

SUNY College Cortland

Digital Commons @ Cortland

Master's Theses

5-2022

Morning meeting and closing circles: a sense of community, positive learning environment, and increased social interactions in an elementary classroom

Samantha Ryan

Follow this and additional works at: <https://digitalcommons.cortland.edu/theses>



Part of the [Child Psychology Commons](#), [Early Childhood Education Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), [Educational Sociology Commons](#), [Elementary Education Commons](#), and the [Mental and Social Health Commons](#)

Morning Meeting and Closing Circles: A Sense of Community, Positive Learning Environment,
and Increased Social Interactions in an Elementary Classroom

A Master's Project

In Partial Fulfillment for the Requirements of the Degree

Master of Science in Teaching

State University of New York College at Cortland

Samantha Ryan

April 26, 2022

Approved:

Kimberly Rombach

EDU 698 Course Instructor

Kim Wiczorek

CECE Department Chair

Date: May 2nd, 2022

Contents

Abstract.....	5
Introduction.....	6
Literature Review.....	7
Searching for Articles.....	7
Climate of Belonging.....	7
Peer Interactions/Prosocial Behavior.....	8
Teacher/Student Relationships.....	9
Summary.....	10
Methods.....	10
Setting.....	10
Participants.....	12
Materials.....	13
Procedures.....	13
Types of Research Conducted.....	14
Phases/Timeline.....	15
Limitations.....	15
Analysis.....	16

Findings.....	16
Class Baseline Data.....	16
Class Post-Intervention Data.....	17
Comparing Baseline and Post-Intervention Data.....	18
Select Student Data.....	19
Post-Intervention Student Responses.....	20
Teacher Post-Intervention Response.....	21
Discussion.....	23
Sense of Community.....	23
Positive Learning Environment.....	25
Increased Social Interactions.....	26
Conclusion.....	27
Reference List.....	29
Appendix A: Anecdotal Note Template.....	31
Appendix B: Teacher Interview Prior Template.....	32
Appendix C: Teacher Interview Post Template.....	33
Appendix D: Daily Responsive Classroom Log Template.....	34
Appendix E: Daily Student Assessment Template.....	39

Appendix F: Student Behavior Self-Assessment Template.....	40
Appendix G: Student Post Interview Template.....	41
Appendix H: Morning Meeting Slides.....	42
Appendix I: Closing Circle Slides.....	53
Appendix J: Baseline Data: Pre-implementation Student Behavior Self-Assessments.....	56
Appendix K: Baseline Data: Pre-implementation Teacher Interview.....	61
Appendix L: Daily Responsive Classroom Logs.....	62
Appendix M: Anecdotal Notes.....	75
Appendix N: Daily Student Assessments.....	84
Appendix O: Teacher Interview Post Implementation.....	99
Appendix P: Post Implementation Student Interviews.....	100
Appendix Q: Post Implementation Student Behavior Self-Assessments.....	105
Appendix R: First Morning Meeting and Closing Circle Lesson.....	110

Abstract

This action research study was implemented over a three-week period in a first-grade classroom, collecting qualitative and quantitative data. The purpose of the study was to determine the effects of Morning Meetings and Closing Circles on a sense of community in an elementary classroom. Preliminary findings show an increase in student social interactions, positive learning environment, and a climate of belonging. This presentation will also provide information on Morning Meetings and Closing Circles as an intervention to combat social and emotional competencies lost during the COVID-19 pandemic.

Introduction

Teaching the whole child is an educational approach which focuses on the social, emotional, and cognitive skills taught alongside and with as equal importance to academic learning. With the implication of the COVID-19 pandemic, students' opportunities in the classroom to master these skills has declined (Rivera et al, 2020). The Collaborative for Academic, Social, and Emotional Learning states "The pandemic has underscored social and emotional learning as an essential part of high-quality education- highlighting our relationships, resiliency, and collective problem-solving as fundamental to teaching and learning" (Rivera et al., 2020, Webinar 6:40). COVID-19 has negatively impacted children's time in the classroom, which is fundamental to building, supporting, and developing relationships. To address this issue, it is important to build an environment that supports and promotes social and emotional learning (Rivera et al., 2020).

The Responsive Classroom approach is a program which focuses on social, emotional, and academic learning. According to the Responsive Classroom, "In order to be successful in and out of school, students need to learn a set of social and emotional competencies- cooperation, assertiveness, responsibility, empathy, and self-control-and a set of academic competencies-academic mindset, perseverance, learning strategies, and academic behaviors" (Responsive Classroom, 2021). The approach utilizes many techniques to enhance social and emotional learning skills, such as Morning Meetings and Closing Circles. This small-scale literature review will attempt to answer the question: What are the effects of Morning Meeting and Closing Circles on a sense of community in an elementary classroom?

Literature Review

As I began my research on Morning Meetings and Closing Circles, I found many articles on of the Responsive Classroom approach. Every article found pertaining to studies displaying Morning Meetings and Closing Circles represented positive effects on student development.

Searching for Articles

I utilized the SUNY Cortland library website, where I narrowed down my research through ONEsearch and ERIC databases. I found numerous articles on the Responsive Classroom and narrowed the search further to specifically elementary education. I found many commonalities between these articles and chose to highlight six literary sources consisting of longitudinal studies and short-term case studies. Most of the articles included the relationships between the Responsive Classroom and the benefits on peer interactions and prosocial behavior. I reread the articles to find more minute commonalities. These included teacher/student relationships and a sense of belonging on the classroom environment. Therefore, I decided to sort these articles into three categories; teacher/student relationships, peer interactions/prosocial behavior, and a climate of belonging.

Climate of Belonging

Two of the six articles in the review note an increase in a climate of belonging with the daily implementation of Morning Meeting. Bondy and Ketts (2001) performed an interview study on a third-grade classroom, of which outperformed three other third-grade classes in Iowa on standardized tests. The case study attributed the teacher and students' success on the one characteristic that differed from the rest of the classrooms, the implementation of a daily Morning Meeting. According to Bondy and Ketts, the interview study found the third graders

emphasized Morning Meeting as a time where students feel they are “being known and knowing each other” (2001, p. 147). The teacher noted the climate of belonging that developed in respect to Morning Meetings. She described her classroom as a family climate where everyone was willing to give and receive help. One student stated, “When I’m in Morning Meeting, I feel like I’m at home saying good morning to my mom and dad and my sister....Then the classroom feels like you’re at home eating breakfast with your family. It’s a comfortable, good feeling” (Bondy & Ketts, 2001, p. 147). Rimm-Kaufmann (2006) found similar results her three-year, longitudinal study. Teachers at three schools were trained in for two weeks in the Responsive Classroom approach. The three schools were compared to three additional schools, which did not receive any training in the Responsive Classroom approach. After completing questionnaires and analyzing the data, the study determined students who attended a school trained in the Responsive Classroom approach had more of a positive outlook on their teachers, school, and classmates (Rimm-Kaufmann, 2006). According to Rimm-Kaufmann, the “findings are consistent with a body of research-based theory in education and developmental psychology suggesting that caring school environments produce classroom environments that are conducive to learning, and ultimately, higher-achieving children with better social skills” (2006, p. 15). This three-year research found students who were in Responsive classroom environments felt closer to their teacher, were less fearful while trying new things, and had more positive attitudes toward school (Rimm-Kaufmann, 2006). These two studies attribute to the climate and quality of the classroom environment to the students’ sense of belonging, comfort, and ability to learn.

Peer Interactions/Prosocial Behavior

Dooly (2019) observed students in a first-grade classroom to calculate the effect of Morning Meeting on student behaviors over a six-week period. This study found a decrease in

negative behaviors and an increase in prosocial behavior after the implementation of Morning Meetings. Students were less likely to participate in verbal conflict while increasing their empathy and compassion toward their peers (Dooly, 2019). Similarly, Giannitano found implementing a daily Morning meeting to positively impact peer interactions through and increase in structured talk (2011, p. 43). This study observed a fifth-grade classroom and reflected on observations through anecdotal notes. Student's thoughts and experiences were also included in the study through journal entries. Prior to the implementation of the study and the use of daily Morning Meetings, the literature noted peer talk was not common and student's described the lack of community within the classroom (Giannitano, 2011). The study found implementing Morning Meetings allowed students to have a model for student interactions and talk, therefore increasing prosocial behaviors in the classroom (Giannitano, 2011). Morning Meeting offers a time for students to observe and practice prosocial behavior.

Teacher/Student Relationships

Conlon (2009) implemented a qualitative research study in a second-grade classroom to analyze the use of Morning Meeting to enhance a community of respect. Through video recording, surveys, and student and teacher journals, Conlon found teachers learned more about their students during Morning Meeting as they had the ability to participate and share during discussion (2009, p. 39). This increase in talk time for the student opened a line of respect between the student and teacher. Students felt more open and willing to share information with their teacher and seek guidance from them. Similarly, during a two-year study of 34 third and fourth-grade teachers, Suggs found the daily implementation of Morning Meetings positively affected teacher/student relationships (Suggs, 2019). Students were more willing to go to their teacher for help with conflict and academic challenges than prior to the execution of the study.

Suggs stated post application of Morning Meetings, “the teachers documented that the students were voluntarily sharing personal thoughts and feelings, as well as offering honest feedback to inquiries” (2019, p. 88). These studies showed the importance of Morning Meetings as having a vital impact on the student/teacher relationship.

Summary

The purpose of this literature review was to address the questions, what are the effects of Morning Meeting and Closing Circles on a sense of community in an elementary classroom? The findings from this review expressed an increase in three relevant themes: teacher/student relationships, positive peer interactions and prosocial behaviors, and a climate of belonging. These are foundational skills in developing a sense of community in an elementary classroom. Supporting and developing relationships and practicing how to engage with each other are requisite competencies, that must be practiced daily to achieve a sense of community. By implementing Morning Meeting with the addition of Closing Circles from the Responsive Classroom curriculum day after day, students should be able to further develop positive relationships. As we strive to mitigate negative effects ensued from COVID-19, it has never been a more opportune time for relationships to be at the center of our learning.

Methods

Setting

The community the elementary school where the action research took place was located in a suburban town just outside of a city. There were four elementary schools, two middle schools, and one high school spread across the town encompassing the district. The town offered many assets such as dozens of major retailers and chain stores, alongside small, family-owned

businesses. There were also numerous chain restaurants intertwined within family-run dining locations, pharmacies, gas stations, salons, spas, a post office, doctor's offices, multiple medical facilities, four parks, a canal walk, and a sports facility. There were three fire departments and a police department within the town. There were numerous apartment complexes and housing developments dispersed amongst the commercial locations. Outside of the busier part of town, there were larger housing developments entwined among farms and fields.

The elementary school was in a district with an enrollment of 4,350 students. The students were equally divided male/female, with 1% American Indian or Alaskan, 3% black or African American, 5% Latino, 1% Asian/Hawaiian/Pacific Islander, 85% white, and 5% multiracial (NYSED, 2021). English Language Learners were among 2% of the population, 16% were students with disabilities, 28% were economically disadvantaged, 1% were homeless, 1% were in foster care, and 1% had a parent in the military (NYSED, 2021). The district's mission statement was "in partnership with the community, to ensure that each student attains the knowledge, skills, and attitudes, necessary, not only for lifelong learning, but also for becoming a cooperative, self-directed, productive, caring citizen."

The primary school where the action research took place houses grades kindergarten through fourth. There were approximately 883 students in attendance, consisting of 53% male and 47% female (NYSED, 2021). The school included students who were 83% white, 5% Hispanic or Latino, 4% Black or African American, 2% Asian or Native Hawaiian or Pacific Islander, and 6% Multi-racial. There were 29% of students who were economically disadvantaged, 3% English Language Learners, and 16% were students with disabilities (NYSED, 2021). The school was at a targeted rate for support and improvement as New York State Department of Education reports it struggled to prepare its Hispanic and Latino students for

success (NYSED, 2021). This was the largest primary school within the district. Its mission was to remain proud of its small school feeling while providing “an environment which remains strongly close knit, inclusive, and supportive of all who work and learn within its walls.”

The first-grade classroom where this study took place had a total of twenty students, one general education teacher, one teaching assistant in the mornings, an Instructional Specialist during English Language Arts, and a student teacher. About a quarter of the students were economically disadvantage. Two children were from homes where Arabic and English are spoken, one was multiracial, and the rest of the students identified as white.

Participants

The participants in this study were from a first-grade class. The teacher in the classroom had been employed by the district for twelve years. She completed her bachelor’s degree in Elementary Education and had dual certification to teach grades birth to sixth. She was a teaching assistant for one year while obtaining her Masters in Literacy. She was offered a position in as a first-grade teacher and has remained in the same elementary school since.

The Early Literacy Teaching Assistant had a bachelor’s degree in Psychology and had been employed in this position for over twenty years. She had been an early literacy teaching assistant in three of the four elementary schools during her career. The Instructional Specialist had been employed by the district for over twenty years as well and was in the process of completing work for her administrative certification. The student teacher was in her first student teaching placement. She had a bachelor’s degree in Early Childhood Development, was completing her master’s degree in Teaching, and was administering the action research.

Most of the twenty-one students in the classroom mentioned above, were strong academically. There were five students (four females and one male) who were receiving Tier II or III services. The students did well following a daily schedule, attaining to tasks, and completing work. The goals that were not being met pertain to social and emotional learning, specifically supporting a classroom community.

Materials

The collection tools were used to triangulate data to corroborate findings of the action research. These included anecdotal notes recording the date, observations, and associated social, emotional, behavioral, academic category (Appendix A). The Morning Meeting and Closing Circle activities reflection and observation (Appendix D) were recorded daily. Prior and post implementation of the action research, students completed a behavior self-assessment (Appendix F). A student interview (Appendix G) were also conducted after the conclusion of the action research to record final reactions. A teacher interview was conducted prior and post implementation (Appendix B and C). Students completed a daily assessment to gage their contributions to the classroom community (Appendix E).

Procedures

After collecting student behavioral self-assessments and a teacher interview, a plan to implement daily Morning Meetings and Closing Circles was put in place. Morning Meetings and Closing Circles are part of the Responsive Classroom Approach. The Responsive Classroom has been granted the highest designation for a SEL program through the Collaborative for Academic, Social, and Emotional Learning (CASEL). The Responsive Classroom Approach's key domains are engaging academics, a positive community, effective management, and developmentally

responsive teaching with a focus on teacher effectiveness (Responsive Classroom, 2021).

Textbooks and trainings for the Responsive Classroom range from \$30 to \$850 and aligns with Every Student Succeeds Act which grants funding resources for Social Emotional Learning (Responsive Classroom, 2021).

For this action research, the Responsive Classroom website and textbooks were utilized to plan and implement Morning Meetings and Closing Circles. Daily Responsive Classroom procedures were planned and recorded (Appendix B). Slides were created to engage and guide students during the Morning Meeting and Closing Circles (Appendix H). To introduce students to the concept of a classroom community and the procedures of Morning Meeting and Closing Circles, a complete lesson was constructed and implemented the first day of the action research (Appendix R). Every day of the week, the same activities were implemented, only the Morning Messages changed. Anecdotal records were taken on student social, emotional, behavioral, and academic observations (Appendix A). Students recorded their own, peer, and teacher contributions to a sense of community daily (Appendix E). After a three-week period of application of action research, the student behavioral self-assessment, interview, and teacher interview was completed again to analyze prior and post implementation findings (Appendix B, C, F, G).

Type of Research Conducted

This is a mixed methods research study that collected qualitative and quantitative data. The reporting of the findings were represented narratively utilizing anecdotal records, a daily log of activities implemented during Morning Meeting and Closing Circles, and a teacher interview prior and post implementation. Numeric representation was reported in the findings of the student behavior self-assessment (on a scale of 1 representing the mad, red face and 5 being

the green, happy face) and the daily student assessment (on a scale of 1 meaning the contribution was way off target to 3 representing the target was met).

Phases/Timeline

Phases	Dates	Description
Phase I	January 2022	I collected observations and notes describing student behavior, peer interactions, and student-teacher relationships and interactions.
Phase II	February 2022	I implemented the intervention during Morning Meeting and Closing Circles to collect data on a sense of community, five days a week for three weeks.
Phase III	February/ March 2022	I collected post implementation data.
Phase IV	March 2022	I analyzed the data collected prior, during, and post intervention.

Limitations

This study will be limited in its findings. It was implemented during a short period of time by a graduate student. The time in the classroom prior to the action research was short in nature, about two weeks. This resulted in a lack of general knowledge about the elementary student participants. This was a first-time action research project conducted by the graduate student. It is not generalized but an informative small-scale mixed methods study. Absences by student participants were common due to the quarantine guidelines of the COVID-19 pandemic. One student was quarantined for five days during the course of the intervention. Another student was diagnosed with COVID-19 and absent for one week. There were four students who were out

for one day each due to illness/appointments. Also, one student was on a family vacation in Pakistan for two weeks during this time.

Analysis

Data was analyzed to determine a relationship between the implementation of daily Morning Meetings and Closing Circles on a sense of community in the classroom. It was reported through teacher and student narrative reports and numeric scales, of which were categorized into positive or negative social, emotional, behavioral, and academic findings. A narrative was used to define the overall effect on the community of the classroom utilizing the implementation of interviews prior and post intervention.

Findings

Class Baseline Data

Mean (55 points possible)	Median (55 points possible)	Mode (55 points possible)
40	40	40
42	42	42
44	44	44
45	45	45
47	47	47
48	48	48
48	48	48
48	48	48
52	52	52
52	52	52
52	52	52
52	52	52
53	53	53
54	54	54
54	54	54
54	54	54
54	54	54
55	55	55
55	55	55

55

55

55

 Mean: 53.6

Median: 55

 Mode: 55

After three weeks of the implementation of Morning Meetings and Closing Circles, the students reassessed using the same self-assessment. The total possible outcome remained a 55. The mean of the results was 53.6, the median was 55, and the mode was 55.

Comparing Baseline and Post-Intervention Data

Mean: (55 points possible)	Baseline Score	Post-Intervention Score	Change
	49.9	53.6	+3.7

In comparing the baseline and post-intervention data there was a positive change in student responses. Student scores prior to implementation were an average of 49.9. After implementation of the Morning Meeting and Closing Circles, post-intervention scores averaged 53.6. This was a positive change of 3.7 points overall. The mean average change correlates with the median change of a positive 3 points. While the mode baseline data was split between a 52 and a 54, it steadily changed to a complete possible score of 55. Since these scores relate to an increase in sense of community and social interactions, the intervention has positively changed these aspects of the classroom.

Finding: Participation in Morning Meetings and Closing Circles promotes an increase in a sense of community and social interactions.

Select Student Data

Student	Baseline Score (55 points possible)	Post-Intervention Score (55 points possible)	Change
Isla	44	48	+4
John	40	45	+5
Adelle	42	53	+11
Megan	47	55	+8
Anna	45	55	+10
Giselle	48	52	+4
Mean	44.3	51.3	+7

There are a select group of students I pulled from the entire group. These students showed significant self-reflection and growth over the three-week intervention. Student scores averaged 44.3 prior to the intervention. Post-implementation, the scores averaged 51.3. This was a positive change of seven points. Some of the students in this group changed their disposition in their self-assessment over ten points. This was an increase of almost 20%. These results indicate the intervention immensely affected this group of students by increasing their view of themselves in social interactions and their role in a sense of community.

Finding: Participation in Morning Meetings and Closing Circles promotes an increase in a sense of community and social interactions.

Post-Intervention Student Responses

Question: What would you like to say about the class doing Morning Meeting and Closing Circles every day?

Isla “Good. It’s the only time I really feel good. I don’t know why. Sometimes I really hope I get chosen.”

Anna “Did you have a good day? Happy because I like when people are happy. It makes me happy.”

John “Good. It kind of helps when like we do group activities. It’s a feel-good inside. I also like these self-assessments. Feels like how the class and teachers and self-contribute to class. Helped me everyday cause it’s how I feel every day. I hope to do it every day and feel good about myself. Thank you.”

Ian “I like it because we do songs and activities. I like Hot Pepper a lot. I like it. It makes me feel good because I like to do all the stuff we do.”

Sean “They do super good and they listen to the speaker. I feel happy they are listening and it makes the teacher feel good. I feel good when I have a good teacher and I do fun things.”

Ken “I like sitting in a circle. I get to work together with people.”

Jason “I think really good because we are all being good listeners. Makes me feel happy because we are all nice to each other and stuff.”

Lila “I like it because I like when we do the friends in our class chant thing. I like when we say hello in different languages. I like it because everything we do makes me feel happy.”

Eva “You’re nice and Mrs. M and Mrs. O. I like it because it’s fun watching people say their things about their day and what they like to do.”

Amy “I like it because I like doing the chant and the other stuff too. The only thing I don’t like it when we do my name chant because I’m embarrassed.”

Leah “Doing good sitting down, being patient when the teacher says to be quiet. It makes me feel proud because we are doing a really great job listening to the speaker.”

Gretch “Good because it’s an awesome class and I like people playing with me.”

Students responded in an interview to the question, “What would you like to say about the class doing Morning Meeting and Closing Circles every day?”. Fourteen of nineteen students

responded. Notable responses were placed into the data table above. Students indicated the implementation of Morning Meeting and Closing Circles made them feel good, happy, and proud. They also indicated they work together, listen to the speaker, and do group activities. Every student who responded to the question had a statement that positively associated with the implementation of Morning Meeting and Closing Circles. Student responses denote beneficial aspects of the intervention to the classroom community, peer interactions, and learning environment.

Finding: Participation in the Morning Meeting and Closing Circles promotes an increase in a sense of community, a positive learning environment, and increased social interactions.

Teacher Post-Intervention Responses

Question: What did you notice about your relationship with your students over the last three weeks?

Response: “There were several times this week where I was able to communicate with students about things I had/learned about them from Morning Meeting that I otherwise may not have known/realized. Example: One student is going to see her mom graduate from Boot Camp next week and she is nervous to go on a plane. This particular student shows some signs of anxiety in school that affect her academic success. Knowing this about her personal life sheds light on the situation and is helpful to me.”

Question: What did you notice about student behavior and relationships over the last three weeks?

Response: “Students are being self-reflective and are also noticing their peer’s behaviors more. They understand the word ‘community’ and are willing to help support each other.”

Question: What did you notice about the class environment and community over the last three weeks?

Response: “Sine the implementation of Morning Meeting, Mrs. Ryan and I have also changed my typical morning routine (from morning work worksheets to STEM bins to start the day). The entire atmosphere of our greeting time in the morning has become more positive overall. Likewise, Closing Circle has encouraged students to reflect on positive times of their day, instead of just rushing to dismiss.”

Question: Do you have any additional comments about the implementation of Morning Meeting and Closing Circles every day over the last three weeks?

Response: “I plan to continue Morning Meeting and Closing Circles all year. With the extreme expectations of curriculum being pushed on us in the current years, it is important and beneficial to remember that student relationships have the biggest impact on academic success.”

This teacher interview was conducted post-intervention. The teacher indicated her interactions with the students positively increased during the intervention as activities implemented during Morning Meetings increased her awareness of student interests, needs, and activities. She stated she saw students being self-reflective and were willing to work together as a community. This intervention also changed the morning arrival process as she removed morning worksheets and replaced them with STEM bins at each table group. Students were able to communicate with each other upon arrival and start their day with conversations. This change in the day helped to instill a sense of community and positive learning environment in the classroom. The teacher stated she will continue to implement Morning Meetings and Closing Circles the rest of the year as she saw the benefits to student relationships. She emphasized the importance of student relationships as having the biggest impact on academic success. The post-intervention teacher interview stated the positive, constructive implications of Morning Meeting and Closing Circles on the learning environment and social interactions.

Finding: Participation in Morning Meetings and Closing Circles promotes a positive learning environment and increased social interactions.

Discussion

Sense of Community

The importance of community was emphasized during this intervention. The first lesson (Appendix R) incorporating community in the Morning Meeting and Closings Circles was significant in the development of the classroom community over the course of the three-week period. This lesson defined community, the role the student plays, and the importance of the classroom community to students. Students continuously referred to ‘being a good community member’ throughout the intervention period (references extracted from Daily Responsive Classroom Logs, Appendix L).

The findings suggest an increase in a sense of community in the classroom after the implementation of the intervention. Student responses from the post-intervention surveys state the student’s ability to work together and listen to the speaker. One student also stated during the meetings, she liked listening to people talk about their day and what they like to do. Listening to the speaker and working as a team are important aspects to a successful community. Being able to connect to others is vital to a classroom community as well.

A student noted in the study as John, took the premise of community as a tool to further his ability to self-regulate his behavior. John had frequent outbursts, struggled with problem-solving, and the ability to engage in positive peer interactions as noted in the anecdotal notes (Appendix M), observations during Morning Meetings and Closing Circles (Appendix L), and Daily Student Assessments (Appendix N). In the baseline self-assessment, John marked himself

low for being able to care about others and show respect with his words and actions and waiting his turn to speak and raise his hand. During the intervention, anecdotal notes were made of the teacher speaking to John about problem-solving with peers and not blurting. John was a strong participant in Morning Meetings and grasped the concept of being a good community member. In his Daily Assessments, he noted days where he or the teachers were able to partake in this well. On a particular day, the students were asked to share two stars or good things that happened today and one wish for the next day. John stated one of his stars was that he was a good community member to his friends and his wish is to not blurt out to the teacher for the next day. John was very intuitive to his actions and the classroom community. His post-intervention self-assessment showed he increased his rating two points for caring about others and showing respect with words and actions but decreased a point for being able to wait his turn and raise his hand. The post-intervention interview response mentions his like for doing group activities because it helps him feel good inside and feel good about himself. He also stated the assessments helped him everyday to self-contribute to the class. During the intervention process, John was able to verbalize appropriate goals and was working on his ability to follow through on being a 'good community member'. The intervention findings suggest this made a positive impact on John's ability to self-regulate in order to participate as a community member in the classroom.

A sense of community was also found in the teacher's post-intervention interview where she stated she saw students willing to help and support each other. This statement relates to the same findings of the teacher from the article written by Bondy and Ketts (2001). In her classroom, she found the Morning Meetings instilled a family climate where everyone was willing to give and receive help. These findings suggest a sense of belonging and classroom

community are favorably impacted by the daily implementation of Morning Meetings and Closing Circles.

Positive Learning Environment

This study's findings suggest that the intervention of Morning Meetings and Closing Circles positively impacts the learning environment. A week into the implementation, the classroom teacher decided to change the morning routine from students arriving and sitting in their desk spots to complete a morning worksheet to the incorporation of table groups working with STEM bins. This change in the learning environment positively effected student arrival. Students were able to communicate and work together. These discussions positively impacted the classroom environment as students were able to converse about their mornings and the 'fun' work they were completing. These findings can be reviewed and described further in the Anecdotal Notes section (Appendix M).

During Morning Meetings and Closing Circles, students made statements in their post-intervention interview, the impact made on a positive learning environment. Students noted how the meetings made them feel and how the activities they were participating in contributed to these feelings. Similar feelings were also noticed in Bondy and Ketts (2001) findings where students stated they felt more comfortable and a sense of belonging when interacting during meetings.

To further understand the importance of Morning Meeting and Closing Circles as promoting a positive learning environment, the Daily Student Assessments (Appendix N) can further emphasize the finding. Students completed these assessments after Closing Circles every day. I reviewed the assessments prior to dismissal and checked in with each student who did not

mark the full five (ecstatic smiley face) on themselves, peers, or teachers. I asked why they marked their assessment this way and participated in a private discussion. These assessments were not scored in a data table as it ended up being more of a means of communication rather than data assessment tool. It was a time used to check-in with students who found themselves, peers, or teachers not participating in supporting the classroom community. This developed deep connections and relationships between myself and the students. It was a time to communicate and problem solve about situations that had arisen that day. Some days, the evaluations of their peers encouraged discussions during the next day's Morning Message. These discussions and communications enhanced a positive learning environment for every student.

Increased Social Interactions

The information in this action research study provides a further understanding of the importance of Morning Meetings and Closing Circles to increase social interactions among students, peers, and teachers. The findings suggest an increase in positive peer interactions as described in student post-interviews. Students noted their enjoyment and involvement with peers during Morning Meetings.

Student interactions increased particularly between two students, one of which the teacher mentioned in her post-intervention interview as a child who is being observed for indications of anxiety. This child is referred to as Isla in the study. Isla self-assessment baseline data was a 44. She scored herself low on the ability to cooperate with others and problem solve well with others. Throughout the three-week period, anecdotal notes stated the increase in peer interactions with Isla and other students. Her post-intervention self-assessment shows significant increase in her ability to problem-solve and cooperate well with others. During her post-intervention interview Isla stated Morning Meetings make her feel good. "It's the only time I

really feel good. I don't know why. Sometimes I really hope I get chosen." Through anecdotal notes and observations, it can be suggested the implementation of this intervention gave Isla the tools to positively interact with peers.

This action research study also found an increase in the communication and interaction between students and teachers. The teacher noted in her post-intervention interview the important information she learned about her students during Morning Meetings. This information was helpful when interacting with Isla especially as it offered her the time and ability to share her mother had joined the Army and would be leaving for Boot Camp in a couple weeks. Not only did Morning Meeting give Isla the opportunity to express the information, it opened communication between the teacher and the student to understand and support the change taking place in her home life. These findings provide insight into the notion that Morning Meetings and Closing Circles positively benefit student/teacher relationships. Similarly, the findings are supported by the research of Conlon (2009) where she found teachers learned more about their students during Morning Meetings as they had the ability to participate and share during discussions.

Conclusion

This action research was conducted to answer the question: What are the effects of Morning Meeting and Closing Circles on a sense of community in an elementary classroom? To answer this question, I collected baseline data in a first-grade classroom. I planned and implemented an intervention utilizing Morning Meetings and Closing Circles to make emphasis on social and emotional skills and the importance of the student role in the classroom community. Students actively participated and engaged in Morning Meeting and Closing Circles every day for three weeks. After this three-week period, student and teacher data was collected

for post-intervention analysis. The daily implementation of Morning Meeting and Closing Circles was significant in promoting a sense of community, a positive learning environment, and increasing social interactions. The findings suggest the daily use of Morning Meeting and Closing Circles are beneficial to the social emotional well-being of students and the educational community.

References

- Bondy, E., & Ketts, S. (2001). "Like Being at the Breakfast Table": The power of classroom morning meeting, *Childhood Education*, 77:3, 144-149, DOI: 10.1080/00094056.2001.10522149.
- Conlon, A. (2009). How can morning meeting and character education foster a community of respect in a second grade classroom? [Master's thesis, Rowan University]. Elementary Education Commons. <https://rdw.rowan.edu/etd/602>.
- New York State Education Department (NYSED), (2021). Data.nysed.gov.
- Dana, J., & Vincent, K., (2015). Closing circles: 50 activities for ending the day in a positive way k-6. *Center for Responsive Schools, Inc.*
- Dooley, A. (2019). Morning meeting: An examination of its effect on student behavior and peer relationships [Master's thesis, Northwestern College, Iowa]. Elementary Education Commons. https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1143&context=education_masters.

- Dunbar, M., (2020). Morning meetings and closing circles: Classroom-ready activities that increase student engagement and create a positive learning community. *Ulysses Press*.
- Giannantonio, L. (2011). How can the use of the morning meeting foster a sense of community in the fifth grade classroom? [Master's thesis, Rowan University]. Elementary Education Commons. <https://rdw.rowan.edu/etd/281>.
- Johnson, P. (2005). A short guide to action research. *Pearson Education*.
- Responsive Classroom, (2021). *Center for Responsive Schools, Inc.*
<https://www.responsiveclassroom.org/>.
- Responsive Classroom, (2016). What the research says. *Center for Responsive Schools, Inc.*
<https://www.responsiveclassroom.org/wp-content/uploads/2015/11/What-research-says-updated-12.16.pdf>.
- Rimm-Kaufman, S. E. (2006). Social and academic learning study on the contribution of the Responsive Classroom approach. *Northeast Foundation for Children, Inc.*
- Rivera, C., Ramos, J., Schlinger, M., & Schlund, J. (2020). Leveraging SEL to reopen and renew your school community during COVID-19. *Collaborative for Academic, Social, and Emotional Learning*. <https://casel.org/events/leveraging-sel-to-reopen-and-renew-your-school-community-during-covid-19/>. Webinar.
- Roser, S. L., (2015). 80 morning meeting ideas for grades k-2. *Center for Responsive Schools, Inc.*

Suggs, M. L. (2019). An examination of morning meeting: Teacher-student relationships and student behavior in an elementary setting (Publication No. 22588357) [Doctoral dissertation, Tevecca Nazarene University]. ProQuest Dissertations Publishing.

Appendix A
Anecdotal Notes

Date	Category	Observations
	<ul style="list-style-type: none">○ Social○ Emotional○ Behavioral○ Academic	
	<ul style="list-style-type: none">○ Social○ Emotional○ Behavioral○ Academic	
	<ul style="list-style-type: none">○ Social○ Emotional○ Behavioral○ Academic	
	<ul style="list-style-type: none">○ Social○ Emotional○ Behavioral○ Academic	

Appendix B
Teacher Interview Prior to Implementation

How do you describe your relationship with your students?

How do you describe your students' behaviors?

Appendix C
Teacher Interview Post Implementation

What did you notice about your relationship with your students over the last three weeks?

What did you notice about student behavior and relationships over the last three weeks?

What did you notice about the class environment and community over the last three weeks?

Do you have any additional comments about the implementation of Morning Meeting and Closing Circles every day over the last three weeks?

Appendix D

Daily Responsive Classroom Approach Log

Date:	Reflection
<p><u>Monday</u> Morning Meeting</p> <p>Greeting: Various Languages, Handshakes, and Waves (Roser, 2015, p.18)</p> <p>Sharing: What's New? (Roser, 2015, p. 72)</p> <p>Group Activity: Emoji Madness (Dunbar, 2020, p. 95)</p> <p>Morning Message:</p>	
<p style="text-align: center;">Closing Circle</p> <p>Activity: Explain Your Day With An Emoji (Dunbar, 2020, p.199)</p> <p>Daily Student Self-Assessment</p>	

Daily Responsive Classroom Approach Log

Date:	Reflection
<p><u>Tuesday</u> Morning Meeting</p> <p>Greeting: Who Do You See? (Roser, 2015, p. 20)</p> <p>Sharing: What's A Good Book You've Recently Read?</p> <p>Group Activity: Tangled Tuesday</p> <p>Morning Message:</p>	
<p style="text-align: center;">Closing Circle</p> <p>Activity: Hot Pepper (Januszka & Vincent, 2015, p. 86)</p> <p>Daily Student Self-Assessment</p>	

Daily Responsive Classroom Approach Log

Date:	Reflection
<p><u>Wednesday</u> Morning Meeting</p> <p>Greeting: Friends In Our Class (Roser, 2015, p.30)</p> <p>Sharing: Would You Rather?</p> <p>Group Activity: Jolly Jump Up (Roser, 2015, p.114)</p> <p>Morning Message:</p>	
<p style="text-align: center;">Closing Circle</p> <p>Activity: A Wish and Two Stars (Januszka & Vincent, 2015, p. 99)</p> <p>Daily Student Self-Assessment</p>	

Daily Responsive Classroom Approach Log

Date:	Reflection
<p><u>Thursday</u> Morning Meeting</p> <p>Greeting: Ball Roll (Roser, 2015, p32)</p> <p>Sharing: Apples or Bananas? (Roser, 2015, p.64)</p> <p>Group Activity: Think Quickly (Dunbar, 2020, p.173)</p> <p>Morning Message:</p>	
<p style="text-align: center;">Closing Circle</p> <p>Activity: What Do You Remember (Januszka & Vincent, 2015, p.76)</p> <p>Daily Student Self-Assessment</p>	







Daily Responsive Classroom Approach Log

Date:	Reflection
<p><u>Friday</u> Morning Meeting</p> <p>Greeting: Chant Your Name (Roser, 2015, p.44)</p> <p>Sharing: My Favorite Game (Roser, 2015, p. 66)</p> <p>Group Activity: Feel Good Friday Song</p> <p>Morning Message:</p>	
<p style="text-align: center;">Closing Circle</p> <p>Activity: Five Senses (Januszka & Vincent, 2015, p.82)</p> <p>Daily Student Self-Assessment</p>	

Appendix E
Daily Student Assessment

Name: _____

Date: _____

	 <p>How do you feel you contributed to a sense of community in the classroom today?</p>
	 <p>How do you feel your peers contributed to a sense of community in the classroom today?</p>
	 <p>How do you feel your teacher contributed to a sense of community in the classroom today?</p>

Appendix F

Student Behavior Self-Assessment (Implemented Prior and Post Action Research)



Name: _____

Date: _____

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Appendix G
Student Post Interview

What would you like to say about the class doing a Morning Meeting and Closing Circle every day?

Appendix H
Morning Meeting Slides

1/31

GOOD MORNING!

Greeting:
Handshakes,
Waves, and
Hellos!



English: Hello
 Arabic: MarHaba مرحبا
 Chinese: Ni hao
 French: Bonjour
 German: Guten Morgen
 Hebrew: Shalom
 Hindi: Namaste
 Italian: Buon giorno
 Japanese: Ohayo
 Portuguese: Bom dia
 Spanish: Buenos dias
 Vietnamese: Xin chao

TODAY IS:
Monday



Sharing:
What's New?


Refrain
Sharing! Sharing!
Listening and caring!
Chant
What's new, [student]?
Student: I ate pizza, etc.
What's new, [student 2]?
Student 2: I had a recital.
What's new, [student 3]
Student 3: I went swimming.
Refrain, Chant, etc.

GOOD MORNING!


Welcome to our first Morning Meeting!
 Today we will continue to work on being a responsible citizen in our classroom community!

We will start our day learning a new sound and spelling pattern! It is a Music day! We will use red and blue crayons to solve math problems. During science, we will explore another planet!


At the end of the day, we will have our first Closing Circle where we will discuss how well we think we respected and helped others by contributing to our class community.
 Be kind to one another!
 Love, Mrs. Ryan



TODAY IS:
Monday



Group Activity:
Emoji Madness



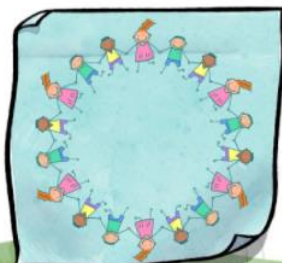
2/1

GOOD MORNING!

TODAY IS:
Tuesday

Greeting:

Who Do You See?



Chant

[Anna, Anna], who do you see?

[Anna turns to neighbor] I see [Lila] looking at me!

[Lila, Lila], who do you see?

[Lila turns to neighbor] I see [lan] looking at me!

be
kind



Sharing:

What is a good book you have read this past week?



GOOD MORNING!

TODAY IS:
Tuesday

Hello to our classroom community!
I saw a lot of classmates being responsible citizens yesterday! So many of you were showing honesty, respect, and obeying the rules. We will continue to practice working on our self-control and listening to the speaker. I loved how you all worked together and were being problem-solvers in our class community!

Today we will go to art, practice part-part-whole in math with red and blue cubes, and learn more about Mercury!
Keep up the good work! We are proud of you!

Love,
Mrs. Ryan, Mrs. Mc

be
kind



Group Activity:

Tangled Tuesday!

1. boomr
2. shkoo
3. cntou
4. slpoi
5. jntoi
6. sawtr
7. hkaw
8. clidou

2/2

GOOD MORNING!

Greeting:

Friends in Our
Class

Chant

Refrain

Friends in our class [snap, snap],
Friends in our class [snap, snap],
Friends in our class, friends in our
class,
Friends in our class [snap, snap],

There's [name] and there's [name],
There's [name] and there's [name],
There's [name] and there's [name],
We're here to learn and play!

Refrain

TODAY IS:
Wednesday.

Sharing:

Would you
rather ...?

GOOD MORNING!

TODAY IS:
Wednesday.

Do you know what day it is?!
It's _____ Day!
Do you think Punxsutawney Phil
saw his shadow?! We will find out
soon! I can't wait to learn all about
him and why we celebrate today! We
are going to do so many fun
activities! It is a gym day.
Remember to be responsible
citizens in our classroom.
Love, Mrs. Ryan

Group Activity:

Jolly Jump Up!

[cards with sight
words, numbers, and
Jolly Jump Up!]

2/3

GOOD MORNING!

TODAY IS:
Thursday

Greeting:
Ball Roll!



When it rains, look for
RAINBOWS

Sharing:
Apples or
bananas?

GOOD MORNING!

TODAY IS:
Thursday



Hello first-graders!
Today is a Thursday. Mr. M will
be in this afternoon and it is a gym
day! Mr. M two times in one day?! You
are all so lucky!
We will begin our day reading *Trees
and Reeds*. I am curious to see what
this story is about.
Keep working hard raising our
hands to talk and listening to the
speaker. That's how we practice
self-control!
Love, Mrs. Ryan

When it rains, look for
RAINBOWS

Group Activity:
Think Quickly!

[Pairs come up with
as many words as
they can in one
minute, that begin
with the letter
teacher chooses]

2/7

GOOD MORNING!

Greeting:

Handshakes,
Waves, and
Hellos!



English: Hello
 Arabic: MarHaba مرحبا
 Chinese: Ni hao
 French: Bonjour
 German: Guten Morgen
 Hebrew: Shalom
 Hindi: Namaste
 Italian: Buon giorno
 Japanese: Ohayo
 Portuguese: Bom dia
 Spanish: Buenos dias
 Vietnamese: Xin chao

TODAY IS:

Monday



Sharing:

What's New?

Refrain

Sharing! Sharing!
Listening and caring!

Chant

What's new, [student]?
 Student: I ate pizza, etc.
 What's new, [student 2]?
 Student 2: I had a recital.
 What's new, [student 3]?
 Student 3: I went swimming.
 Refrain, Chant, etc.

GOOD MORNING!

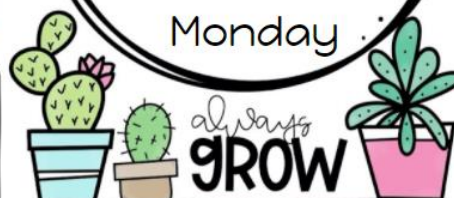
Welcome back! I hope you had a wonderful snow day!
 We will start our day learning a new sound and spelling pattern! /er/
 I will read you a story called the Fuzz Frenzy. What do you think it will be about?!

It is a Music day! During science, we will explore the planet Venus!
 Be kind to one another!
 Love, Mrs. Ryan



TODAY IS:

Monday



Group Activity:

Emoji Madness



2/8

GOOD MORNING!

TODAY IS:
Tuesday

Greeting:

Who Do You See?

Chant

[Anna, Anna], who do you see?

[Anna turns to neighbor] I see [Lila] looking at me!

[Lila, Lila], who do you see?

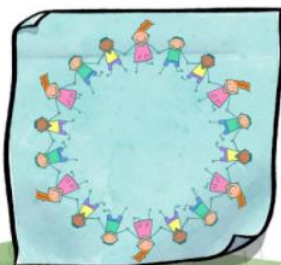
[Lila turns to neighbor] I see [Ian] looking at me!

be
kind



Sharing:

What is a good book you have read this past week?



GOOD MORNING!

TODAY IS:
Tuesday

Hello fabulous first graders!

I hope you are enjoying the new morning work bins! What a fun way to start our day!

Today we will read Meet Vern, practice part-part-whole in math, and learn more about Mars!

Let's try to be great problem-solvers today. If you find yourself having a problem, first say to yourself, is this a big problem or a little problem? Then ask yourself, how could I solve this problem? Try to come up with different ways to solve the problem. If your first solutions doesn't work, don't give up! Try another! Keep up the good work! We believe in you!

Love, Mrs. Ryan, Mrs. Mc

be
kind



Group Activity:

Tangled Tuesday!

1. sltoo
2. ftoo
3. fndou
4. oikn
5. ptoin
6. dnaw
7. cawlr
8. shldou

2/9

GOOD MORNING!

TODAY IS:
Wednesday.

Greeting:

Friends in Our
Class

Chant

Refrain

Friends in our class [snap, snap],
Friends in our class [snap, snap],
Friends in our class, friends in our
class,
Friends in our class [snap, snap],

There's [name] and there's [name],
There's [name] and there's [name],
There's [name] and there's [name],
We're here to learn and play!

Refrain

Sharing:

Would you
rather ...?

GOOD MORNING!

TODAY IS:
Wednesday.

Good morning!

Today we are going to learn all about the outer planets of our solar system! I can't wait to explore them with you! We will also read more from The Green Fern Zoo, do story problems in math, and go to gym.

I saw some students recognized we were struggling with listening to the speaker yesterday. Let's remember to be responsible citizens in our classroom. That means being respectful by listening when it is someone else's turn to talk.

Have a great day!

Love, Mrs. Ryan

Group Activity:

Jolly Jump Up!

[cards with sight
words, numbers, and
Jolly Jump Up!]

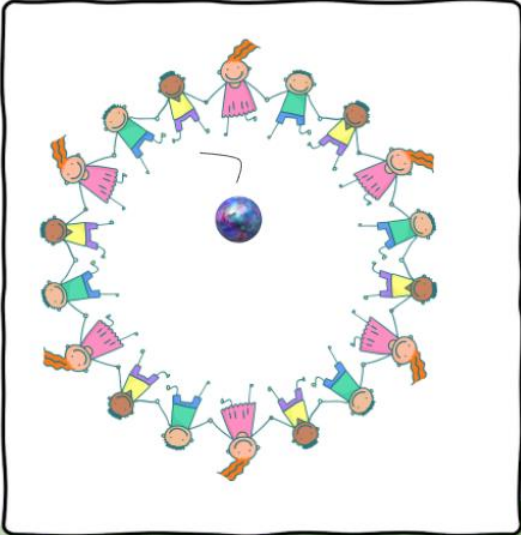
2/10

GOOD MORNING!

TODAY IS:
Thursday

When it rains, look for
RAINBOWS

Greeting:
Ball Roll!



Sharing:
Carrots or
broccoli?

GOOD MORNING!

TODAY IS:
Thursday

When it rains, look for
RAINBOWS

ARRRRR, matey! Did you happen to see the pirates in Mrs. H 's room?! I wonder what sound we are going to learn today?! It is a Thursday, which means gym and dismissal with Mr. M ! Keep working hard raising our hands to talk and listening to the speaker. That's how we practice self-control!
Love, Mrs. Ryan

Group Activity:
Think Quickly!

[Pairs come up with as many words as they can in one minute, that begin with the letter teacher chooses]

2/11

GOOD MORNING!

TODAY IS:
Friday

Greeting:

Chant Your
Name!

Chant

Refrain

Chant your name,
And when you do,
We will chant it back to you!

Child 1: [name]! Group: [name]!
Child 2: [name]! Group: [name]!
Child 3: [name]! Group: [name]!
Child 4: [name]! Group: [name]!

Refrain



be
KiNd



Sharing: My
favorite...?

GOOD MORNING!

TODAY IS:
Friday

Hello first graders!
Yesterday we learned all about
conflicts and problems with Officer
Brandt. What strategies could we use
to solve problems?

It's almost Valentine's Day! Today
have a Spelling Test, we will make our
Valentine bags for our celebration on
Monday, and we will learn all about
Jupiter!

Make sure you are being a kind
community member today!

Keep smiling!

Love, Mrs. Ryan



be
KiNd



Group Activity:

Feel Good Friday!

Chant

It's a Friday! It's a Friday!
It's the end of the week and the last
day!
Hey class, it's all you! Tell me what
you're gonna do?!

2/14

GOOD MORNING!

Happy Valentine's Day!
 Today we are going to show lots of love and kindness! These are great character traits to practice in our classroom community! Plus, our Positivity Project trait this week is LOVE!
 We will pass out Valentines, play Bingo, do a craft, and eat a snack during centers this morning.
 Let's be extra caring today!
 Love <3 , Mrs. Ryan



TODAY IS:

Monday :



Group Activity:

Emoji Madness



2/15

GOOD MORNING!

Hello fabulous first graders!
 Happy 100th Day!!!
 You have been in first grade for 100 days!
 Can you believe it?! You're getting smart every day!

This morning we will practice /er/ and /ar/. Later today, we have math centers, celebrate the 100th day, and learn about Uranus! It is an art day.

Our P2 trait this week is love. Let's be kind and caring citizens in our classroom community today!
 Love, Mrs. Ryan



TODAY IS:

Tuesday :

be
kind




Group Activity:

Tangled Tuesday!

1. sltoo
2. ftoo
3. fndou
4. oikn
5. ptoin
6. dnaw
7. cawlr
8. shldou


2/16

GOOD MORNING!



Good morning first graders!
Today we are continuing to practice the /er/ and /ar/ sounds. Mrs. Simmons will be coming in to see what we are doing in math today! Let's show her what responsible class citizens we can be! We will be learning about the last planet in our solar system today, Neptune! Make sure you are being a kind and caring friend today!
Have a wonderful Wednesday!
Love, Mrs. Ryan

TODAY IS:
Wednesday.




Group Activity:
Jolly Jump Up!

[cards with sight words, numbers, and Jolly Jump Up!]

2/17

GOOD MORNING!



"When it rains, look for rainbows."
What does this quote mean?
It is going to rain all day. Let's find the beautiful and good things in the day!
This morning, we will begin learning about two syllable words, we will continue our math centers for the week, and learn more about how to solve story problems.
It is a Thursday. You will have gym and Mr. M [] will be dismissing you today.
Be sure to look for and make your own rainbows today!
Love, Mrs. Ryan

TODAY IS:
Thursday

When it rains, look for
RAINBOWS

Group Activity:
Think Quickly!

[Pairs come up with as many words as they can in one minute, that begin with the letter teacher chooses]

2/18

No Promethean Board. Message written on chart paper.

"Good Morning! We are getting a new board today! That means we will have to be creative with our learning! We will learn more about 2-syllable words, have math centers, and take our last community self-assessment. Be an honest kind, and respectful classmate today! Love, Mrs. Ryan"

Appendix I Closing Circle Slides

Closing Circle

Monday

Describe Your Day With An Emoji

always GROW

Name: _____ Date: _____

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Closing Circle

Tuesday

be kind

Hot Pepper!

Pass the ball around the circle while saying Hot!, teacher turns back and yells Pepper! Student holding ball answers question, "What was your favorite part of the day?"

Name: _____ Date: _____

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Closing Circle



A Wish and Two Stars:

Two things you did well today
and one you wish to do
better tomorrow.



Name: _____		Date: _____	
		How do you feel you contributed to a sense of community in the classroom today?	
		How do you feel your peers contributed to a sense of community in the classroom today?	
		How do you feel your teacher contributed to a sense of community in the classroom today?	

Closing Circle



What do you remember?

[Write different parts of the
day on popsicle sticks,
students take turns pulling
sticks stating, "I noticed..."]








When it rains, look for
RAINBOWS

Name: _____		Date: _____	
		How do you feel you contributed to a sense of community in the classroom today?	
		How do you feel your peers contributed to a sense of community in the classroom today?	
		How do you feel your teacher contributed to a sense of community in the classroom today?	


Closing Circle




Five Senses




<p>Taste</p> 	<p>Smell</p> 
<p>See</p> 	<p>Hear</p> 
<p>Touch</p> 	<p>Free Choice</p> <p><small>(Choose any one of the five senses.)</small></p>

Friday



be
KiND



Name: _____	Date: _____
	<p>How do you feel you contributed to a sense of community in the classroom today?</p>
	<p>How do you feel your peers contributed to a sense of community in the classroom today?</p>
	<p>How do you feel your teacher contributed to a sense of community in the classroom today?</p>

Appendix J

Baseline Data: Pre-Implementation Student Behavior Self-Assessments

Adam

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Adam** Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Lila

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Lila** Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Chad

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Chad** Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Amy

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Amy** Date: 2/6

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Matt**

Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Eva**

Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Leah**

Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Bert**

Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: Giselle Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: Ian Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: Megan Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: Anna Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: Steven Date: 1/28/22

I follow directions the first time they are given.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about others and show respect with my words and actions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am always on task.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cooperate well with others.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look and listen when someone is speaking.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give my best effort and show pride in my work.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wait my turn to speak and raise my hand.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always tell the truth.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I problem solve with others well.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in class discussions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always help others.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: Adelle Date: 1/28/22

I follow directions the first time they are given.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about others and show respect with my words and actions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am always on task.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cooperate well with others.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look and listen when someone is speaking.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give my best effort and show pride in my work.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wait my turn to speak and raise my hand.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always tell the truth.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I problem solve with others well.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in class discussions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always help others.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: John Date: 1/28/2022

I follow directions the first time they are given.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about others and show respect with my words and actions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am always on task.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cooperate well with others.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look and listen when someone is speaking.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give my best effort and show pride in my work.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wait my turn to speak and raise my hand.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always tell the truth.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I problem solve with others well.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in class discussions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always help others.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>


Student Behavior Self-Assessment (Implemented Prior and Post)

Name: Isla Date: 1/28/22

A+ (V)

I follow directions the first time they are given.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about others and show respect with my words and actions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am always on task.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cooperate well with others.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look and listen when someone is speaking.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give my best effort and show pride in my work.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wait my turn to speak and raise my hand.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always tell the truth.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I problem solve with others well.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in class discussions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always help others.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Behavior Self-Assessment (Implemented Prior and Post)



Name: Gretchen Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)



Name: Ken Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)



Name: Jason Date: 1/28/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Appendix K

Baseline Data: Pre-Implementation Teacher Interview

1/28/22

Teacher Interview Prior to Implementation

How do you describe your relationship with your students?

Our class welcomed me back from maternity leave with kindness and ease. They proved to be flexible with that HUGE change! I have met sweet, kind, and hardworking students. I believe that forming a strong teacher-student relationship aids in the success of all students.

How do you describe your students' behaviors?

Our class is filled with hard-working, kind, and eager students! Students are typically eager to please and excellent listeners. The class benefits from movement or engagement after they have been sitting on the carpet for an extended whole group lesson.

Appendix L

Daily Responsive Classroom Logs

Daily Responsive Classroom Approach Log

Date: 1/31/22	Reflection
<p>Monday Morning Meeting</p> <p>Greeting: Various Languages, Handshakes, and Waves (Roser, p.18)</p> <p>Sharing: What's New? (Roser, p. 72)</p> <p>Group Activity: Emoji Madness (Dunbar, p. 95)</p> <p>Morning Message: Welcome to our 1st Morning Meeting! Today we will work on being a respectful citizen in our classroom community! We will start our day learning a new sound and spelling pattern. It is a Music day! We will use red and blue crayons to solve math problems. During science we will explore another planet! At the end of the day, we will have our Closing Circle where we will discuss how well we respected and helped others. Be kind to one another. Love me, love my class.</p>	<ul style="list-style-type: none"> • Next week have students repeat each greeting. Students didn't know or were overwhelmed with choices. Students enjoyed saying hello to one another. Some found humor in it and needed to be redirected to listen to speaker. • Mrs. Mc [redacted] helped model Whod's New. Students reminded to listen to speaker as they may have a common interest or connection they can talk about later today. Learned one student's mother went to bootcamp over weekend. (Important info.) • Next time place pile of emoji's in middle, students pick own - don't pass out. Go over emotions. Some students confused. • Went over what a community is, how we show a class community
<p>Closing Circle</p> <p>Activity: Explain Your Day With An Emoji (Dunbar, p.199)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Table groups talked about their day using an emoji. I heard one student say "I love school", another said "Happy because I learned more about astronomy!" • One student scored herself low on self assessment. Had a quick conference. She felt she wasn't concentrating a lot. Thanked her for being honest and emphasized I saw her trying hard today.

Daily Responsive Classroom Approach Log

Date: 2/1/22	Reflection
<p>Tuesday Morning Meeting</p> <p>Greeting: Who Do You See? (Roser, p. 20)</p> <p>Sharing: What's A Good Book You've Recently Read?</p> <p>Group Activity: Tangled Tuesday</p> <p>Morning Message: Hello to our classroom community! I saw a lot of classmates being responsible citizens yesterday. So many of you were showing honesty, respect, and obeying the rules. We will continue to practice working on our self-control and listening to the speaker. I loved how you all worked together and were being problem-solvers in our class community. Today we will go to art, practice part-part-whole and learn more about Mercury! Keep up the good work! We are proud of you! Love, Mrs. Ryan Mrs. Mel</p>	<ul style="list-style-type: none"> • Most students participated and caught on quickly to Who Do You See? Everyone greeted their neighbor with enthusiasm. • Children's book selection helped with my knowledge of their interests and reading habits. • Children partnered and successfully worked together to untangle their spelling words. • Emphasis was made on how they were responsible citizens yesterday and what we will work on today.
<p>Closing Circle</p> <p>Activity: Hot Pepper (Januszka, p. 86)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Cheered for the student who got to answer question. "Pepper" • Talked over student answering question. Lots of reminders to listen to the speaker. • Assessments - <ul style="list-style-type: none"> - A lot of student recognized their peers were talking too much = not listening to speaker. - A couple "just didn't have feel like they had a great day." - A couple stated the art teacher could have done better.

Daily Responsive Classroom Approach Log

Date: 2/2/22	Reflection
<p>Wednesday Morning Meeting</p> <p>Greeting: Friends In Our Class (Roser, p.30)</p> <p>Sharing: Would You Rather? Find a living dinosaur or hidden treasure?</p> <p>Group Activity: Jolly Jump Up (Roser, p.114)</p> <p>Morning Message: Do you know what day it is?! It's ___ day! Do you think Pinocchio will find out soon? I can't wait to learn all about him and why we celebrate today. We are going to do so many fun activities. It is a gym day. Remember to be responsible citizens in our classroom. Love, Mrs. Ryan</p>	<ul style="list-style-type: none"> • Friends in our class was well received. Students participated in the simple chant. • Students also used their own thinking to answer would you rather? They also were able to figure out which option had the most answers. Students respected each other's answers. • Students participated enthusiastically, followed all directions, and encouraged each other during activity.
<p>Closing Circle</p> <p>Activity: A Wish and Two Stars (Januszka, p. 99)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Did not call to rug, not enough time. Had think in head at seat. • Filled out End of Day Classroom Community Checklist. <ul style="list-style-type: none"> - A couple instances in gym, 2 students mentioned the teachers weren't nice today. ← 1 marked teacher down - 1 said friends kept touching her today even when asked her to stop. - 1 student marked teacher down when asked stated a boy told her to. Talked about being honest. She said she really likes Morning Meetings and Learning Languages. - An incident between 2 boys came up. One boy marked himself down and apologized in writing. Said he was talking at the wrong time. Teacher had conversation with both boys about being silly at inappropriate times. The 'sillier' boy marked himself as having a great day.

Daily Responsive Classroom Approach Log

Date: 2/3/22	Reflection
<p>Thursday Morning Meeting</p> <p>Greeting: Ball Roll (Roser, p.32)</p> <p>Sharing: Apples or Bananas? (Roser, p.64)</p> <p>Group Activity: Think Quickly (Dunbar, p.173)</p> <p>Morning Message: Hello first-graders! Today is a Thursday. Mr. Mercado will be in this afternoon. Mr. M two times in (and it is a gym day) on day? Lucky you!</p> <p>We will begin our day reading Trees and Reeds. I am curious to see what this story is about. Keep working hard raising our hands to talk and listening to the speaker! ^{What's new here} We are practicing self-control love, Mrs. Ryan</p>	<ul style="list-style-type: none"> • Frontload lesson w/ how to gently, calmly, self-control pass ball. • Worked together to find as many words as could. Shared one word as a group/pair. Focused on listening to speaker, not blurting if have a connection → use connection symbol. • Morning message reiterated the importance of self-control: listening.
<p>Closing Circle</p> <p>Activity: What Do You Remember (Januszka p.76) or Secret Ballet (Whyte p.113)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Called on 3 students to respond to what they remembered or liked about specific parts of play. Was a challenge for them to remember. Next time, maybe partner to talk about it. • One student had a hard time controlling his emotions all day. He was honest and self-aware of his contributions to the class community. Stated he needed to work on his crying. • Two students stated classmates were talking when they weren't supposed to.

Daily Responsive Classroom Approach Log

Date: 2/7/22	Reflection
<p>Monday Morning Meeting</p> <p>Greeting: Various Languages, Handshakes, and Waves (Roser, p.18)</p> <p>Sharing: What's New? (Roser, p. 72)</p> <p>Group Activity: Emoji Madness (Dunbar, p. 95)</p> <p>Morning Message: Welcome back! I hope you all had a wonderful snowday! We will learn a new sound and spelling pattern today. I will read you a story called The Fuzz Frenzy. What do you think it is about? It is a music day. During science, we will explore the planet Venus. Be kind to one another! Love, Mrs. Ryan</p>	<ul style="list-style-type: none"> • New Morning Routine, STEM bins, cleanup song, meet on carpet to start right away. • Students quickly & enthusiastically greeted each other in languages. (we went over all language greetings before going around circle) • All but 3 had something to share during "What's New?" Those who had connections were reminded to use the symbol/sign "pinkie": thumb pointing between people. Can talk about those later. • Emoji Madness went smoothly, reminded students to find partner, speak about the emotion and a time they felt that way. • Came back whole group, spoke about social intelligence: what we can tell by looking at our emojis.
<p>Closing Circle</p> <p>Activity: Explain Your Day With An Emoji (Dunbar, p.199)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Some students did not choose to talk with their table mates about day using an emoji: ? emotion. • One girl ^{circled} wrote she was mad about day. When asked what she did that did not contribute to day, because she fell off her bed. Talked about community contributions and examples. • One girl circled then erased all smiles about herself. She was upset about locker buddy and not finishing projects today.

Daily Responsive Classroom Approach Log

Date: <u>2/8/22</u>	Reflection
<p>Tuesday Morning Meeting</p> <p>Greeting: Who Do You See? (Roser, p. 20)</p> <p>Sharing: What's A Good Book You've Recently Read?</p> <p>Group Activity: Tangled Tuesday</p> <p>Morning Message: Hello fabulous first graders! I hope you are enjoying the new morning work bins! What a fun way to start the day! Today we will read Meet Vern, Practice part-part-whole in math, and learn more about Mars! Let's try to be great problem-solvers today. If you find yourself having a problem, first say to yourself, is this a big problem or a little problem? Then ask yourself, how could I solve this problem? Try to come up with different solutions. If you can't solve the problem on the first try, find another way! Don't give up! Keep up the good work! We believe in you!</p>	<ul style="list-style-type: none"> • Students were very chatty & talking over each other & the teacher. • Worked well together as partners to figure out Tangled Tuesday words. • When students were answering Tangled Tuesday words, students were not listening to speaker. • Message reiterated how to solve problems. Showed steps on how to be an effective problem solver.
<p>Closing Circle</p> <p>Activity: Hot Pepper (Januszka, p. 86)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Students talked over teacher, students, could not sit in carpet spot & stay. • Lared & participated kindly in hot pepper. • Struggled transitioning to seats to complete survey. Talking, not staying in spot. • 1 student recognized the class' inability to listen well to speaker today. • 2 did not like how peers treated them. • One stated he helped his community by helping friend when fell & teachers did an excellent job of helping others today.

Daily Responsive Classroom Approach Log

Date:	Reflection
<p>Wednesday Morning Meeting</p> <p>Greeting: Friends In Our Class (Roser, p.30)</p> <p>Sharing: Would You Rather? <i>Would you rather visit the Moon or Mars?</i></p> <p>Group Activity: Jolly Jump Up (Roser, p.114)</p> <p>Morning Message: <i>Good Morning. Today we are going to learn all about the outer planets of our solar system! I can't wait to explore them with you! We will also read more from the Green Fern Zoo, do story problems in math, and go to gym. I saw some students recognized we were struggling with listening to the speaker yesterday. Let's remember to be responsible citizens in our classroom. That means being respectful by listening when it's someone else's turn to talk. Think we can do it?!</i></p>	<ul style="list-style-type: none"> • Students participated, listened to speaker, followed Morning Meeting rules. • Reminded during Message, yesterday students recognized a lot of peers were not being respectful or listening to the speaker. Reiterated the importance and how to be a responsible citizen.
<p>Closing Circle</p> <p>Activity: A Wish and Two Stars (Januszka, p. 99)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Students talked in table groups about 2 stars and a wish. -overheard: things to work on: <ul style="list-style-type: none"> -coming right to class off bus -listening to teacher • Reflections: <ul style="list-style-type: none"> - 34 children stated peers were not being kind in gym (one stated it was the boy himself who mocked his peers down who wasn't being kind) - one student said he needs to listen to the teacher more (insightful as this is constantly reiterated to him) <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: 20px;">John</div> <ul style="list-style-type: none"> 2 Stars: <ul style="list-style-type: none"> - being a good community member to my friends - being a good servant

Daily Responsive Classroom Approach Log

Date: 2/10/22	Reflection
<p>Thursday Morning Meeting</p> <p>Greeting: Ball Roll (Roser, p32)</p> <p>Sharing: Apples or Bananas? (Roser, p.64) Carrots or Broccoli?</p> <p>Group Activity: Think Quickly (Dunbar, p.173)</p> <p>Morning Message: ARRR Matey! Did you happen to see the pirates in Mrs. Hesler's room?! I wonder what sound we are going to learn today?! It is a Thursday which means gym and dismissal with Mrs. [redacted]. We also have a CODE meeting this morning. Keep working hard raising our hand to talk and listening to the speaker. That's how we practice self-control. Love Mrs. [redacted]</p>	<ul style="list-style-type: none"> • Lots of reminders to listen to speaker (usual friends). • Talked about how it is ok for others to like something we do not. Be respectful. • We had trouble with Think Quickly, could not verbalize a word from the list. Stated she has a bad partner.
<p>Closing Circle</p> <p>Activity: What Do You Remember (Januszka p.76) or Secret Ballet (Whyte p.113)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Students were challenged to recall an aspect of the day they enjoyed or remembered during a specific period. • Students recalled parts of the day I had even forgot about. • These were great was reminders to bring home with them to talk with grown ups about. • A couple students assessed their peer's low for community b/c of the Rams/Bengals teasing of JD. • one child was upset and couldn't figure out why everyone was saying [redacted]. • Stood in [redacted]

Daily Responsive Classroom Approach Log

Date: 2/11/22	Reflection
<p>Friday Morning Meeting</p> <p>Greeting: Chant Your Name (Roser, p.44)</p> <p>Sharing: My Favorite Game? (Roser, p. 66)</p> <p>Group Activity: Feel Good Friday Song</p> <p>Morning Message: Hello First Graders! Yesterday we learned all about conflicts and problems with Officer Brandt. What strategies could we use to solve problems? It's almost Valentine's Day! Today we have a Spelling Test, we will make our Valentine bags for our celebration on Monday, and we will learn all about Jupiter. Make sure you are being a kind member of our community today! Keep smiling! Love, Mrs. [Name]</p>	<p>Active participation in new greeting.</p> <p>Lots of connections to each other about favorite games</p> <p>Ran out of time, so told to think in head of what they are going to do over weekend. They can talk with table at snack.</p> <ul style="list-style-type: none"> • Gave a problem, students came up with solutions to the conflict during message.
<p>Closing Circle</p> <p>Activity: Five Senses (Januszka p.82)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Five senses- students needed a lot of think time. Should have frontloaded first time. • Talked about papers. Seeing friends do good things. Lunch time food. • Hesitation, not wanting to fill out form anymore, old/boring. • Problem-solving at playtime. Marked boys/peers down for being unkind. Was going to tell teacher but girls ended up moving themselves. • Ida still upset ppl keep telling her to be quiet when she isn't talking. • One said students weren't listening.

Daily Responsive Classroom Approach Log

Date: 2/15/22	Reflection
<p>Tuesday Morning Meeting</p> <p>Greeting: Who Do You See? (Roser, p. 20)</p> <p>Sharing: What's A Good Book You've Recently Read?</p> <p>Group Activity: Tangled Tuesday</p> <p>Morning Message: Hello fabulous 1st graders! Happy 100th Day! You have been in first grade for 100 days! Can you believe it? You're getting smarter every day! This morning we will practice /e/ and /a/. Later today we have math centers, we will celebrate the 100th day, and learn about Uranus. Our P2 trait this week is Love. Let's be kind and caring citizens in our classroom today! Love, Mrs. Ryan</p>	<ul style="list-style-type: none"> • Silly responses when greeting. • Most friends shared books. Some passed. • Repeat of words from last week. Teams of students focused to find as many answers as they could. • When words were spoken/answers, students needed lots of reminders not to talk over each other. <p>(Students are cleaning up quickly & excited about coming to Morning Meeting) Participation is relatively high.</p>
<p>Closing Circle</p> <p>Activity: Hot Pepper (Januszka, p. 86)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Activity was class was excited about. Everyone participated. • When asking how you can be a good contributing community member, only two students raised hands. When given examples, students agreed. • It was an unordinary schedule today. Lack of participation may have been a result. • One student said nobody helped her pick up clean fruit loops. • One student said peers call him names, weirdo & slow. <p>(just came back from 2 week vacation)</p>

Daily Responsive Classroom Approach Log

Date: 2/16/22	Reflection
<p>Wednesday Morning Meeting</p> <p>Greeting: Friends In Our Class (Roser, p.30)</p> <p>Sharing: Would You Rather? Eat donuts or candy?</p> <p>Group Activity: Jolly Jump Up (Roser, p.114)</p> <p>Morning Message: Good morning first graders! Today we are continuing to practice the /e/ and /o/ sounds. Mrs. Simmons will be coming in to see what we are doing in math today! Let's show her what responsible class citizens we can be! We will be learning about the last planet in our solar system today - Neptune! Make sure you are being a kind and caring friend today! Have a wonderful Wednesday! Love Mrs. (M)</p>	<p>Reflection</p> <ul style="list-style-type: none"> • All participate, come to circle quickly. Get to a level zero quickly. • Greeted everyone. • Most chose donuts. John upset saying candy is better. You all need to choose candy. Reminded everyone is different, can choose different, all as important. • Excited, everyone participated. → Moved right into skills, students began talking, moving around, leaving carpet to get drinks.
<p>Closing Circle</p> <p>Activity: A Wish and Two Stars (Januszka, p. 99)</p> <p>Daily Student Self-Assessment</p> <p>Think in head, talk with table group</p> <p style="text-align: right;">John</p>	<ul style="list-style-type: none"> • Lots of did well with planet craft. • One work on blurting over teacher. • One wish to work harder on handwriting. • One did well working hard at math. (struggling student) • Talk with K about marking peer clean with name. Being too hard on friends; not thinking as much about our actions teachers did good job helping others learn.

Daily Responsive Classroom Approach Log

Date: 2/17/22	Reflection
<p>Thursday Morning Meeting</p> <p>Greeting: Ball Roll (Roser, p32)</p> <p>Sharing: Apples or Bananas? (Roser, p.64) Strawberries or blueberries?</p> <p>Group Activity: Think Quickly (Dunbar, p.173)</p> <p>Morning Message: "When it rains, look for the rainbows." What does this quote mean? It is going to rain all day. Let's find the beautiful and good things in the day? This morning, we will begin learning about two syllable words, we will continue our math centers for the week, and learn more about how to solve story problems. It is a Thursday. You will have gym and Mr. Mercado will be dismissing you today. Be sure to look for and make your own rainbows today! Love, Mrs. Regan</p>	<ul style="list-style-type: none"> • Spoke about how it is okay for everyone to like different things. All but one chose strawberries. • Needed reminders to listen to speaker during sharing of Think Quickly. • Described the quote. Student said after it rains and the sun is shining then there's a rainbow. the day That makes us feel good. We are going to look for those rainbows or make our own today.
<p>Closing Circle</p> <p>Activity: What Do You Remember (Januszka p.76) or Secret Ballet (Whyte p.113)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • Participation: listening to each other was high. • 3 people marked peers down for talking over teacher. • 1 marked peers down for a situation - ongoing Ida/Molly

Daily Responsive Classroom Approach Log

Date: 2/18	Reflection
<p>Friday Morning Meeting</p> <p>Greeting: Chant Your Name (Roser, p.44)</p> <p>Sharing: My Favorite Game (Roser, p. 66) Animal</p> <p>Group Activity: Feel Good Friday Song</p> <p>Morning Message: Good Morning! We are getting a new board! That means we will have to get creative with our learning today! We will learn more about 2-syllable words, math centers, and take our last community self-assessments. Be an honest, kind, and respectful classmate today! Love, Mrs. Ryan</p>	<ul style="list-style-type: none"> • Frontloaded Game. Make connections using symbols or politely sit if don't agree. Class did very well being respectful to classmates. • Explained last day have to fill out paper assessments at end of day. Some friends were happy, some were upset (like it), some wondering why don't want to stop meetings? • Explained we will continue our meetings, just done w/ papers.
<p>Closing Circle</p> <p>Activity: Five Senses (Januszka p.82)</p> <p>Daily Student Self-Assessment</p>	<ul style="list-style-type: none"> • All students listened to speakers. • Lots of explaining, reexplaining we are coming back to 1st grade after break. We will still do our Morning Meetings/Closing Circles, no more daily assessments. • All but one student marked everyone 5's. (Student stated he wanted to do a 2 just once).

Appendix M

Anecdotal Notes

Anecdotal Notes

Date	Category	Observations
1/31/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<div style="border: 1px solid black; display: inline-block; padding: 2px;">Chad</div> spilled toolbox. 5 friends helped him clean up quickly w/o direction to. Then got right back to working on Math Journals.
1/31/22	<input type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	Stop! Sh! Blurting. ^{to peers} During Math instruction lots of unkind words.
1/31/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input type="checkbox"/> Behavioral <input type="checkbox"/> Academic	Girl kindly told another girl she needed to wash her face after snack
1/31/22	<input type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	Yelling, blurting during video. Could not practice self-control with reminders (3 boys + 1 girl).
1/31/22	<input type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	Boy still sitting at seat when given two reminders to come to the carpet after snack. He looked at the teacher and showed two more handfuls into mouth. She insisted he come to the carpet now.

Anecdotal Notes

Date	Category	Amy & Megan	Observations
2/1/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input type="checkbox"/> Behavioral <input type="checkbox"/> Academic	Amy & Megan	Isla's struggle with holding scissors correctly. Pointing, judging, talking ruckus.
2/1/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	Sean	punched Chad in stomach. Sean said it was an accident. Chad said they weren't playing when it happened. Sean was reminded how we treat others + hands to self. He, unprompted, ^{saught out.} apologized.
2/1/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	Isla	laying on carpet. Feet hitting boy's whiteboard. He ^{kindly} asked, Isl "can you sit?" She sat and continued working.
2/1/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	Girl	Would not participate b/c she had to be in a group of 3 not 2. It was too hard to share materials. Laid her head on table, buddy told teacher what was wrong. Girl ^{said she was bored.} Ended up giving girl her own materials.
2/1/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic		Talking over teacher during whole group math instruction. Teacher waited then thanked the children by name who were listening.

Anecdotal Notes

Date	Category	Observations
2/1/22	<input type="radio"/> Social <input type="radio"/> Emotional <input checked="" type="radio"/> Behavioral <input type="radio"/> Academic	<p style="text-align: center;">Bert</p> <p>in carpet whole group - talking over teacher, reminded not to. started playing, flipping math cubes. Asked to stop. Teacher continued instruction. kept sighing, asked when snack was, kicking his foot into teachers.</p>
2/1/22	<input type="radio"/> Social <input type="radio"/> Emotional <input checked="" type="radio"/> Behavioral <input type="radio"/> Academic	<p>Students talking over TV show, reminders. Teacher turned it down. Some stopped talking, others yelled out couldn't hear it. Teacher said she was not turning up any higher because it was just turning into noise. If want it turned up, need to be quieter. Didn't stop talking.</p>
2/2/22	<input checked="" type="radio"/> Social <input type="radio"/> Emotional <input checked="" type="radio"/> Behavioral <input type="radio"/> Academic	<p>Students listened intently during read-aloud. Very few interruptions or blurting.</p>
2/2/22	<input checked="" type="radio"/> Social <input type="radio"/> Emotional <input type="radio"/> Behavioral <input type="radio"/> Academic	<p style="text-align: center;">MeG</p> <p>tried moving carpet spots when she realized Mrs. Mc was partnering them up, she would be with UB.</p>
2/2/22	<input checked="" type="radio"/> Social <input type="radio"/> Emotional <input checked="" type="radio"/> Behavioral <input checked="" type="radio"/> Academic	<p>All students worked responsibly and independently to figure out hidden 120 picture. One child repeatedly banged on the table. Students told him to stop. Only stopped with teacher intervention. One student grabbed paper from another, to show entire class answer. Was told unkind, not fair to rest of students, apologized to child took from.</p> <p>Table 5 helped each other, worked as team to find correct #'s & colors.</p>

Anecdotal Notes

Date	Category	Observations
2/2/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Graphing exercise, student changed his answer to what the majority of the group. Girl told the boy it was 'obvious' he changed it because we can't tell 'if he can or can't whistle.' Told him he wasn't being honest. (Whisper conversation btwn the two students) He kept his changed answer when called on by teacher. The girl shook her head at him and let it go.</p>
2/3/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Lots of reminders for whole class to not shout. Running around class. Drawing on other people's work.</p>
2/3/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>John yelled in G's face. Reminded about self-control apologize. G didn't want him near hear.</p> <p>J also became ^{crying} upset after TEAM Time bc he lost a game.</p>
2/3/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Isla & Jason playing imaginary game together. Both have never been able to participate in social play. Rather be independent.</p>
2/3/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Students in circle on rug watching teacher model game. Kids kept scootching forward, leaning in front of each other. Kindly tapping on shoulders and asking each other to move back.</p>

Anecdotal Notes

Date	Category	Observations
2/7/22	<input type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>John calling out during instruction. Lots of reminders. Using whiteboard and markers inappropriately. Asked to go to seat with paper and pencil. Looks like he may be able to focus better there. 'Stated he can write better on the table.'</p>
2/7/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Chad pulled down locker buddy's stuff on floor, left it. Isl is upset, crying rest of dismissal. Vocalized a lot of things were bothering her today. Missing project, not able to finish paper, got some wrong.</p>
2/8/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input checked="" type="checkbox"/> Academic	<p>Morning Bins → Day 2 Students are helping each other, interacting, talking positively, actively engaged in learning. Excited, happy. Stating "This is so fun!" Sharing experiences with others. "Look what I made!" "Look what I found!" "I need another letter" ^{shape} "I help others"</p>
2/8/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Jason could not figure out what to do with a piece of paper found on the floor (same as weeks prior). Reminded garbage goes in the trash can. How to problem solve. (Decided I should include problem solving steps in Morning Message).</p>
2/8/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input checked="" type="checkbox"/> Academic	<p>Students talking over speaker during Morning Meeting & skills. Lots of reminders to listen to teacher and peers. 2 students sent to chairs to try to be better listeners.</p>

Anecdotal Notes

Date	Category	Observations
2/8/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input checked="" type="checkbox"/> Academic	<p>Students played 'partners to Ten Go Fish'. Pairs worked together, shared, encouraged. Everyone showed good sportsmanship.</p>
2/8/22	<input checked="" type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Talking during Mars video. Students telling each other they can't hear & to be quiet.</p>
2/9/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>John yelled across room, Guys make a line! When students were being called by table group to put paper away. Teacher called him back to his seat to remind him of his job as a student & her job as a teacher.</p>
2/9/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Nobody calling out. Actively engaged in math lesson. Turn & talk to partner, come right back to attention when told.</p>
2/9/22	<input type="checkbox"/> Social <input type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Yelled out 'I'm not!' when didn't get chosen to write on board. "It's ok."</p> <div data-bbox="1076 1245 1230 1350" style="border: 1px solid black; padding: 2px; display: inline-block;"> John" - Gretchen </div>

Anecdotal Notes

Date	Category	Observations
2/10/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input checked="" type="checkbox"/> Academic	<p>• While waiting for Office [redacted] on Zoom, students were beginning to get antsy on rug (moving around, silly faces, talking)</p> <p>• Mrs M [redacted] ^{noticed} played Think It, Say It with Or/ sand words just learned. Phonemic Awareness activity (Say cart say cart again but dont say ar)</p>
2/10/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Students were purposely teasing, riling up about Rams/Bengals teams.</p> <p>• He yelled during playtime and was removed and calmed down.</p> <p>• Same happened during lunch. Students kept egging on the matter to get a reaction from him. Screen/cup lunch aide calmed him down.</p> <p>• Students began again in classroom. Had a class talk.</p>
2/11/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>Students pointed out [redacted] being the problem creator during Problem solving Solutions activity.</p> <p>(Should have said something about, a lot of us were struggling to not tease or rile up a situation yesterday as well)</p>
2/11/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input checked="" type="checkbox"/> Academic	<p>Making V-Tine's bags as directed drawing.</p> <p>"Its ok [redacted], they all look different. It doesnt have to be perfect. It looks good, you will still be able to color it."</p>
2/11/22	<input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic	<p>[redacted] helped clean up table during dismissal. Was complimented and began skip/hopping.</p>

Anecdotal Notes

Date	Category	Observations
2/15	<ul style="list-style-type: none"> <input checked="" type="radio"/> Social <input type="radio"/> Emotional <input checked="" type="radio"/> Behavioral <input type="radio"/> Academic 	<p>Students help each other complete their activity from his "I need, I found this for you".</p> <p>Talk about Ian coming back from Quater in Pakistan. Taking turns talking & listening.</p> <p>Staying on task, conversing w/ table groups.</p>
2/15	<ul style="list-style-type: none"> <input type="radio"/> Social <input type="radio"/> Emotional <input checked="" type="radio"/> Behavioral <input checked="" type="radio"/> Academic 	<p>Think it say it, best job ever done. Nobody ever gave it away that time. Give selves pat on back</p>
2/16	<ul style="list-style-type: none"> <input type="radio"/> Social <input type="radio"/> Emotional <input checked="" type="radio"/> Behavioral <input checked="" type="radio"/> Academic 	<p>During Morning Meeting, all students participated.</p> <p>During skills night after, ³ lots of friends tried getting up to get drinks and go to bathroom. Reminded we do not during carpet time.</p>
2/17	<ul style="list-style-type: none"> <input checked="" type="radio"/> Social <input type="radio"/> Emotional <input type="radio"/> Behavioral <input type="radio"/> Academic 	<p>Isla & Jason playing, laughing together while drawing at playtime. Both usually play solo.</p>
2/17	<ul style="list-style-type: none"> <input type="radio"/> Social <input type="radio"/> Emotional <input checked="" type="radio"/> Behavioral <input checked="" type="radio"/> Academic 	<p>Assembling outer space planets in order, every student listened to the speaker. Very engaged in activity as they worked for 2 weeks creating the planets for the book.</p>

Anecdotal Notes

Date	Category	Observations
2/18	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic 	<p>Students interviewed about RC lessons</p> <ul style="list-style-type: none"> - inner-thoughts, feelings. - some reflections on group - most enjoyed activities - Lots of thought Morning meeting: closing made them happy.
2/18	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Emotional <input checked="" type="checkbox"/> Behavioral <input type="checkbox"/> Academic 	<p>Teacher - what happens if my partner wants to play a different game than me?</p> <p>John to Leah</p> <p>Problem solve - play her game 1st then my game.</p>

Appendix N

Daily Student Assessments

Name: **Isla** Date: 1/31/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Jason** Date: 1/31/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Gretchen** Date: 1/31/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Amy** Date: 15 1/31/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Chad** Date: 1/31/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Adam** Date: 1/31/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Lila** Date: January 1/31/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Ken** Date: 2/1/22

		How do you feel you contributed to a sense of community in the classroom today?
		Talking when people were doing the speaker How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Anna** Date: 2/1/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>Some people were talking.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Amy** Date: 2/1/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>Cafeteria, told stuff to go not do</i>
		How do you feel your teacher contributed to a sense of community in the classroom today? <i>I just did that bc its kind of funny</i>







Name: **Matt** Date: 2/1/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>A little bit good, in cafeteria some of them was yelling and getting out of their seats.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?







Name: **Chad** Date: 2/1/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>Dont talk when the teacher is talking.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?







Name: **Meg** Date: 2/1/22

	 How do you feel you contributed to a sense of community in the classroom today?
	 <i>Friends were only kind of nice to me.</i> How do you feel your peers contributed to a sense of community in the classroom today?
	 How do you feel your teacher contributed to a sense of community in the classroom today?







Name: **Isla** Date: 2/1/22

	 <i>Just had some trouble w/ a paper</i> How do you feel you contributed to a sense of community in the classroom today?
	 How do you feel your peers contributed to a sense of community in the classroom today?
	 <i>I dont really care how the teacher acts</i> How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Adam** Date: 2/1/22

	 How do you feel you contributed to a sense of community in the classroom today?
	 How do you feel your peers contributed to a sense of community in the classroom today?
	 <i>Art teacher could have done better</i> How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Sean** Date: 2/1/22

	 <i>Just an OK day</i> How do you feel you contributed to a sense of community in the classroom today?
	 How do you feel your peers contributed to a sense of community in the classroom today?
	 How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Adelle** Date: *2/1/22*

	<i>forgot, couldn't tell</i> How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Adam** Date: *2/2/22*

	How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	<i>Gym teacher could have been nicer.</i> How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Amy** Date: *2/2/22*

	How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	<i>Talked about being honest.</i> How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Sean** Date: *2/2/22*

	How do you feel you contributed to a sense of community in the classroom today?
	<i>I like having friends.</i> How do you feel your peers contributed to a sense of community in the classroom today?
	How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Meg** Date: *2/2/22*

	<p>How do you feel you contributed to a sense of community in the classroom today?</p>
	<p><i>Friend wasn't as nice + some kept touching me when told to stop</i></p> <p>How do you feel your peers contributed to a sense of community in the classroom today?</p>
	<p>How do you feel your teacher contributed to a sense of community in the classroom today?</p>

Name: **Anna** Date: *2/2/22*

	<p>How do you feel you contributed to a sense of community in the classroom today?</p>
	<p>How do you feel your peers contributed to a sense of community in the classroom today?</p>
	<p>How do you feel your teacher contributed to a sense of community in the classroom today?</p>

Mrs. P [redacted] yelled at me b/c I stopped in the middle of the hill sledding.

She to toK + @ chtlles

Name: Sean		Date: 2/2/22
		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

"Sorry to talk to Chad" was talking at the wrong time.

Name: John		Date: 2/3/22
		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

I need to work on crying. Cause I needed a whitty paper.

Name: Anna		Date: 2/3/22
		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

People were talking when they weren't supposed to.

Name: Ken		Date: 2/3/22
		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Peeps were talking.

Name: **Adelle** Date: **2/4**

	How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	How do you feel your teacher contributed to a sense of community in the classroom today?

I jumped off my bed and hurt myself

Told her what community contributions are

Name: **Matt** Date: **2/8/22**

	How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	How do you feel your teacher contributed to a sense of community in the classroom today?

When the girls got to go first called all the boys a swearer.

Name: **Isla** Date: **2/4**

	How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	How do you feel your teacher contributed to a sense of community in the classroom today?

Upset she was pulled IS and didn't finish project.

Locker buddy pulled all of her stuff out and left it on the floor.

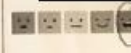





Name: **John** Date: **2/8/22**

	How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	How do you feel your teacher contributed to a sense of community in the classroom today?







I feel good in my community. Helped [redacted] when she fell I got her by the hand.

You & Mrs. [redacted] did an excellent job of helping others.

Ken Date: 2/8/22







		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>They weren't listening to the speaker much.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

John Date: 2/9







		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>When we lined up for gym some people were pushing.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

*1 Being a good community to my friends.
2 Being a good student.
Wish 3 Listening to teacher.*

Giselle Date: 2/8/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>E was making top boxes at my table, didn't like that.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

Chad Date: 2/9

		How do you feel you contributed to a sense of community in the classroom today? <i>I have to work on listening to the speaker.</i>
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Meg** Date: 2/9

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>Pushing off snow. Mr. M. blamed her.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Isla** Date: 2/9

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>Tried to say sorry to friends, but just walked away.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Ken** Date: 2/9







		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>Mr. M said could go on hill but were pushing each other.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

(Mr. M said it was him who was doing it)







Name: **Amy** Date: 2/9

		How do you feel you contributed to a sense of community in the classroom today? <i>Need to work on ripping out my papers.</i>
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?







Name: **Giselle** Date: 2/10

	 How do you feel you contributed to a sense of community in the classroom today?
	 <i>Throw food at lunch</i> How do you feel your peers contributed to a sense of community in the classroom today?
	 How do you feel your teacher contributed to a sense of community in the classroom today?







Name: **Ken** Date: 2/10

	 How do you feel you contributed to a sense of community in the classroom today?
	 <i>we're missing</i> How do you feel your peers contributed to a sense of community in the classroom today?
	 How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **John** Date: 2/10

	 How do you feel you contributed to a sense of community in the classroom today?
	 <i>Picked Berget's & I picked Rams can't judge by predictions</i> How do you feel your peers contributed to a sense of community in the classroom today?
	 How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Lila** Date: February 8th
2/10

	 How do you feel you contributed to a sense of community in the classroom today?
	 <i>Ramp/Rams this is amazing</i> How do you feel your peers contributed to a sense of community in the classroom today?
	 How do you feel your teacher contributed to a sense of community in the classroom today?

J

Name: **Isla** Date: 2/10

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>Everybody (Cait's) saying stop home</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Leah** Date: 2/11

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>Boys didn't stop chasing us but they weren't. We were going to talk teacher but didn't want to figure it out by self</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Ken** Date: 2/11

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>They weren't listening to the speaker that much.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Isla** Date: 2/11

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today? <i>Boys keep saying stuff. Stop. Makes you sad. Like stop talking and talk to it not over me.</i>
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Ken** Date: 2/15

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Ian** Date: 2/15

		How do you feel you contributed to a sense of community in the classroom today?
		<i>Sometimes they're rude to me, which is slow in a bad way. I don't like it.</i> How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **Isla** Date: 2/15




		How do you feel you contributed to a sense of community in the classroom today?
		<i>No one helped me pick up the Fruit Loops.</i> How do you feel your peers contributed to a sense of community in the classroom today?
		<i>I feel good about you guys!</i> How do you feel your teacher contributed to a sense of community in the classroom today?

Name: **John** Date: 2/10/22

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		<i>You guys did good helping other</i> How do you feel your teacher contributed to a sense of community in the classroom today?

I wish → Not blurting to the teacher




Name: **Ken** Date: *2/16/22*

	How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	How do you feel your teacher contributed to a sense of community in the classroom today?

John




Carve about being hard on our friends and not ourselves. No names on paper. We're paying attention, hands on friends. Something we should work on tomorrow (with)

Name: **Lila** Date: *February 2/17*

	How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	How do you feel your teacher contributed to a sense of community in the classroom today?




Talking over teacher

Name: **Chad** Date: *2/17*

	How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	How do you feel your teacher contributed to a sense of community in the classroom today?







Talking over teacher

Name: **Isla** Date: *2/17*





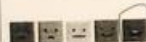

	How do you feel you contributed to a sense of community in the classroom today?
	How do you feel your peers contributed to a sense of community in the classroom today?
	How do you feel your teacher contributed to a sense of community in the classroom today?

telling stop talking & I do stop but other are making a noise blame me

Name: **Amy** Date: 2/17

	 <p>How do you feel you contributed to a sense of community in the classroom today?</p>
	 <p><i>Talking over teacher.</i></p> <p>How do you feel your peers contributed to a sense of community in the classroom today?</p>
	 <p>How do you feel your teacher contributed to a sense of community in the classroom today?</p>

Name: **Jason** Date: 2/18

	 <p>How do you feel you contributed to a sense of community in the classroom today?</p>
	 <p><i>I just wanted to do it one time.</i></p> <p>How do you feel your peers contributed to a sense of community in the classroom today?</p>
	 <p>How do you feel your teacher contributed to a sense of community in the classroom today?</p>

Appendix O

Teacher Interview Post Implementation

What did you notice about your relationship with your students over the last three weeks?

There were several times this week where I was able to communicate with students about things I heard/learned about them from Morning Meeting that I otherwise may not have known/realized. Example: one student is going to see her mom graduate from Boot Camp next week and she is nervous to go on a plane. This particular student shows some signs of anxiety in school that affect her academic success → knowing this about her personal

What did you notice about student behavior and relationships over the last three weeks?

Students are being self-reflective, and are also noticing their peers' behaviors more. They understand the word "community" and are willing to help support each other.

life sheds light on the situation & is helpful to me ☺

What did you notice about the class environment and community over the last three weeks?

Since the implementation of Morning Meeting, Mrs. Ryan and I have also changed my typical morning routine (from morning work worksheets to STEM bins to start the day) the entire atmosphere of our greeting time in the morning has become more positive overall.

Do you have any additional comments about the implementation of Morning Meeting and Closing Circles every day over the last three weeks?

I plan to continue Morning Meeting & Closing Circles all year. With the extreme expectations of curriculum being pushed on us in the current years, it is important and beneficial to remember that student relationships have the biggest effect on academic success.

Likewise, Closing Circle has encouraged students to reflect on positive times of their day, instead of just rushing to dismiss.

Appendix P

Post Implementation Student Interviews

Gretchen

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

Good because it's an awesome class and I like people playing with me.

Amy

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

I like it b/c I like doing the chant and the other stuff too.
The only thing I don't like is when we do my name chant b/c I'm embarrassed.

Isla

2/18

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

Good, it's the only time I really feel good. I don't know why.
Sometimes I really hope I get chosen.

Eva

2/18

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

You're nice and Mrs M and Mrs C
I like it because it's fun watching people say
their things about their day and what
they like to do.

Lila

2/18

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

I like it bc I like when we do the friends in
our class chart thing. I like when we say
hello in different languages. I like it because
everything we do makes me feel happy.

Jason

2/18

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

I think really good. Bc we are all being
good listeners.
Makes me feel happy bc we are all
nice to each other and stuff.

Bert

2/19

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

I'd say that they're fun for me. B/c you get every ^{you get} day to do something.

Sean

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

They do super good and they listen to the speaker. I feel happy they are listening and it makes the teacher's feel good. I feel good when I have a good teacher and I do fun things.

Ian

2/18

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

I like it b/c we do songs and activities. I like Hot Pepper a lot. I like it. It makes me feel good because I like to do all the stuff we do.

Anna

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

Did you have a good day.
Happy because like when people are happy it makes me happy.

Giselle

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

Unsure

Megan

2/18

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

Nothing

Adelle

2/18

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

Good job.

Leah

2/17

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

Dang good sittin down being patient
When teacher says to be quiet, I
makes^{me} feel proud because we are doing a really great
job listening to the speaker.

John

2/17

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

Good it kind of helps when, we do group activities.
It's a feel good inside.

I also like these self-assessments.

feel like how the class and teachers
and self contribute to class
Helped me everyday cause it's how I feel everyday.
I hope to do it everyday and feel good about
myself. Thank you.

Chad

Student Post Interview

What would you like to say about the class doing morning Morning Meeting and Closing Circles every day?

Good because we get to play games.

Appendix Q

Post Implementation Student Behavior Self-Assessments

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Adam** Date: 2/18/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Lila** Date: 2/18/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Chad** Date: 2/18/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Amy** Date: 2/18/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Matt _____ Date: 2/18/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Eva _____ Date: 2/18/2022

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Leah _____ Date: 2/18/2022

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Bert _____ Date: 2/18/2022

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Giselle** Date: 2/18/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Ian** Date: 2/18/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Anna** Date: 2/18/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Megan** Date: 2/18/22

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post) 2/18/22

Name: **Adelle**

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post) 2/18/22

Name: **John**

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post) 2/18/22

Name: **Isla**

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post) 2/18/22

Name: **Sean**

I follow directions the first time they are given.	
I care about others and show respect with my words and actions.	
I am always on task.	
I cooperate well with others.	
I look and listen when someone is speaking.	
I give my best effort and show pride in my work.	
I wait my turn to speak and raise my hand.	
I always tell the truth.	
I problem solve with others well.	
I participate in class discussions.	
I always help others.	

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Ken** Date: 2/18/22

I follow directions the first time they are given.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I care about others and show respect with my words and actions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I am always on task.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I cooperate well with others.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I look and listen when someone is speaking.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I give my best effort and show pride in my work.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I wait my turn to speak and raise my hand.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I always tell the truth.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I problem solve with others well.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I participate in class discussions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I always help others.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>

Student Behavior Self-Assessment (Implemented Prior and Post)

Name: **Jason** Date: 2/18/22

I follow directions the first time they are given.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I care about others and show respect with my words and actions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I am always on task.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I cooperate well with others.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I look and listen when someone is speaking.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I give my best effort and show pride in my work.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I wait my turn to speak and raise my hand.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I always tell the truth.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I problem solve with others well.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I participate in class discussions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
I always help others.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>

Appendix R

Samantha Ryan

Date: 1/31/22

Grade Level: 1st

Lesson Title: Community Morning Meeting/ Closing Circle

Content Area: Social Studies

Length of Lesson: 20 mins. Morning/10 mins. afternoon

• **Content Standards** NYS Social Studies Framework 1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.

1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions. -Students will participate in group activities and contribute to the work of the group.

1.3b Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources. -Students will explain the traits of a responsible citizen and model actions of responsible citizens.

1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world. -Students will discuss ways that they can protect and respect our world and its people.

• **Learning Objective/Goals** After participating in the morning meeting and closing circle, students will be able to describe their contributions and their peer and teacher contributions to their classroom community, with 80% accuracy. (Blooms level: Understanding)

• **Learning Target** I can describe my contributions and my teacher and peers' contributions to the classroom community.

• **Assessment** I will ask informal, targeted questions during my lesson. (What is a community? What is a classroom community? How did we contribute to our classroom community?) I will implement a student self-assessment (Appendix C) on how well they think they contributed to the classroom community, how well they think their peers contributed, and how well they think their teacher contributed.

• **Morning Meeting/Introduction/Anticipatory Set** (Call students to the carpet by table groups, Morning Meeting Slide is projected on board. Instruct students to sit in circle on edge of rug.)

Ask students: What is a community? (A group of people who have the same commonalities or interests) What is a classroom community? (Working together, like a class family) What are the responsibilities of a citizen in a community? Class community? (work together, help

each other, problem-solvers, respect-listen to speaker, practice self-control, honesty, obeying rules/laws, sharing, etc.)

• **Teaching and Learning**

Today is our first day of Morning Meeting. We will be practicing how to be a responsible citizen in our classroom community during our meetings by supporting each other and getting to know more about our classmates. At the end of the day, we will wrap up with a Closing Circle to discuss how we think we helped and played a role in our class community. Let's start our day with a Greeting. We will go around the circle and listen to our peers greet their neighbor. You may use one of the handshakes, waves, or hellos listed on the board. The hellos are in different languages from around the world. Let's read them together so you will know how you may greet your neighbor. (read greetings, go around circle)

The next thing we do in Morning Meeting is a Sharing. Today we are doing a cheer called "What's New?" Let's practice together, as we go around the circle! (read the chant, go around circle)

Now we will complete a Group Activity. I will pass out the emoji cards. Your job is to find your match with another classmate. Once you do, talk about what emotion your emoji is and if you have ever felt that emotion.

• **Closure** (Call students back to circle) You all showed what great citizens you are and how you can contribute to a positive classroom community! Let's read our Morning Message.

• **Closing Circle/Introduction/Anticipatory Set** (Display Closing Circle slide, call students to carpet) Tell students we will be completing our first ever Closing Circle. Explain the rules of listening to the speaker and being a responsible participant as we did during Morning Meeting.

• **Teaching and Learning** Today we will describe our day with an emoji. Turn to your neighbor. Choose who will be partner one and who will be partner two. Partner one, it is your turn to choose an emoji from the board and tell your partner why you think this represents your day. Partner two, your job is to be a responsible citizen and good listener. (give four minutes for discussion) Partner two, it is your turn to choose an emoji. Partner one, your job is to listen to your partner.

• **Closure** (Call class attention. 1, 2, 3 eyes on me!) I'm going to pick three sticks with names. Those classmates will come up to the board and tell the class what emoji they chose to describe their day. The rest of the class will support their peer and being responsible and respectful listeners.

(Once completed) Our last job for the day is to record how well we think we contributed to our class community. I will pass out our Daily Self-Assessment (Appendix C). [Ask students

what a good community member does. Go over each question together as they record their answer. As papers are collected, students are dismissed to pack up for dismissal.]

• **Differentiation Strategies/ Support for Diverse Learners**

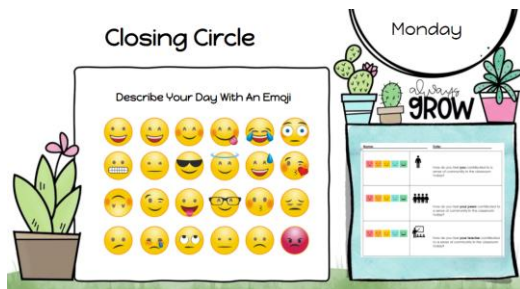
Students will have a means of action for expression, engagement, and representation. Teacher and teaching assistant support of learners will be available to those needed. Completing Daily Assessment may be done verbally with assistance by teacher to record data.

• **Materials Morning Meeting Slides (Appendix A)**

2 sheets/pairs of cut out emojis (Appendix B)

Daily Assessment worksheet -1/student (Appendix C)

Appendix A



Appendix B



Appendix C

Daily Student Self-Assessment

Name: _____ Date: _____

		How do you feel you contributed to a sense of community in the classroom today?
		How do you feel your peers contributed to a sense of community in the classroom today?
		How do you feel your teacher contributed to a sense of community in the classroom today?