

Slide 9

<b>Figure 4.3 Strategies for Building a Classroom Community</b>	
<b>Strategy</b>	<b>Explanation</b>
<i>Purposeful Talk</i>	<p>Teachers in many elementary classrooms use morning meetings to provide time for students to greet one another, set a tone, plan ahead, reflect, and model behaviors. These meetings allow teachers to spotlight things that matter to individuals and to the group. They also allow students to hear and respond to one another, thus defining what matters most in the classroom and what will come to define the community.</p> <p>Teachers in middle and high school classrooms make similar use of very brief segments of time at the beginning or end of class to share anecdotes, reflect on what recently transpired in class, plan for what's ahead, and be reminded of the ideas they are working to implement in their classroom.</p>
<i>Keeper of the Book</i>	<p>Students take turns keeping notes (in a notebook or on the computer) to log what is taking place during a particular class, directions for projects, and assignment deadlines. If a student is absent or just uncertain about the reason for a task, task requirements, or criteria for success, the logbook will provide support and guidance. Students support one another's success in this way and also learn to take pride in the quality of their entries when it's their turn to be "keeper of the book."</p>
<i>Integrating New Students</i>	<p>Current students in a class make plans to welcome and integrate new students—they decide what is necessary to make sure new students feel welcomed and are ready to join the class in the work they are doing. Students accept various roles in this process, and the class debriefs throughout the year to continue to enhance their plans.</p>
<i>Welcoming Guests to the Classroom</i>	<p>Students play an active role when parents, other teachers, administrators, or community members come to their classroom. Depending on the nature of the guest and visit, students make sure guests are welcomed, have a place to sit, have copies of student assignments, observe or participate in student conversations, and receive explanations about the nature of the classroom community. Students can play different roles in the process, and roles can change over time. In a differentiated classroom, students should quickly be able to explain and illustrate the classroom philosophy and practice for guests.</p>
<i>Working on a Sustained and Meaningful Product</i>	<p>Students in elementary school can build a model of their community throughout the year, or they can establish communication or raise funds for other students of their age in a part of the world they are studying.</p> <p>Middle school students can study the developmental needs of young children while they examine award-winning children's books as a way to understand the elements of literature. Ultimately, they can write and illustrate a library of books for primary students in a feeder school, read their books to those students, and lead discussions on the books.</p> <p>High school students can develop and publish a science magazine for elementary or middle school students that relate important science concepts to the personal interests of those students.</p>
<i>Model What Matters</i>	<p>It's essential for all teachers to model classroom behaviors they want their students to exhibit. This means listening respectfully to each student's ideas and questions, demonstrating positive regard for student differences, complimenting legitimate student accomplishments, and politely but firmly rejecting behaviors that undermine the efforts of anyone in the group. Students should also see their teachers use these principles as they work with colleagues and associates in the school.</p>