

What *are* Students Talking About?

The Role of Student Talking Within the Classroom.

An Inquiry Project

by

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PDS Intern, 2006-2007

Inquiry Abstract:

Often students learn a great deal from one another when they are engaged in what they are learning through talking with their peers. This is valuable discussion that should not be omitted from the classroom, but there is also student talking that is disruptive and not focused on the lesson being taught. My inquiry has focused on collecting data to determine what type of talking is going on within the classroom (on-task/off-task), when the talking is occurring, and whether that talking is helping or hindering student success. This data was collected to investigate my wondering of how I can create a classroom environment that welcomes beneficial student talking, yet avoids talking that delays student success.

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Teaching Context

As a Professional Development Intern through Pennsylvania State University, I have worked in a fifth grade self-contained classroom for the 2006-2007 school year. There are three fifth grade classrooms within Park Forest Elementary, which as a whole consists of approximately 500 students. This fifth grade classroom includes nine females and thirteen males with diverse academic, behavioral, and social needs. Of the twenty-two students, there is one African American male, one Russian male, one Malaysian male, and nineteen students who are identified as White or Caucasian. Academically, as any group of students, this class varies in abilities. In reading, eighteen students fall in the mid-range level, three students are above 5th grade level, and one student qualifies for Title I. The fifth grade students change teachers for math, which is separated into one higher-level class and two mid-range classes. In writing, three students have already met the 5th grade benchmark, seventeen are still improving to meet that benchmark, and two students, even with support, are below 5th grade level. There is some variance in socio-economic status within the classroom. The majority of the students come from middle to upper class families, while a small percentage of students are from a lower socio-economic status. A few of the students within the classroom require additional support. We have a full day paraprofessional present to mainly assist one child with Aspergers and one student needing academic and emotional support. We also have a student who is identified with Obsessive Compulsive Disorder and needs additional support at times. Of the students requiring extra support, three require an IEP (Individualized Education Program).

It is important to understand the setup of the classroom in regard to students' abilities to interact with one another. The twenty-two students are divided into four sets of desks. Two sets contain six students each, while the other two sets contain five students each. This classroom setup facilitates student discussion. Most of the students at the set are facing and directly beside another student. At the beginning of the year, our classroom developed a constitution in order to build a classroom community where each of the members are respected and valued. Since the beginning of the year, students have worked well to uphold this constitution. Socially, there have been very few negative issues between students, including those that need individualized attention. Generally, students tend to respect one another; a few of the students even make special effort to include those students that have more social and emotional needs. Furthermore, Park Forest Elementary focuses highly on citizenship development and each week spotlights a different goal. Students are responsible for nominating a classmate that excels in that specific area. In our classroom, students have continued to consistently nominate one another for these awards.

Inquiry Rationale

I began to develop this wondering throughout my education coursework at Penn State University. I learned about the common transition schools were making from traditional teaching to a more student-centered learning environment. Student discussion is a large part of this type of environment, as well as students working together to build knowledge and develop understanding of what is being taught. This sparked my interest in the role of talking in the classroom environment. As I began my internship in the

Professional Development School, I began to learn more about the role of talking in the classroom. As Granstrom (1996) explains, teachers often call student talking, “‘ chatter’ and it is usually not considered to be of any great importance to the students’ development.” However, through studying the inquiry process and classroom management during my fall coursework, I found that talking in the classroom setting is unquestionably an important aspect of the learning process. Often students learn a great deal from one another when they are engaged in what they are learning and talking about those concepts with their peers; yet, there still needs to be a well-managed classroom environment.

As my interest increased, I began to pay more attention to the discussion that was happening during lessons. When I began teaching, I would pay attention to the type of questions I was asking, and what responses the students gave. I also listened to student conversations as they were working in collaborative group settings. I often found that students were engaged in the lesson and the discussion was focused on the material at hand. However, there were also times when the student talking was not related to the material being taught. As I began teaching more lessons, I found that too much talking became a struggling part of my classroom management development. The culmination of my interest in student-centered learning, belief in the importance of talking in the learning process, and my struggle with this aspect of classroom management, led to this inquiry. I knew that on-task talking is valuable discussion that should not be omitted from the classroom, but there is also student talking in the classroom that is disruptive and not focused on the lesson being taught. I believe this is an important issue, because if both a well-managed classroom and student talking are necessary for a rich learning

environment, then there needs to be a balance between the two. The authors of *Reframing Classroom Research* explain that through research, they found that talking among students in the classroom created, “associative links to their existing knowledge, evaluated the truth of their emerging understandings, and elaborated the content” (Alton-Lee, Nuthall, & Patrick, 1993). An environment that welcomes student discussion will allow students to work together to construct knowledge, while a well-managed classroom provides the framework for that discussion to remain productive and not distracting.

This inquiry has already affected my teaching. I am much more attentive to the type of talking that takes place within the classroom. I feel that the more I learn and explore this wondering, the more I will be able to encourage talking among students that will improve their success in the classroom and decrease the amount of talking that causes students to be distracted and unproductive.

Wonderings and Questions

Primary Inquiry Question:

How can I create an environment that welcomes task-related talking, but avoids off-task talking?

Sub-questions:

The sub-questions that stemmed from my main wondering include:

How often are students engaged and talking among themselves?

Are there times that can be allotted for on-task talking?

Are there times when off-task talking is acceptable?

What situations/ lessons have more off task talking?

What lessons have more on-task talking?

Does student interest play a role in the type of talking going on?

Is off task talking instigated by one student or whole class?

What is the cause of off-task talking?

What can teachers do to increase on-task talking during discussion/ experiment times?

Is talking among peers more important in inquiry-based lessons?

Are there times when the teachers call for quiet (sshhh) when in fact the students are engaged in meaningful talk, lesson-related discussions?

Are expectations for talking clear?

What are students' perspectives on talking in the classroom?

Inquiry vs. Project

This inquiry is not simply a project to discover a formula for creating the perfect classroom environment that encompasses on-task talking. A perfect environment that balances student talking and classroom management does not exist in and of itself. What this wondering leads to is a better understanding of the role of talking in the classroom and how the benefits of talking can be preserved while managing the classroom environment.

Through the process of going through this inquiry project I will learn more about when talking is beneficial and when it is more distracting to students. I hope to use the knowledge I gain from the inquiry process to improve my teaching and the type of classroom environment I aim to create.

Inquiry Plan Description

As an intern in the Professional Development program, we are taught to continually grow and reflect as teachers and learners through the inquiry process. According to Dana and Yendol-Silva (2003), “teacher inquiry is defined as systematic, intentional study of one’s own professional practice.” Teachers are challenged to investigate a wondering developed within the classroom by examining literature relevant to the wondering, experimenting, collecting and analyzing data, and ultimately making positive changes within the classroom based on relevant knowledge gained throughout the inquiry process.

I began my own inquiry plan first by reflecting on my teaching experience and determining what stood out as a wondering. I then searched related literature to gain insight into what had already been written on this topic. Determining how to conduct my own research was the next task at hand. I decided to explore my specific questions further, which provided the guidance needed to decide how the research would be gathered. I then narrowed the options to what would be most beneficial in gaining insight into my wonderings. Over the course of the inquiry process, I documented student talking for a variety of lessons. I intentionally varied instructional methods, through student talking expectations, in order to create a wide range of data for research. In addition to documenting lessons, I reflected after each lesson on the nature of student talking through note taking. Toward the middle of the process, I distributed surveys to students in order to gain insight into their perspective on talking within the classroom. I also surveyed teachers with similar questions to see how their perspectives compared to students. Each step in the data collection and analysis process provided valuable insight into my wonderings.

After all the data was collected, I began the analysis process. This involved looking at all the data as a whole and searching for patterns and relationships among each different piece of information. Initially I gathered the information from the student surveys and entered the results into a chart, to graph student preferences. Once this graph was made, I was able to compare the results to the teacher survey. I then turned to the documented lessons and reflections for further insight. In order to dig deeper into this data, I began a series of sorting and comparing data. For example, I looked at the data based on similar subject lessons and then again based on type of instruction. After noting

all the similarities and patterns within the sorting process, I analyzed the information again as a whole. This helped guide the development of my claims. The claims I developed from the research based evidence displays only a portion of what I have learned throughout the inquiry process. Not only have I gained insight into student talking within the classroom, but I have also learned a great deal about reflecting as a teacher and growing in my professional development.

Data Collection:

Documenting Lessons:

Within the middle of February, I began my research by developing a baseline of student talking during lessons. I wanted to gather an idea of the types of talking going on within the classroom and how talking was affecting student success on activities throughout different lessons. Before beginning the documentation, I needed to identify what I would classify as off-task and on-task talking. I decided that on-task talking simply referred to any student talking that had to do with the lesson or subject being taught, while off-task talking referred to any student talking that did not have to do with the lesson or subject being taught. I then created a chart to record the information in order to begin the baseline data and effectively document lessons. This chart includes all necessary information that may factor into understanding student talking as a whole (Appendix A). Each section provides specific information relevant to the lesson being taught. The space for additional information is important, because notes are taken on any outside factors that may have an effect on students. For example, the day after spring break, or discussing the end of an exciting book may have an affect on how talkative

students are within the classroom. I also included the type of instruction taking place in order to recognize patterns of talking throughout different styles of lessons and instruction. Furthermore, I felt it was necessary to document whether large groups of students were talking, on-task or off, or just small groups.

All of this information displays relatively the whole picture of what was going on in the classroom during a given lesson in regard to student talking. After developing baseline data, I continued to document lessons with this chart throughout February, March, and April, with the help of others. Overall, I was able to formally document twenty-two lessons.

On occasion, I documented the management strategies used during lessons to quiet students (Appendix B). This second chart was created with the purpose of gaining insight into the sub-question, “Are there times when the teachers call for quiet (sshhh) when in fact the students are engaged in meaningful talk, lesson-related discussions?” For this chart, I took notes on the management strategy used, the type of talking, and what type of instruction the student talking occurred during. This information was more difficult to record, because it was hard to catch what students were talking about. However, some notes were taken on the specific recording chart, or within reflections.

Throughout my research, I aimed to provide a variety of lessons to document. The purpose was to gain insight into many of my sub-questions, by documenting lessons in each different subject area, as well as through planning lessons where the method of instruction was tailored to my wonderings. For example, over the course of my research, I experimented with how delivery of expectations in regard to student talking affects what takes place during a lesson. Some lessons I did not give clear expectations, while

others I specifically stated to what degree they were allowed to talk. I also experimented with allotting specific times for students to discuss aspects of a lesson with their peers, which experimented with providing a guided time for on-task talking.

Reflections

In order to connect the information documented and gain insight into lessons that could not be documented, I used reflections as one of the key elements of my research. Because I knew this would be important, I began reflecting along with my baseline documentation of lessons and continued to reflect upon as many lessons as possible from February to April in regard to student talking (Appendix C). Many of my reflections took the form of additional notes attached to documented lessons, or recording observations at the end of a lesson plan.

Student Survey

According to Granstrom (1996), “Most classroom studies take a teacher’s perspective and the students’ activities and behaviour are usually related to instructional setting.” With this in mind, I created a student survey to investigate talking within the classroom from the student’s perspective and what environment they preferred during a variety of activities. (Appendix D, E, and F). This survey consisted of ten questions, where students were asked to determine whether or not they agreed with a statement regarding their preferences of talking within the classroom environment. I introduced the survey to the students and explained that I simply wanted their honest opinions. They did not need to put their name on the paper and had as much time as needed to finish all the questions. The survey was completed by sixty-four of the fifth grade students at Park Forest Elementary in March.

Teacher Survey

I not only wanted students' opinions on talking during a different activities throughout the day, I was interested in teachers' preferences as well. The survey administered to fifth grade teachers was one that paralleled the questions asked of the students (Appendix G). This survey asked five of the ten questions directly from the student survey, including what kind of atmosphere they prefer during writing, independent reading, group, and art activities, as well as when they feel students produce their best work. I wanted to see how teachers' preferences compared with students. This survey was administered to eight fifth grade teachers.

Data Analysis:

In order to analyze the data I had collected, I initially began to organize the student surveys into a chart, to graph of the information. I felt that a graph would provide a better opportunity for comparing and finding patterns within the data. I went through each question on the survey and found the totals first for the twenty-two students within my class, and then for all the fifth grade students. Once the information was entered into a chart form, I created a graph to display the results of each question (Appendix H). I printed this information in order to compare the graphs and move them around during the analysis process. I also looked at the information in the chart form and highlighted the activities the majority of the students indicated were activities in which they liked to talk (Appendix I). For example, I noted that the majority of students like the classroom to be completely quiet, or where people are whispering, during writing activities. I also

discovered that some activities contained fairly evenly distributed numbers in the chart, including art activities, and students' opinions on when they feel most relaxed in school. In order to gather a view of the data as a whole, I read through all of the documentations and reflections of the lessons as the next step in the analysis process. I then sorted the lessons into subjects, including science, math, writing, social studies, and reading. Once they were sorted into subject specific lessons, I began to look for patterns within each group of lessons. I first looked at the type of student talking that occurred, and then I investigated the notes and reflections for those lessons. I continued this process for each different subject of documented lessons. When examining the IB (instructional book) discussions, I found the student talking was predominantly on-task. I then looked for patterns within the notes and reflections and found the common theme to be excitement and enthusiasm for the discussion.

Similarly, student talking was generally on-task throughout science lessons. The documents indicated that only occasionally one to five groups of students would talk about something off-task. However, the majority of any student talking taking place was on-task and during discussion, hands-on activities, and group work. My notes and reflections indicated high student involvement in the lesson and cooperative learning. All of the science lessons documented included some aspect of group work. For example, on April 9th, students worked in small groups to piece together a paper human skeleton. During this activity, I noted very little off-task talking and students were focused on the task the majority of the time, working together and discussing the placement of each part of the skeleton.

Math lessons contained more diverse types of talking during the lessons documented. On-task and off-task talking were generally balanced. Examining the reflections and type of instruction, I found that most of the student talking in general occurred during whole group instruction, most of the off-task talking occurred during whole group instruction, and most of the on-task talking occurred during group work.

Likewise, I found student talking during writing activities to be fairly balanced as well, between on-task and off-task. A pattern revealed within my notes and reflections was that both on-task and off-task student talking tended to be a distraction from completing the writing assignment. For example, on February 26th, during an Oregon Trail journal writing time, I wrote, “R and V were talking on-task and didn’t have very much written, while students around them had a paragraph” (Appendix A). I noted this as an aspect I wanted to further analyze. When comparing social studies lessons, I again found the type of talking to be fairly evenly distributed between both on-task and off-task. As indicated by my notes, I found that much of the talking occurred during whole group instruction and transition moments.

Because I did not find relationships within all of the subjects, I decided to sort the lessons again by type of instruction. I first created a pile for all the whole group lessons. Then for each of the different types of lessons, I then further divided the documentations into three piles, including mostly on-task talking, generally off-task talking, and fairly even types of talking. Once the documents were separated in this manner, I compared the lessons within each group and read the notes and reflections, looking for patterns and relationships. I continued this process for group work as well as independent work documented.

When analyzing group work, I noted similarities in on-task talking. Most of the notes indicated excitement within the lesson, students engaged in answering questions, calling out answers, and asking other students questions about the lesson. Off-task talking generally occurred during transition periods in the lesson, towards the end of the whole group instruction, or when the lesson involved mainly lecture. There were no apparent similarities or patterns present when analyzing the lessons that indicated a balance between both types of talking.

After analyzing the whole group instruction, I took notes on the similarities between the group work data. I discovered that all but one of the lessons indicated predominantly on-task talking. These were either hands-on activities or small group discussions. The one lesson that indicated more off-task talking was a whole class game of jeopardy, where there were moments when students were not directly participating.

Finally, I analyzed the independent work time. All of the lessons that indicated primarily on-task talking were social studies Oregon Trail journal writing and Civil War letter writing. For both types of writing, students were asked to be creative and use what they were learning in social studies to develop an imaginary character for their writing. Because students enjoyed talking about their situations, I allotted time during some lessons for students to discuss what they would write about, as documented on March 27th. To my surprise, in this particular lesson, students demonstrated hesitation toward discussing their situations until the given time was over. Then after the allotted time, students began discussing their situations as they wrote. I noted this as an area leading to new wonderings. The lessons that contained predominantly off-task student talking occurred during math lessons and during poem writing. The lessons that contained both

types talking throughout were lessons that students tended to finish at different times, for example the second day of a writing activity, and independent work that was art related.

Once the data was sorted and analyzed, I compared my analysis notes from the lesson documentations to the student and teacher surveys. With this information, I was able to begin building conclusions on what knowledge I was gathering about student talking. This led to the development of my claims.

Claims:

Students are more likely to participate in task related talking in a learning environment that includes group discussions and hands-on activities.

After sorting the lessons that contained group instruction, I analyzed the amount of on-task and off-task talking. On-task talking occurred most often during these types of lessons. Many of the lessons indicated that off task talking occurred seldom or was undetected altogether. For example, during an IB discussion group including twelve students, no off-task talking was observed. This was a common pattern seen throughout small group lessons. Moreover, during hands-on science and math lessons, students were observed to be mainly participating in on-task talking. Some of these lessons include a science lesson where students worked in small groups to create a puzzle web of the animal kingdom, a math lesson involving small groups working with base ten blocks, and a hands-on measurement activity. In addition to what was observed during the lessons, students indicated on the surveys that during group activities they prefer an environment where they are allowed to whisper or are free to talk. As indicated on the teachers'

survey they welcome a talkative classroom environment during group work and hands-on activities as well.

In these situations, students had the opportunity to be involved in discussions and build knowledge together. Ballenger & Carpenter (2004) explain that children have the opportunity to bring what they know and their, “experiences into conversation, which is consistent with the view that learning consists of making connections between old experiences and ideas and new ones.” These types of lessons open the door for students to construct knowledge and build understanding of the subject matter collaboratively through on-task talking.

Fostering student interest and excitement play a large role in task-related talking during instruction.

Throughout the process of organizing and analyzing lesson documentations, I found a common theme of excitement in relation to students’ on-task talking. This was apparent during the first sorting of charts when comparing reading discussion group lessons. The majority of these lessons contained primarily on-task talking. My notes and reflections indicated a level of excitement and interest from the students. I came to these conclusions based on observations. During the discussions, students called out answers, discussed how they enjoyed the book and wanted to keep reading, and were often raising their hands to participate. I also kept track of students’ participation during each meeting time as part of the regular classroom reading assessment, and almost all of the students were recorded as actively participating in discussion. On March 1st, I noted, “Again, the students seemed very interested in the discussion. Twelve students in the group, and

most raised their hands to participate. Overall, students commented on enjoying the book and wanting to read more.” It is apparent through documenting lessons and reflecting that student interest and excitement for a topic affect what they talk about during the lesson. Furthermore, over eighty-five percent of students surveyed indicated they talked more when they were excited. Although I enjoyed hearing students excited to talk about what they were learning and reading, I began to develop deeper insight into student talking. Over the course of analyzing on-task talking within my classroom, I increased my wonderings and was led to my next claim.

Student success in regard to talking is not necessarily dependent upon whether the talking is on-task or off-task. There are certain subjects where talking is distracting regardless of whether or not it has to do with the lesson.

Throughout the course of my observations, I began to notice something I did not expect. I originally felt that the key to a classroom environment was one where on-task talking occurred whenever necessary and off-task talking was avoided. I naively would have defended that all on-task talking was beneficial. As my inquiry research progressed, I found that what I had originally envisioned as a successful classroom environment was not always the case. I discovered through documenting lessons that there were times when off-task talking was not distracting to the lesson or inhibiting students from being successful at a given task. On the other hand, there were situations when I found on-task talking to be distracting. For example, when listening to two students discuss their Civil War journals on February 26th; I noted that even though they were excited about what they were learning and engaged in the lesson, they had not begun their writing assignment on the topic. Writing is a challenging subject to these students, so although

they were involved in the social studies lesson, they were not engaged in the writing practice which they both needed. Overall, the documented lessons, surveys, and reflections indicate that in order for these students to be successful in writing, a quiet atmosphere is necessary.

I also found on-task talking to be distracting at times and disruptive during small group instruction. During an IB discussion on February 28th I wrote, “Talking was on-task during this lesson, but it was distracting and inhibiting students from listening to one another.” On more than one occasion I found on-task talking to be just as distracting as off-task. In a similar experiment Alton-Lee, Nuthall, and Patrick wrote, ‘it is clear that off-task behavior played a relatively minor role in inhibiting learning, as compared with on-task behavior that did not involve engagement with curriculum concepts’ (1993). In these situations, many of my reflections indicated poor management strategies in regard to monitoring student calling out and interruptions. For discussions that involve high student excitement, clear expectations and boundaries could provide the right cushion for on-task student talking to stay beneficial for collaborative learning. As my analysis continued, I have continued to explore these findings and have already begun to set clearer expectations during group discussions. As a result of discovering that it is more than just the type of classroom talking that determines student success, I was led to my next claim.

Knowing your students is key to creating a well-managed classroom environment that balances student talking and achievement.

This claim to an experienced teacher may seem obvious; however, as a new teacher, this is powerful reinforcement that will help guide my instruction and classroom management. I am just beginning my teaching career and building confidence in this role. Motter (2002) writes, “It is believed that novice teachers might focus on the self and on how well they present the course content rather than on their students.” I have learned through researching classroom talking that a quiet environment is generally a more successful atmosphere for students during reading and writing activities. Through the evidence I collected, I have built confidence in expecting this type of environment of my students. Furthermore, when analyzing student surveys, I found that some students are more relaxed in school when they are free to talk, and others feel they are more relaxed when it is completely quiet. I also observed slight differences between my class data from surveys and the data from all the fifth grade students. For example, my class indicated that they liked talking to other students during group work, whereas the overall totals did not represent the same information. Additionally, my class indicated they were not more likely to talk when they were bored, when the overall data showed students did talk more when they were bored (Appendix I). Understanding when quiet environments benefit most students and what activities can encompass different types of environments will help tailor the diverse needs of the students within my classroom. Knowing my class and understanding that the nature of their talking behaviors will help guide my instruction and expectations of students in regard to talking.

Conclusion:

Through the inquiry process, I feel that I grew in understanding children and the manner in which they talk. By investigating my wonderings, I have gained wisdom into understanding the nature of talking in my future classrooms. This is important because how I perceive my students' discussions during the day affects how I present information and how I reflect on my teaching as a professional. As Motter (2002) writes, "student classroom communication affects how teacher perceived their effectiveness and satisfaction as teachers as well as their motivations to teach. All of these teacher variables have been shown to influence the instructional environment." Before doing this inquiry project, I may have viewed student talking during a lesson negatively and changed my instruction accordingly. Now in the future, I will be more inclined to investigate the nature of talking that is occurring and decide how to manage my classrooms according to the diverse characteristics of my students. I also realize that there are certain subjects where students will be more successful in a quiet environment. Although I value a classroom full of rich discussion, there are times when discussion is distracting. I found through my investigation and research that students as well as teachers prefer an environment that is quiet during writing and reading activities. When observing lessons, students talking during these activities were often distracted.

This experience has altogether increased my knowledge of children and how they communicate. What I have learned will be incredibly valuable to my teaching in the future. I have learned to analyze my professional growth as a teacher, and am more motivated to investigate student discussion within my classroom in each different cultural context. I will also be more confident in classroom management, having a better

understanding of what types of communicative environments are appropriate for different subjects and different students within my future classrooms.

New Wonderings

How will the data change when I move to a different school with a completely different culture?

Will the data be similar?

How would the data change if students were not sitting in sets?

How do you manage on-task talking that is distracting without discouraging student interest in the lesson?

What are the effects of providing time for on-task talking?

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Appendix A

Date:
Teacher:
Lesson:
Time:
Additional Information:

Data Collection:
Student Talking in the Classroom:

Type of Instruction	Off Task Talking		On Task talking		No Talking
	1-5 Students	6 or more students	1-5 Students	6 or more students	
Whole Group Instruction					
Group Work					
Independent Work					

Date: Feb. 26, 2007
Teacher: Mrs. Khayat
Lesson: SS Oregon City
Time: 12:45-2:00
Additional Information:

Two hour Delay
Finally made it to Oregon City
See management strategies

Data Collection:
Student Talking in the Classroom:

Type of Instruction	Off Task Talking		On Task talking		No Talking
	1-5 Students	6 or more students	1-5 Students	6 or more students	
Whole Group Instruction Situation				I Excited to make it	
Group Work Discussing Journal writing	I			I Whole Class	
Independent Work Journal Writing				I Most of the time	

One cue to talk quietly - one student moved because she couldn't concentrate
 R+V who were talking on-task didn't have very much written while students around them had a TP → "Less talking more writing"
 "You need to stop talking you are distracting others." OFF-TASK

Appendix B

Date:
Teacher:
Lesson:
Time:
Additional Information:

**Data Collection:
Student Talking in the Classroom:**

Management Strategy for Quieting Students	Talking Was Off Task	Talking Was On Task	W, G, I

*W= Whole Group Instruction * G=Group Work * I= Independent Work

Date: Feb. 28, 2007 Wed	Data Collection: Student Talking in the Classroom:		
Teacher: Miss H.			
Lesson: IB Discussion			
Time: 11:10-11:30			
Additional Information:			
Students were very excited. Talking was all on task Just making sure	Management Strategy for Quieting Students	Talking Was Off Task	Talking Was On Task
	Cues to raise hand before speaking		
	Time given to look, then begin discussing		
	ignoring/calling on Raised Hands		
	Reminder that one person should talk at a time		

*W= Whole Group Instruction * G=Group Work * I= Independent Work

Talking was on-task during this lesson, but it was distracting and inhibiting students from listening to one another.

Appendix C

Date: Feb 28, 2007 Wed.
Teacher: Miss H.
Lesson: 1B Group
Time: 11:10 - 11:30
Additional Information:
 Any talking was on-task. Students became excited when they thought Mr. Crandon might be the man Mike stole from. Each person wanted to share thoughts/ findings. Time was given because they were all excited. This calmed the outbursts down and gave others a chance to contribute.

Data Collection:
 Student Talking in the Classroom:

Type of Instruction	Off Task Talking		On Task talking		No Talking
	1-5 Students	6 or more students	1-5 Students	6 or more students	
Whole Group Instruction Half Group	None		1- Few Individuals	1 At points all were talking	
Group Work None					→
Independent Work None					→

This instructional time was fun, because everyone was really engaged. It was a tough struggle, because I wanted to encourage the enthusiasm but I also wanted them to be able to hear me another in order to learn from each other.

This lesson, the students sat at their desks and took notes while the story was read. They sat for probably 15 minutes during the reading + questioning. They had just watched a movie, so may have been a little antsy during this lesson. The talking felt distracting at points, "not John Brown". But other talking I did not notice.

Appendix G

Teacher Survey

What kind of atmosphere do you prefer during **WRITING** activities?

- Completely quiet
- Students are whispering
- Free to talk

What kind of atmosphere do you prefer during **READING** activities?

- Completely quiet
- Students are whispering
- Free to talk

What kind of atmosphere do you prefer during **GROUP** activities?

- Completely quiet
- Students are whispering
- Free to talk

What kind of atmosphere do you prefer during **ART** activities?

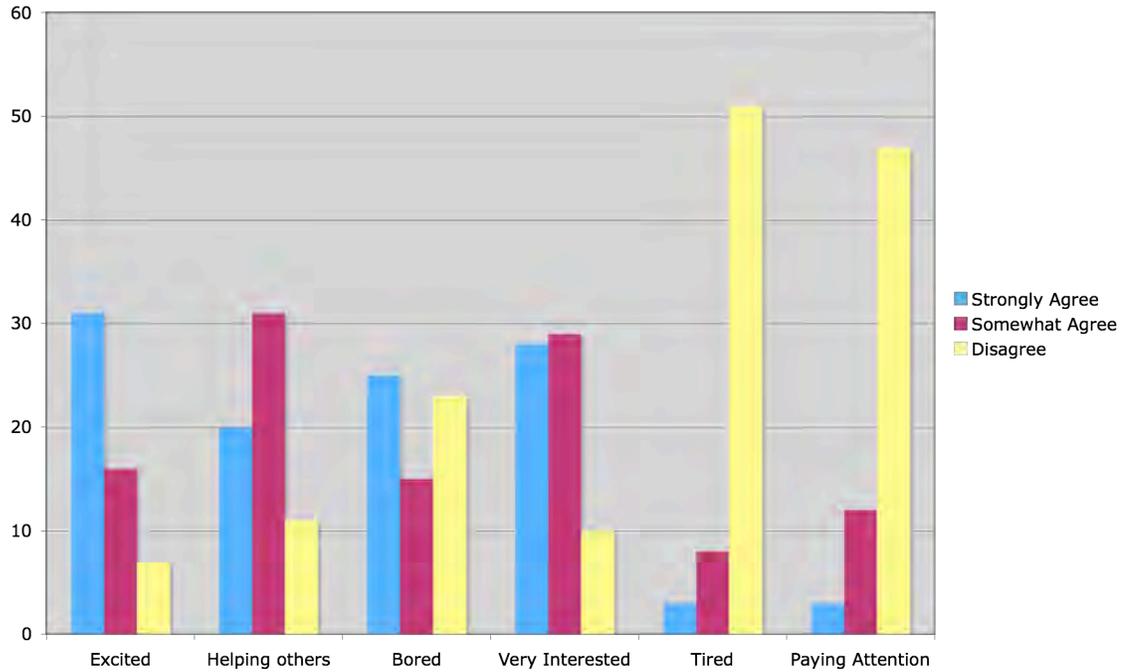
- Completely quiet
- Students are whispering
- Free to talk

When do you feel students produce their best work?

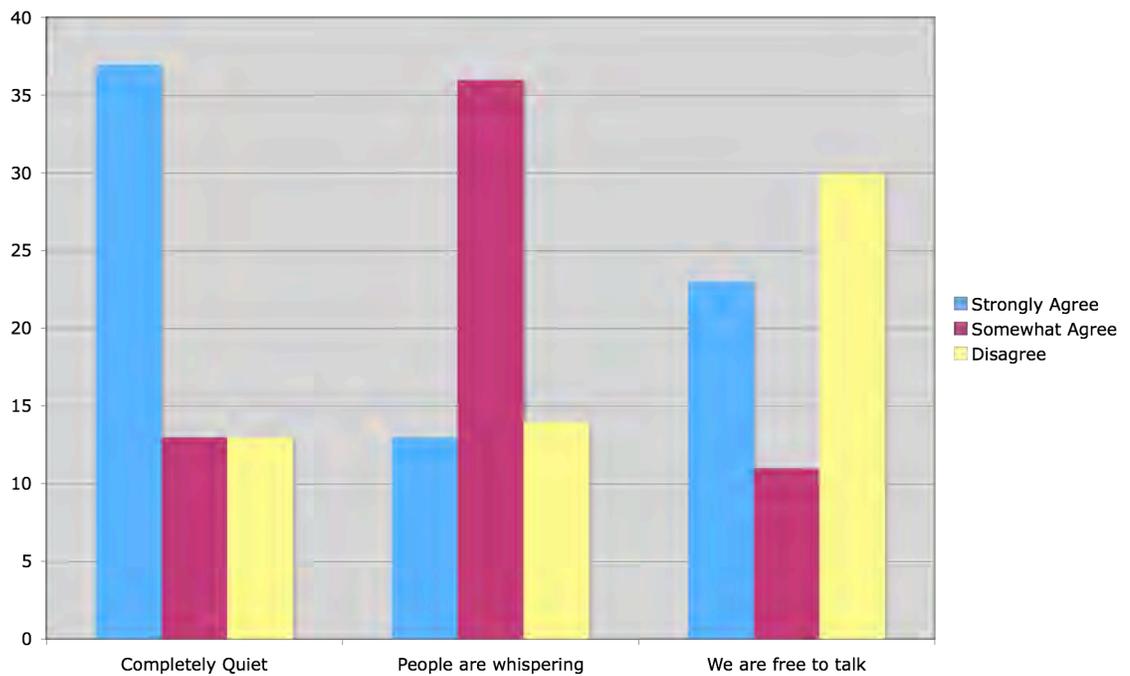
- Completely quiet
- Students are whispering
- Free to talk

Appendix H

I Talk More to Students When I Am:



I Work Best During Writing Activities When:



Appendix I

Class Totals

2. I like talking to other students during:	Strongly	Somewhat	Disagree
Morning Time	13	6	3
Reading	0	10	12
Group Work	4	13	5
Teacher up front	0	6	16
Writing	1	10	11
Art Activities	11	8	3
Read Aloud	1	6	15

3. I Talk More to Students When I am:	Strongly	Somewhat	Disagree
Excited	15	4	3
Helping others	7	10	5
Bored	11	2	9
Very Interested	14	4	4
Tired	1	1	20
Paying Attention	1	2	19

4. I work best during Writing when:	Strongly	Somewhat	Disagree
Completely Quiet	13	4	5
People are whispering	7	9	6
We are free to talk	15	4	3

5. I work best during ^{Group} Writing when:	Strongly	Somewhat	Disagree
Completely Quiet	3	5	14
People are whispering	10	9	3
We are free to talk	9	4	9

6. I work best during Reading when:	Strongly	Somewhat	Disagree
Completely Quiet	16	5	1
People are whispering	2	13	7
We are free to talk	3	2	17

7. I work best during Art when:	Strongly	Somewhat	Disagree
Completely Quiet	6	6	9
People are whispering	8	8	5
We are free to talk	8	2	11

8. I feel most relaxed in school when:	Strongly	Somewhat	Disagree
Completely Quiet	10	3	8
People are whispering	8	7	6
We are free to talk	6	5	11

Blue: Activities students like to talk during Yellow: majority prefer

Overall Totals

2. I like talking to other students during:	Strongly	Somewhat	Disagree
Morning Time	30	29	5
Reading	0	20	42
Group Work	20	34	9
Teacher up front	2	23	37
Writing	4	34	35
Art Activities	39	14	10
Read Aloud	2	19	32

3. I Talk More to Students When I am:	Strongly	Somewhat	Disagree
Excited	31	16	7
Helping others	20	31	11
Bored	25	15	23
Very Interested	28	29	10
Tired	3	8	51
Paying Attention	3	12	47

4. I work best during Writing when:	Strongly	Somewhat	Disagree
Completely Quiet	37	13	13
People are whispering	13	36	14
We are free to talk	23	11	30

5. I work best during ^{Group} Writing when:	Strongly	Somewhat	Disagree
Completely Quiet	6	16	40
People are whispering	23	31	8
We are free to talk	28	16	18

6. I work best during Reading when:	Strongly	Somewhat	Disagree
Completely Quiet	49	9	4
People are whispering	7	34	20
We are free to talk	6	5	52

7. I work best during Art when:	Strongly	Somewhat	Disagree
Completely Quiet	15	18	29
People are whispering	23	26	12
We are free to talk	32	10	18

8. I feel most relaxed in school when:	Strongly	Somewhat	Disagree
Completely Quiet	23	14	24
People are whispering	19	31	11
We are free to talk	23	12	27

Blue: Activities students like to talk during Yellow: majority prefer