irritated

It was my turn to talk
Blurts out thoughts
Unrelated comments
Interacting with people
Thinks their conversation is more important
Feel like I should just walk away when interrupted
Feel like we are wasting time
When something or someone distracts you
Don’t want to continue talking
Forget what I was asking

Appendix F- Student Views on Communication

Communication:

Talking to each other and sharing ideas
Not talking over each other
Asking questions
Doesn’t care what I have to say
Be respectful
Don’t talk over each other
Ears listening
Eyes on speaker
Teamwork
No fighting
Compromise
Stay focused
Under control
Patience
Cooperation
Listening
No noise
Eye contact
Open mindedness
Reasoning
Honesty
Stating your opinion
Don’t be rude
Participate in conversation
Express your ideas
Interacting with people

Appendix G - Wordles based on Survey Data
### Appendix H - Empty Point Chart

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AH</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BH</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BH</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BG</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EM</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EM</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HH</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JP</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JY</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JK</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JD</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KS</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KC</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KK</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LR</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LD</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MV</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MH</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RK</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZK</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Appendix I - Point System Stipulations

**Directions:** no hand up and blurt out a comment or questions (interruption of directions)

**Teacher-Student OR Student–Student:** while there is a conversation with another student or teacher and you interrupt or call out a name to get their attention

**Small Group Instruction:** there is too much chatter in the group/ off task behavior

**Independent Work Time:** it’s silent and teacher asks class or group of students to stop talking / get back on task

**Whole Group:** stop anyone, side conversations, getting up at an inappropriate time

**Get Points:** call each other out positively and help support each other in a way that each student makes positive choices about talk time and behavior
### Appendix J- Survey #2

<table>
<thead>
<tr>
<th>Do you feel that the point system has helped with our class communication? Why or why not?</th>
<th>The point system has helped us to be more productive during what time of the day?</th>
<th>Do you think that students are getting points taken away at the appropriate times? Why or why not?</th>
<th>How do you feel when the whole class loses points?</th>
<th>How do you feel when you have to have a personal point taken away?</th>
<th>Do you think the point system is fair and helpful for the whole class to be successful? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think that it has helped because whenever someone interrupts they take away a point and don't do it again.</td>
<td>Math, Class Meeting, independent work time, whole group</td>
<td>Yes because that's when they're interrupting. Sometimes I feel that the times that people are talking are ridiculous, and they should get points taken away, but I find it extremely unfair when we get points taken away from the whole class because some of the students aren't part of it, and sometimes it is just a few students, and the whole class gets points taken away. Sometimes not like when its collective some of us weren't talking</td>
<td>Mad at the people who were talking because some of us weren't.</td>
<td>I've never had one taken away.</td>
<td>Yes because once somebody loses a point, I think they feel like they let the whole class down and doesn't do it again.</td>
</tr>
<tr>
<td>I do not think it is the best because I am finding that instead of people getting along better and not interrupting teacher, we are yelling at each other to be quiet which does not help the teacher regain our attention, because everyone is screaming.</td>
<td>Math, Science/ Social Studies Math, Class Meeting, Science/ Social Studies, Language Arts, walking in the hallway, independent work time, whole group, small group</td>
<td>Yes, because they are getting them taken away when they are being disrespectful.</td>
<td>Mad and sad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not really because we still talk even with the point system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No, I think it causes a tension between students and makes them angry at each other.</td>
</tr>
<tr>
<td>I am not sure about if it has helped class communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes, because it puts pressure on every one.</td>
</tr>
</tbody>
</table>
it has worked great because people are talking less and interrupting less.

Math, Science/ Social Studies, Language Arts, independent work time

they are because they need to learn to stop talking

angry to know that other people talk and make us lose the points when we did nothing

sad, to know that i’m not breaking a bad habit of not talking

it’s not always fair to other people when people lose them points when they did nothing wrong.

Sometimes, Like, I think it is better to have personal points, because then when someone does something, we don’t all get in trouble. But other times, when the majority talks, we all have to take a point away, when some of us don’t talk.

Um, I think it has helped, because I feel like nobody tries to talk over each other.

Class Meeting, walking in the hallway

Not all the time, because sometimes we all get points away for what they did.

Not good, because I normally don’t do anything wrong.

Ashamed. I haven’t had to take one away yet. But that is probably how I’d feel.

I think it is because if you talk while the teacher is talking at ANY time, it is only fair to take away a point.

I feel very frustrated because sometimes even after you take a point from everyone they still talk!

angry because usually I’m not doing anything wrong

If it was me who’s point was taken away, I would stop doing what I was doing wrong and listen. If it was someone else, I would feel just a teeny tiny bit worried!

I haven’t had any taken away as far as I know so I don’t know

I think it is because no because collectivity is bad. Sometimes because some people are getting points taken away for whole group activities that they did not have a part in.

Annoyed. Mainly when I am not involved in the problem.

I don’t know because it has never happened.

Yes because we get rewarded for being good.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Reason for Behavior</th>
<th>Emotion</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Work, walking in the hallway, independent work time</td>
<td>No because sometimes they are just talking because they are telling someone what to do, and then the get points taken away for talking and they didn't do anything wrong!!!</td>
<td>ANGRY!!! EMBARESED</td>
<td></td>
</tr>
<tr>
<td>Morning Work, walking in the hallway, independent work time</td>
<td>No because sometimes they are just talking because they are telling someone what to do, and then the get points taken away for talking and they didn't do anything wrong!!!</td>
<td>ANGRY!!! EMBARESED</td>
<td></td>
</tr>
<tr>
<td>Morning Work, Class Meeting, walking in the hallway</td>
<td>Yes. Cause people get points taken in Math a little bit and that's an appropriate time.</td>
<td>Not as upset.</td>
<td>Yes. Cause a good time we add up all the points and put them in our Party Points. I think it's a great idea and it's helping us be more quiet and not call out as much.</td>
</tr>
<tr>
<td>All of the Above</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
some-what because sometimes people forget the point system is there and they just blab and gab. Other times they are very aware that the point system is there and they stay with 10 points.

independent work time

Sometimes because I got a point taken away when I didn't talk I did something else. But other times I think you get points taken away at the right times.

I wouldn't know. Sometimes when we are working with out wagon trains both classes lose points even though we should be working in our small groups. Sometimes you lose them in math, sometimes writing. It's mostly when we are working in class groups because we will start talking to loudly or call out.

I feel bummed because I didn't do most of the time and I feel it is unfair.

I don't feel good because people accuse me of ruining a perfect day.

I think it is except for when I get accused of ruining the perfect day.

Yes because it helps us stop talking because they know that they will lose points. That's the good thing because it can help us behave better if we know that we will get in trouble/lose points.

Morning Work, Math, Class Meeting, Science/ Social Studies, Language Arts, independent work time, whole group, small group

Yes because if someone is talking and they don't wait their turn they get a party point taken away.

I feel aggravated because I know that it wasn't me talking but I lose points anyways. It is really frustrating when YOU know that you had a perfect day but instead you lose points because most of the class was talking loudly and continued to talk even though they were told to stop.

Not good because if people are talking and some people aren't talking and the whole class loses points than it's not fair for people that didn't talk.

Good because when you lose a point it's their fault and not the whole class.

Yes because it's a better way to earn class points that way.

Yes because people don't talk out of turn and they listen

Science/ Social Studies, independent work time, whole group

Yes because we are ALWAYS talking even if you tell us to stop.

I feel annoyed because whenever we do I'm usually not talking,

I don't know because I've never had one taken away.

Kind of because some of the class talks a lot but others don't say a word.
At first, it really helped. I was amazed. But then people started interrupting again and it was back to annoying, noisy normal.

<table>
<thead>
<tr>
<th>Kind of</th>
<th>People still talk during social studies</th>
<th>Sometimes, but a lot of things go unnoticed. Lots of people are having quiet side conversations and don't get points taken away, and lots of people tell them to stop and don't get points added. And I think the talkers know it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Math, Class Meeting, walking in the hallway, independent work time</td>
<td>I feel really annoyed and kind of say &quot;Awww, come on!&quot; &quot;But I and other people weren't talking!!&quot; and &quot;PEOPLE!!!! BE QUIET!!!&quot; It feels like they don't care. I want to have a party, but obviously they don't.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Math, Class Meeting, Science/ Social Studies, walking in the hallway, independent work time, whole group, small group</td>
<td>I am sad and embarrassed, but I feel like I deserve it.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Morning Work, Math, Language Arts, independent work time, whole group, small group</td>
<td>It's definitely fair but it doesn't really seem to be helping us be less chatty.</td>
</tr>
</tbody>
</table>

Not really because we still are just as chatty.

<table>
<thead>
<tr>
<th>Kind of</th>
<th>People still talk during social studies</th>
<th>Yes because generally it's during the times we're in whole group we're at our chattiest point.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Math, Class Meeting, walking in the hallway, independent work time</td>
<td>I feel mad because usually it's not even me doing the chatting.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Math, Class Meeting, Science/ Social Studies, walking in the hallway, independent work time, whole group, small group</td>
<td>I can't answer since it's never happened to me.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Morning Work, Math, Language Arts, independent work time, whole group, small group</td>
<td>It's definitely fair but it doesn't really seem to be helping us be less chatty.</td>
</tr>
</tbody>
</table>

I do because before people wouldn't respect you or Mr. Black but now that they consider you being a teacher but now that we have the points I think it is easier and more efficient.

<table>
<thead>
<tr>
<th>Kind of</th>
<th>People still talk during social studies</th>
<th>Yes but I think it shouldn't be up to a kid even if they are mature because I have seen people take away points unfairly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Math, Class Meeting, Science/ Social Studies, walking in the hallway, independent work time, whole group, small group</td>
<td>I feel sad kinda and like COME ON GUYS BE QUIET because most the time they still talk after that.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Morning Work, Math, Language Arts, independent work time, whole group, small group</td>
<td>Lime I should be quiet and stop talking a lot.</td>
</tr>
</tbody>
</table>

kind of. people still talk during social studies

<table>
<thead>
<tr>
<th>Kind of</th>
<th>People still talk during social studies</th>
<th>Yes because we talk so much.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Math, Class Meeting, Science/ Social Studies, walking in the hallway, independent work time, whole group, small group</td>
<td>mad because usually I'm not the one doing it</td>
</tr>
<tr>
<td>Teaching</td>
<td>Morning Work, Math, Language Arts, independent work time, whole group, small group</td>
<td>never happened to me.</td>
</tr>
</tbody>
</table>

Not really because we still are just as chatty.

<table>
<thead>
<tr>
<th>Kind of</th>
<th>People still talk during social studies</th>
<th>Yes an no. Yes because in the halls sometimes, you could hear a pin drop. But the rest of the time, we can't keep our mouths shut.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Math, Class Meeting, walking in the hallway, independent work time</td>
<td>I feel really annoyed and kind of say &quot;Awww, come on!&quot; &quot;But I and other people weren't talking!!&quot; and &quot;PEOPLE!!!! BE QUIET!!!&quot; It feels like they don't care. I want to have a party, but obviously they don't.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Math, Class Meeting, Science/ Social Studies, walking in the hallway, independent work time, whole group, small group</td>
<td>I am sad and embarrassed, but I feel like I deserve it.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Morning Work, Math, Language Arts, independent work time, whole group, small group</td>
<td>It's definitely fair but it doesn't really seem to be helping us be less chatty.</td>
</tr>
</tbody>
</table>

I feel mad because usually it's not even me doing the chatting. |

<table>
<thead>
<tr>
<th>Kind of</th>
<th>People still talk during social studies</th>
<th>I can't answer since it's never happened to me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Math, Class Meeting, Science/ Social Studies, walking in the hallway, independent work time, whole group, small group</td>
<td>It's definitely fair but it doesn't really seem to be helping us be less chatty.</td>
</tr>
<tr>
<td>Teaching</td>
<td>Morning Work, Math, Language Arts, independent work time, whole group, small group</td>
<td>It's definitely fair but it doesn't really seem to be helping us be less chatty.</td>
</tr>
</tbody>
</table>

I do because before people wouldn't respect you or Mr. Black but now that they consider you being a teacher but now that we have the points I think it is easier and more efficient.
Appendix K - Filled Point System Sheets

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Appendix L - Analyzed Data from Reading Groups

PFE Reading Groups
Feb. 1, 2012

Teacher-interuptions
Davis ++
Xavier +
Bella -
Brooklyn

Student-interuptions
Davis +
Xavier -
Beth -
Amaya -
Loren -

Amaya -
Ryan -
Jenna -
Brooklyn -
Loren -

Even. (More conversation later)
Description: A check mark means the student did interrupt. A + means there were a lot, and a– means there were not many. If the student does not have a check, they did not interrupt.

Appendix M- Studiocode Data on Reading Groups