



Holding Students Accountable, Classroom Management, and Organizational Strategies in a 1:1 Classroom

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Abstract

My name is Elisabeth Wilson I teach 4th grade at a low income school in Chattanooga, Tennessee; USA. Each student at my school was given an iPad. The objective is to use the iPad to help the students close the learning gap between themselves and students at the more affluent schools in our district. When we received the iPads we were given some technical supports, but we were mostly left to learn as we go.

Three problems I have begun to solve for my 1:1 classroom are how to hold students accountable for the work they are assigned, classroom management, and organizational strategies. My learning process is ongoing; however, I would like to share some of the skills and strategies that I find beneficial.

For holding students accountable, most student work is kept in Google Drive, for portfolios and quick exchange of print I use an app called SeeSaw. I have the students keep record of their work by using a menu of assignments. I use programs and apps that send reports to me. Other apps and programs that I use are EdPuzzle and ThingLink.

Some of the classroom management I use are similar to what I would use in a regular classroom these include Jobs for every student, a daily morning meeting where students share how they are feeling and we preview the day ahead. I motivate the students with positive points and track their progress by using a game board.

Organizational strategies help keep me from getting overwhelmed with the amount and various types of response we share. I use QR codes to help the students quickly get to websites and other locations. SeeSaw is a child friendly portfolio app. I use a shoe holder for students to hand in papers; this makes it very easy to notice missing work. I use a whiteboard for sign ups and take a picture to keep track of who has signed up for what. I use Google forms for assignments, tests, and surveys.

Introduction

As schools begin to use more individual technology devices it will become more important for the teacher to hold students accountable, have a classroom management system, and organizational strategies for the 1:1 classroom. Use of 1:1 technology allows for a more personalized learning approach. *Human beings don't naturally all learn the same material at the same pace and in the same way. 1:1 technology allows teachers to differentiate their content delivery and student assignments to meet the needs of all students.* (Walsh, 2012) The school I teach at has become a 1:1 school thanks to contributions from PEF and the Benwood Foundation. The goal is to close the educational gap between students in our title one school (*we have 83% low income families*) and students attending the non-title one schools. The teachers at our school had various levels of experience using technology in the classroom. This is the second year that my grade level has had the 1:1 iPad program. Throughout the two years I have found ways to adapt and add to my existing classroom strategies. My learning and research is ongoing; however, I would like to share ways to hold students accountable, some classroom management tools, and organizational strategies that are being used and shared with other teachers with 1:1 classrooms. In this paper I will attempt to describe and acknowledge what happens on a regular day in my 1:1 classroom. I will separate the three strategies, but please note that all work together in a symbiotic relationship.

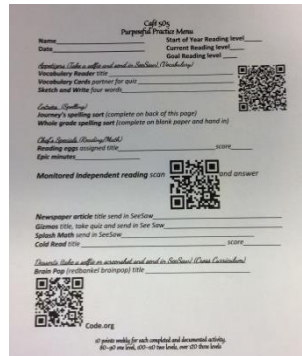
Holding Students Accountable

Students need to feel that they have control of what happens in the classroom so I encourage them to take ownership in their education by using "Students Voice." *The Student Voice key element reinforces that:*

- 1. What students have to say matters in how learning happens.*
- 2. Students have untapped expertise and knowledge that can bring renewed relevance and authenticity to classrooms and school reform efforts.*
- 3. Students benefit from opportunities to practice the problem solving, leadership and creative thinking required to participate in a decision-making school community.* (Palmer, 2013)

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I begin the school year by teaching online safety and digital citizenship with a program from common sense media (Common Sense Education, n.d.). We have a parent meeting explaining the guidelines for usage of the iPad in the classroom and at home. Our school has a device management system. We use this management system along with other iPad restrictions to add and control apps and website usage. Teachers and administration have the capability to lock iPads if necessary. When the students are working independently, they have a menu of items to select from to complete within the week. The menu includes reading, spelling, vocabulary, math, and cross curriculum activities.



The form is titled 'Call 5th Purposeful Practice Menu'. It includes fields for 'Name', 'Start of Year Reading level', 'Current Reading level', and 'Goal Reading level'. Activities listed include: 'Directions (Take a walk and read in SeeSaw) (Checklist)', 'Vocabulary Practice (10)', 'Vocabulary Cards partner for quiz', 'Sketch and write for each', 'Cubans (Spelling)', 'Journey's spelling sort (complete on back of this page)', 'Write grade spelling and compare on lined paper and hand in', 'Take Spanish (Spelling/Read)', 'Reading eggs assigned (10)', 'Eye minutes', 'Monitored independent reading (10)', 'Newspaper article title read in SeeSaw', 'Glosses (10), take quiz and send in See Saw', 'Social Media read in SeeSaw', 'Cold Read (10)', 'Dramatic reader (10) in SeeSaw and read in SeeSaw (Class Conversation)', and 'Brain Free (independent) (10)'. There are checkboxes for 'Completed' and 'Score' for each activity. QR codes are present for 'Eye minutes' and 'Monitored independent reading'. The footer includes 'Code.org' and a note: '© 2015 Code.org. All rights reserved. Code.org is a 501(c)(3) non-profit organization.' The form is dated '10/20/15'.

Figure 1

This menu can be adjusted as desired by the teacher. The items are checked off by the student as they are completed. At the end of the week students turn the menus in to be graded. There is a point system for the menus and the points are added to a “game” board for prizes that the students have selected for each “level up”. In addition to handing in the menu, the activity artifacts are sent to SeeSaw “...a student-driven digital portfolio that empowers students of all ages to independently document and share what they are learning at school” (Seesaw Learning, 2016), Google forms, Google Docs, and other educational sites such as Reading Eggs, Epic, MicaTime, EasyCBM, EdPuzzle that send reports of the student work. With this menu system students feel in control of the choices, but are held accountable for the basic path of their activities.

Classroom Management

Procedures are the backbone of an effectively run classroom. At the start of the year the students are taught and practice the routine and procedure for our classroom. “Too often teachers have not taken the time to teach their students, step by step, what a successful learning behavior looks like.” page 146 (Lemov, 2010) Students enter the room, unpack their school supplies, make their lunch selection, and hand in their homework. Then they begin a warm up activity using a program called Class Kick. With Class Kick problems can be sent to the students with a log in code and the teacher can see “...all their students’ work in real-time, and give LOTS of student feedback. Best of all, students can help each other anonymously.” (Classwork Co, Home of Classkick, 2016) As students complete the warm up activity, the teacher may take attendance and conduct other clerical tasks.

Next, we have a morning meeting. *Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for twenty to thirty minutes and interact with one another during four purposeful components:*

1. *Greeting Students and teachers greet one other by name and practice offering hospitality.*
2. *Sharing Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.*
3. *Group Activity Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).*
4. *Morning Message Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they’ll do in school that day.* (Classroom, 2016)

To help the students feel in control of the classroom and to help alleviate some extra tasks for the teacher, each child applies online and receives a job. Jobs continue for a full quarter. Job descriptions and applications are sent to the students online through a program called Edmodo (*reference*).



Examples of jobs are technology expert, photo journalist, public relations, homework manager, historian, administrative assistant, and substitute.

Two motivational strategies that work well in the classroom are positive points and homeworkopoly (Jordan, 1995-2016). At the start of the year I introduce the positive points program. The students choose prize levels and vote on choices. As the year continues points are added to the board. Points can be earned for many things and are not taken away. We earn points for perfect attendance, good behavior in other classes, majority of class getting a high score on a test, a compliment from another teacher, and just because the class has been doing such a great job. Prize ideas are low cost; for example, free answer on a test, extra recess time, class outside, game time, or eat lunch in the classroom. All students receive the prize when we reach the points. The students really love the positive points and it encourages good attendance and good work habits. The other item I have is a bulletin board set up with a game board that can be found and printed from homeworkopoly.com website. Students make game pieces on the first day of school and begin playing the game the first week. Students must have 100% homework handed in to be able to play; however, I do accept notes from parents for excused homework. The homework managers check homework daily and chart missing homework. On Friday, the homework managers run the game. Students can win prizes or just be on a spot depending on where they land on the board.

Organizational Strategies

Organizational skills are important in all classrooms, but even more important in the fast moving 1:1 classroom. One can easily become overwhelmed with all the resources available to use in the 1:1 classroom including apps and web based programs. QR codes are a good source to use to get students to the site or source quickly. QR codes can be posted throughout the room or printed for individual use. Edmodo "is a global education network that helps connect all learners with the people and resources needed to reach their full potential." (nic Borg, 2008) I use Edmodo in the classroom to deliver and receive posts, assignments, and surveys from a school safe social media platform. See Saw is a child friendly portfolio app. In this app teachers can receive and post messages and work. This site includes a recording option that is great to use with non-readers. (Seesaw Learning, 2016) Class Kick; as noted earlier in this paper, is also an app that can deliver and receive assignments. This app also includes a recording feature. (Classwork Co, Home of Classkick, 2016) The Google platform has many features that are useful in the 1:1 classroom. Google forms with the flubaroo add-on can deliver, collect and grade assignments, tests, and surveys. Even some lower tech options can help in the 1:1 classroom, such as a shoe holder for handing in paper assignments or writing group members names on the board and taking a picture to keep the list available.

The main thing is to keep the 1:1 system organized and simple to use. There are many programs and apps out there for the 1:1 classroom, don't let yourself become too scattered in your app and program selection. There are many websites to help with the research to find what works best for each individual classroom.

Final Reflection

I recommend trying these strategies; however, I feel strongly that each teacher and classroom has their own personality. I would suggest that this become a framework on which the teacher and students build their own 1:1 classroom culture.

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