

RATIONAL:

“Learning is powerfully affected by prior experience, perceptions of relevance to self and society and the context in which learning occurs” (Chiarelott, 2006, p87).

The state of Ohio requires all students in grades three through eight to complete the Ohio Achievement Assessment (OAA) for one week every spring. The OAA is given in the areas of reading, mathematics, science, social studies and writing; all assessments are aligned to the academic content standards. The state provides administration manuals that outline the requirements all schools must abide by for the school officials responsible for statewide testing. This administration guide provides information pertaining to the handling, distribution and administration of the tests as well as providing specific information relative to each location, grade and subject tested that week ("ODE testing web, 2011"). There are, however, minimal requirements outlined by the state regarding year-long preparation efforts within the regular curriculum or even suggested best practices regarding the logistics.

As a need, my administrative team and I have created an informal, internal planning and pacing guide to assist in the gradual integration of testing support and preparation. Working as a district each year, we focus our attention on academic engagement and classroom management which supports an effective testing system. It is imperative that the student feels comfortable, confident and a valued member of our school community. In creating an atmosphere of safety and respect the students have an opportunity to make connections which lend themselves to be more engaged and achieve academically.

Contextual teaching and learning is defined by Berns & Erickson as "...a conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers..." (2001). It is imperative that we as an educational society work within the mindset of progressive education following in the footsteps of John Dewey and Francis Parker, moving from curriculum-centered education to student-centered education that engages the student and provides emotional and social support. John Dewey said that "the ideal aim of education is creation of power of self-control". At Wildwood, we specifically focus on components of TRIBES and School-Wide Positive Behavioral Intervention & Support (SWPBS) adapting those programs and lessons to effectively meet our buildings social, emotional and environmental needs.

In an effort to provide the necessary professional development and continue to grow as a staff we typically utilize the group investigation model for our fall staff refresher classes. This model was derived from both the perspectives of a "behaviorist and the constructivist philosophies" (Chiarelott, 2006, p.116). In this model, we as a staff, discuss the buildings four behavioral expectations that were set from the previous year. We review, evaluate and talk about our thoughts and reactions to the successfulness from the previous year making suggestions to improve and narrow our conversations. The group then breaks apart into teams and work to establish the coming year's behavioral expectations. Each team is in charge of creating "a matrix of what the behavioral expectations look like, sound like, and feel like in all the classroom and non-classroom areas. This matrix will have approximately three positively stated examples for each area" ("SWPBS for beginners," 2011), ensuring there is an overall understanding of support

of our building initiatives. Returning into a large group again, we work to evaluate the behavioral expectations and matrix. Each step in our process follows the phases outlined in the group investigation model.

As the new year begins, we establish the SWPBS behavior expectations and work to creating a conducive working environment for the students. Utilizing Tribes Learning Community we support our SWPBS goals by “assuring the healthy development of every child so that each has the knowledge, skills and resiliency to be successful...” (Gibbs, 2001, p.22). Amy Gutmann (1987) writes about Democratic Education and in a section she outlines the importance of choices. She discusses the state of the family, individuals, and of education as it relates to choice and freedom; in her words she “...believes that a primary purpose of education is to cultivate good character...” (p. 428), in an effort to maximize the future of children. Tribes allows my staff a method to incorporate social skills and self-esteem building into the curriculum, thus enhancing our overall goal of increased engagement and classroom management.

When working with the students, each classroom teacher analyzes the needs of the learners and adapts the lesson format to suit those needs and the environment they are trying to create. Typically, we function in the 5-E Learning Cycle method when working within Tribes, as this method “can address either social issues or personal issues relevant to that student or classroom need” (Chorlette, 2006). Having an atmosphere conducive to learning allows the teachers to work more freely throughout the classroom curriculum at an appropriate pace while the students’ feel less pressured and more able to retain information gained. With effective

teachers running effective classrooms, understanding the needs of the students while supporting the parents and community, we work to create the ultimate environment.

Pre-Assessment:

The pre-assessment will consist of a few components; a self reflection prior to each sub-unit taught, teacher observations of demonstrated traits and an individual KWL covering the topic presented. The students will also keep a running journal and reflection log throughout the entire course/year. They will constantly be monitoring their own growth as it compares to personal goals set and working to notice changes in behaviors from themselves and others.

Subunit One: Respecting Differences (3rd grade): 5-E Model

- I. Concept/ skill to be learned:
 - a. Respecting diversity
 - b. Interpersonal skills
 - c. Character development

- II. Lesson Objectives:
 - a. The students will gain a positive understanding that differences are positive while learning to appreciate and respect diversity. (Bloom's/Knowledge)
 - b. The student will learn how to appreciate the unique value of each person. (Bloom's/Comprehension)
 - c. The students will read passages and discuss/reflect on differences with classmates. (Bloom's Application)

- III. Procedures: (30-45 minutes)

- a. Engagement: After the self reflection have the students complete their KWL chart in their journals. Then explain to the group that you are going to read as short poem about a boy named Jason. Tell them to listen carefully to find out what his wish is at the beginning of the story and what his wish is at the end of the story.
- b. Exploration: After reading allow the students a few minutes to review and reread the poem formulating their own ideas and opinions. Ask probing questions such as “what would the world be like if all people looked alike, talked alike and thought alike? Would there be any advantages to people and things looking alike? What would the disadvantages be? What do you think is meant by “differences in beauty” and “beauty of differences”?”.
- c. Explanation: Facilitate and guide a conversation allowing the groups to communicate possible answers to the questions above. Allow them to clarify and ask questions regarding differences with their peers.
- d. Extension: Draw seven columns on the board under the title of “My Favorites”. List these categories at the top of each column: Food, Day of the Week, TV show, Color, Pet, Things to Do, and Musical Instrument. Explain to the group that not only do we all look different in some way, but we also have different likes and dislikes. As a group complete the chart on the board and discuss special favorites and compare and contrast highlighting that we are all unique and the importance of differences.
- e. Evaluation: Have students’ journal/reflect about “Why it is OK to be different? Are there advantages or disadvantages to being different? Why is being different good or bad? Explain.” Monitor student behaviors, actions and reactions to things/people that are different than they are and have students complete the “L” in their KWL charts located in their journals.

IV. Materials and Resources:

- a. Student journals
- b. Copy of poem
- c. White board for charts

Subunit Two: Choosing What's Right for Me (3rd grade): 5-E Model

I. Concept/ skill to be learned:

- a. Self-esteem,
- b. Self-confidence

II. Lesson Objectives:

- a. The students will compare and contrast the choices they can make between good and bad behavior.
(Bloom's Analysis)
- b. The students will work to recognize judgmental statements and actions
(Bloom's Comprehension)
- c. The students will work to operate using good choices
(Bloom's Application)

III. Procedures: (45-55 minutes)

- a. Engagement: After the self reflection have the students complete their KWL chart in their journals. Then briefly explain that everyone makes many choices each day. Give quick examples – ie – the color shirt or type of shoes worn today. Discuss the differences between good and bad choices and how the choice we make doesn't define us as a person – bad choices don't mean you're a bad person.
- b. Exploration: Tell the students that choosing the right action or thing to say builds self-esteem, makes us and those around us happy, and makes us feel good inside. Choosing the wrong action or thing to say breaks down our self-esteem, makes us feel bad inside, disappoints those around us as well as ourselves, and sometimes makes more work for us. Provide each person with a choices slips and have them sort the choices into a good and bad choice list. Have the students compare and discuss the decisions they made and why they thought a choice was good or bad.
- c. Explanation: Facilitate and guide a conversation allowing the groups to communicate possible answers to the questions above. Allow them to clarify and ask questions regarding differences with their peers. Discuss how others can feel about choices that are made that can be hurtful.
- d. Extension: Have students complete the Choosing Chart Worksheet allowing them to apply the concepts just taught into real life situations. Discuss as a group following completion of the activity.
- e. Evaluation: Have students' journal/reflect about "How they feel when they make good vs. bad choices? What are some consequences of bad choices and can you learn from others choices? Explain. Teacher will monitor behaviors using a

behavior tracking form and review students completed “L” category in their student journals.

IV. Materials and Resources:

- a. Student journals
- b. Choices Worksheet (attached below)
- c. Choosing Chart Worksheet (attached below)

CHOICES

GOOD

Put your toys away.
Help Mom or Dad.
Be kind to a sister or brother.
Share lunch with a friend if he forgot his.
Help set the table for supper.
Take out the trash.
Hold the door open for an older person.
Help find a lost key.
Help a friend with homework.
Get off the phone so someone else can talk.
Turn off lights when leaving a room.
Feed and walk the dog.

BAD

Refuse to share toys.
Laugh when someone falls down.
Make fun of someone's clothes.
Call someone names.
Eat sister's or brother's chocolate cake.
Throw a rock at a bird.
Tell lies about someone.
Tear pages out of a book.
Leave someone out of a game.
Draw pictures in someone's book.
Leave clothes on the bathroom floor.
Stay at a friend's a lot later than expected without calling home.

¹ *Third grade discoverers.* (1999). Irving, TX: Learning for life.

CHOOSING CHART

Choice	Good Choice	Bad Choice	Consequence to You	Consequence to Others
Laughing at someone's mistake or wrong choice				
Helping to clean up a spill				
Going back to get something left behind				
Writing an unkind message in a classmate's book				
Sharing a treat with someone who doesn't have a treat				
Postponing your homework until you can't help with cleanup after dinner				
Allowing a classmate to go first when you got in line at the same time				
Taking turns when playing games with others				

² *Third grade discoverers.* (1999). Irving, TX: Learning for life.

Subunit Three: Choices (3rd grade): 5-E Model

I. Concept/ skill to be learned:

- a. Self-esteem,
- b. Self-confidence

II. Lesson Objectives:

- a. The students will learn to practice making positive choices.
(Bloom's Evaluation)

III. Procedures: (45-55 minutes)

- a. Engagement: After the self reflection have the students complete their KWL chart in their journals. Tell the students: *When we choose those things that we would like to do, or choose those things that we would like to have, we have made a choice. When people buy homes, they look at several homes before they make their choice – same when buying a car. When you select a book that you would like to read, then you, too, are making a choice. As you grow up, you will make many choices that may affect you for the rest of your lives. For example, you may set a goal for what you would like to be or do when you grow up. Always try to make positive choices. The goal is your choice, but when you choose a goal, you must work to achieve it. Today we are going to practice making positive choices.*
 - b. Exploration: Have the students divided into two teams with two index cards per team – one labeled “+” and the other “-“. Each student will have an opportunity to identify a positive vs. negative choice as you reading through the list of choices. Make sure the students listen carefully and allow each individual to make the choices.
 - i. Getting to bed on time
 - ii. Staying up late watching TV
 - iii. Never brushing my teeth until I'm told
 - iv. Raising my hand and waiting to be called upon
 - v. Not telling the truth
 - vi. Taking things from someone without asking to use them
-

- vii. Saying “thank you” when someone give me something or says something nice to me
 - viii. Saying “NO” to drugs
 - ix. Playing with matches
 - x. Going to the library to check out a good book
 - xi. Being a good friend
 - xii. Making prank phone calls and playing on the phone
 - xiii. Not going directly home after school
 - xiv. Leaving my dirty clothes on the floor for someone else to pick up
 - xv. Asking my mother or dad if I can help around the house
 - xvi. Putting classmates down by saying something negative about them
 - xvii. Listening to others
 - xviii. Talking out in class without permission
 - xix. Asking questions when I don’t understand
 - xx. Working hard to make good grades
- c. Explanation: Facilitate and guide a conversation allowing the groups to communicate possible answers to the questions above. Allow them to clarify and ask questions regarding differences and choices with their peers. Discuss the importance of being a responsible choice maker and how to do that especially when others around you might be making bad choices.
- d. Extension: Tell the students: *We will learn to set goals and find ways to accomplish those goals. Our goal will be to discover ways to find a new friend. How many of you like having a friend? In order to have a new friend, we must find out the steps we need to take to find a friend. How are we going to do this? When we choose a friend, what are some of the qualities we would like to see in that friend?* Create a list as the students give responses on the board while facilitating a conversation about each quality. Then as a group rate the most important qualities and have the student reflect on if they possess those traits.
- e. Evaluation: Have students’ journal/reflect about “Do you always have a choice?” Give an example. Should you always consider the consequences to you and others when making a choice?

IV. Materials and Resources:

- a. Student journals
- b. Four index cards labeled
- c. White board for lists
- d. List of questions for exploration activity

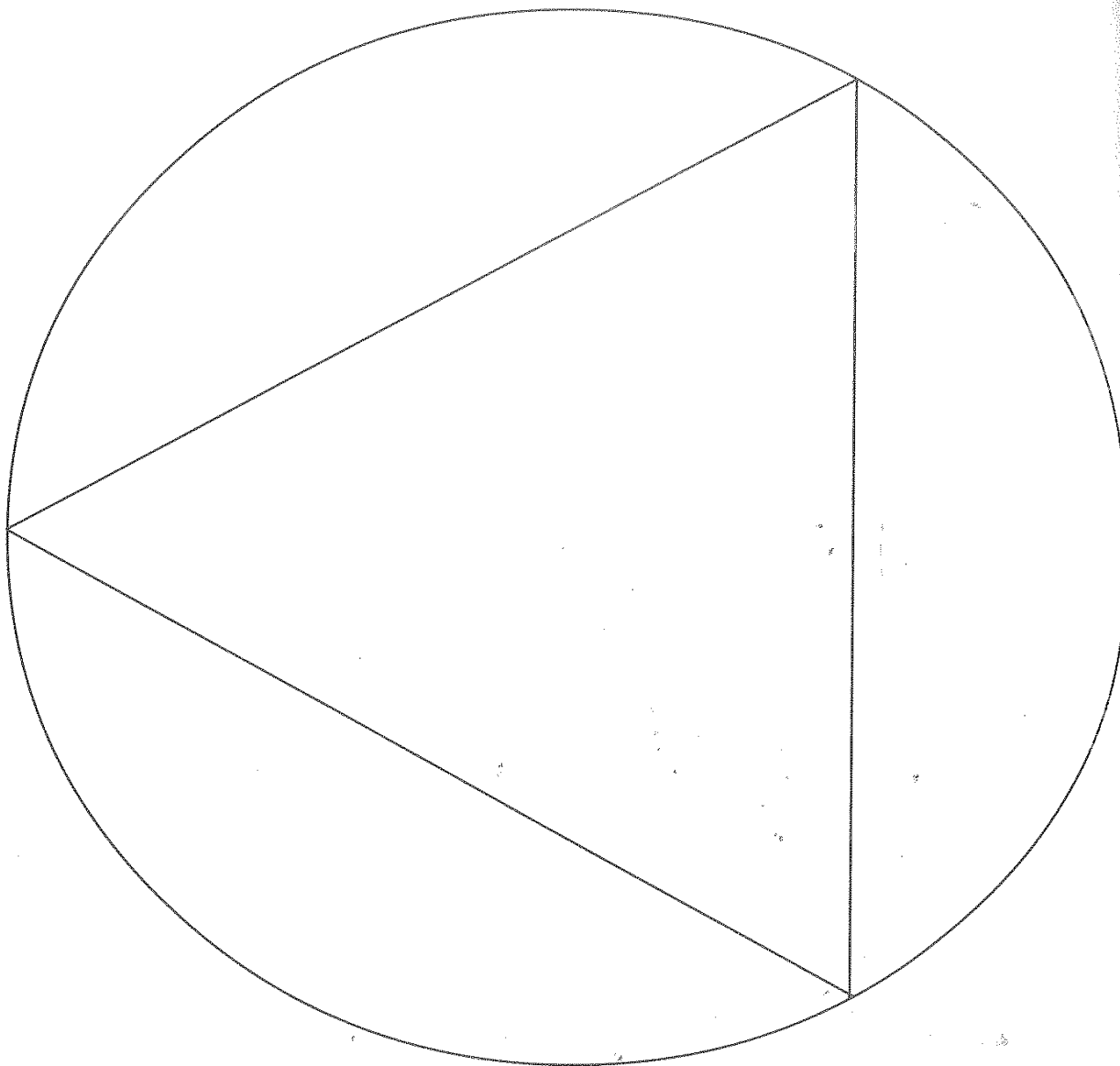
Post – Assessment:

The post-assessment will consist of continued journaling and reflection of growth in the student journals and teacher observations. The students will also be asked to complete the following worksheets and a All about Me and My feelings book over the span of a few weeks individually; they may reference their journal and classroom reminders board as needed however they may not receive teacher assistance.

Individual student - teacher conferences will be held to mark the progress and privately discuss the growth on the personal goals set by each student. At that time we will also incorporate additional goals on being a good friend and making good choices into our contract.

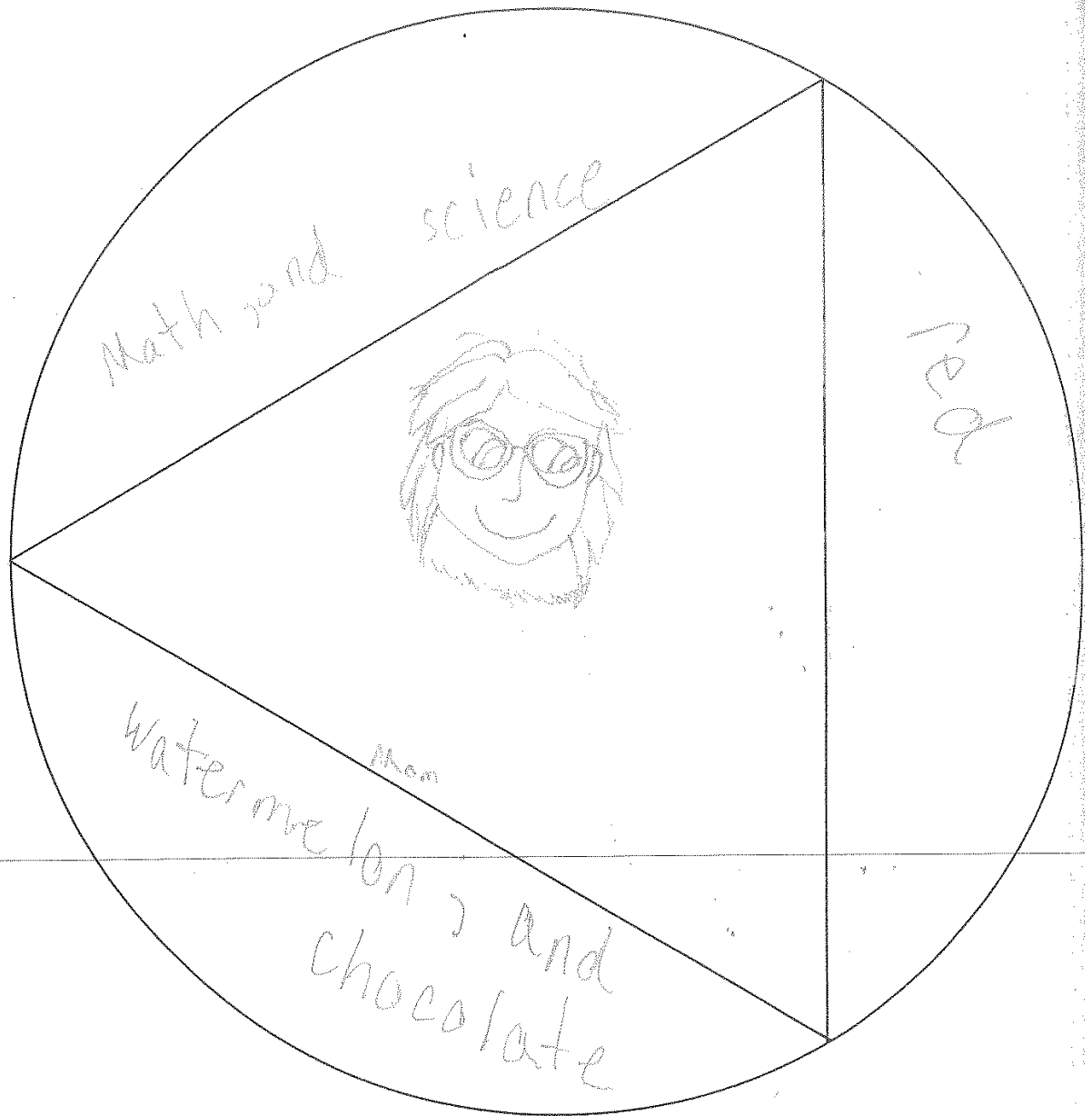
Assessing the growth of an individual's emotional growth and maturity is a hard measurement within the span of a week. These lessons and assessments are continued from week to week and growth is measured in a multitude of ways – we very much work to create the best possible environment for all students

My Favorite People and Things



³ Gibbs, Jeanne (2001).

My Favorite People and Things



⁴ Gibbs, Jeanne (2001).

Appreciating Others

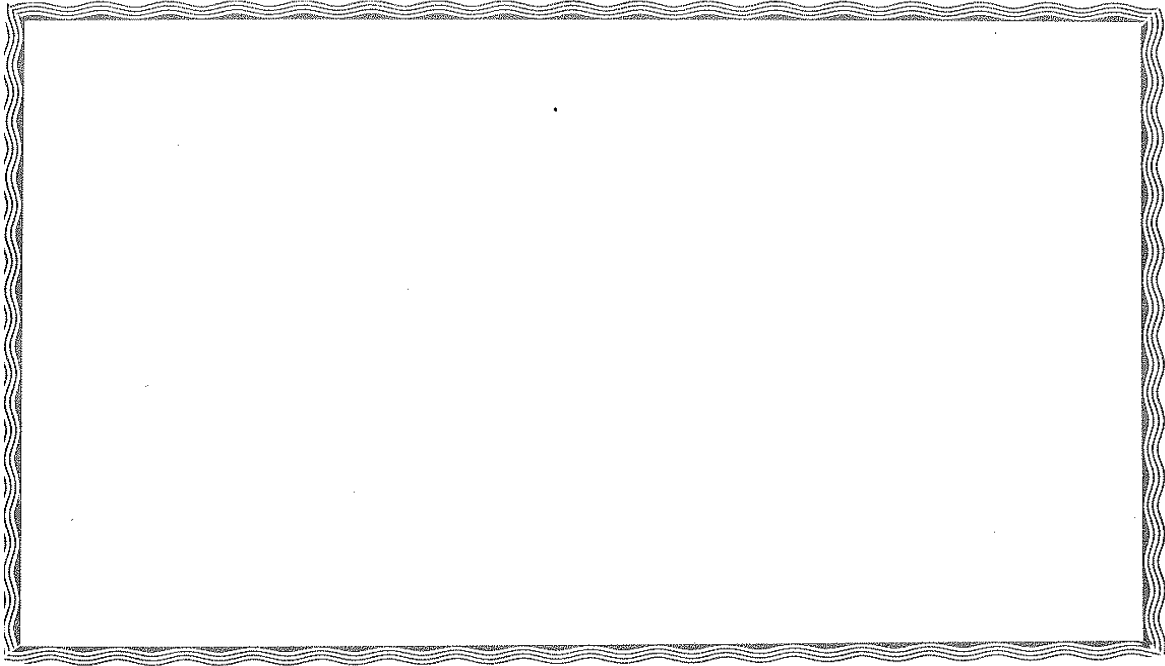
<p style="font-size: 1.2em; margin: 0;">Self</p>	<p style="font-size: 1.2em; margin: 0;">Best Friend</p>
<p style="font-size: 1.2em; margin: 0;">Mom/Dad</p>	<p style="font-size: 1.2em; margin: 0;">Classmate</p>

Suggested positive statements forms:

- _____, I liked it when you...
- _____, I appreciate it when...
- _____, I'm glad you...
- _____, I want to give you a warm fuzzy for...
- _____, thanks for...

⁵ Gibbs, Jeanne (2001).

All About Me and My Feelings



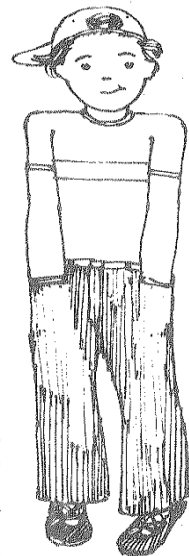
The Author

Author _____

Publisher _____

Copyright _____

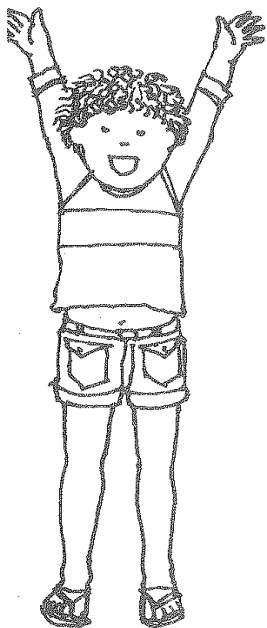
I'm glad to be me
because



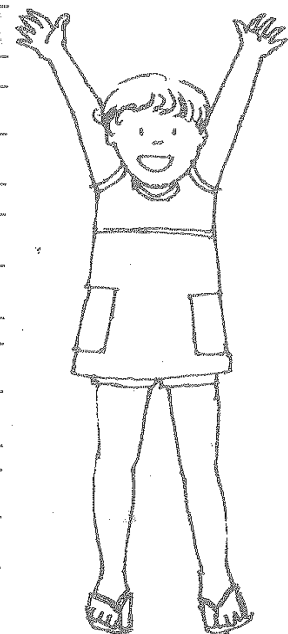
I like



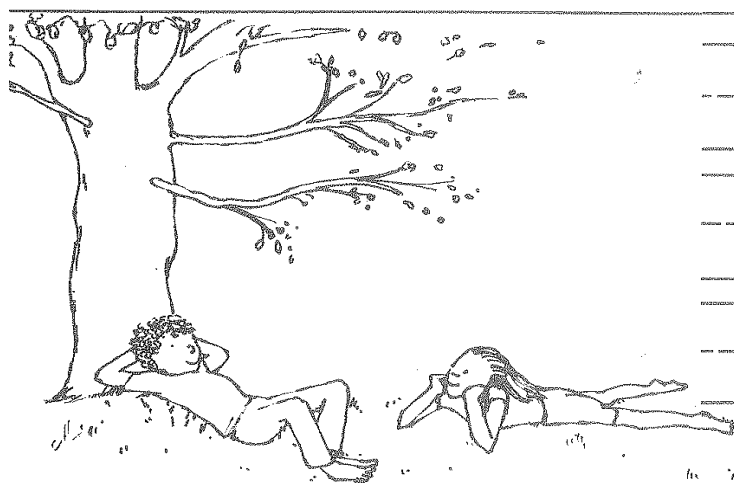
I am great because



A set of handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. The lines are empty and intended for writing.

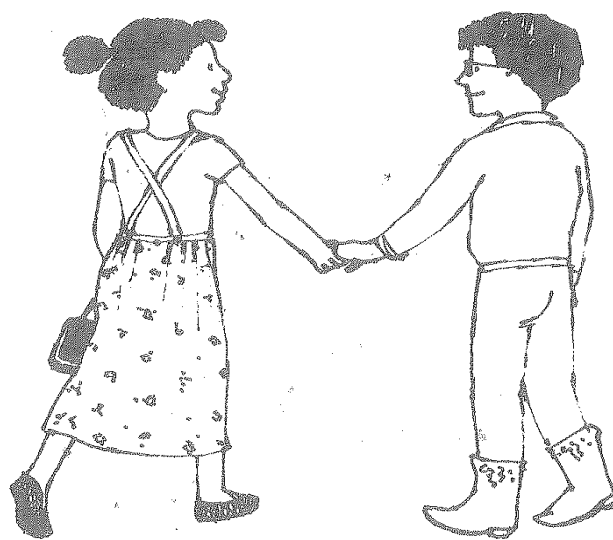


When I grow up



I am a good friend when

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for writing.



¹¹(Borba, & Borba, 1978)

Reference:

Berns, R.G. & Erickson, P.M. (2001). Contextual teaching and learning: Preparing students for the new economy. The highlight zone: research @ work no. 5. Retrieved September 17, 2002, from <http://nccte.com/publications/inforsynthesis/highlightzone/highlight05/highlight05-CTL.html>

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Chiarelott, L. (2006). *Curriculum in context*. Belmont, CA: Thomson Wadsworth.

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