

# **Journal of Classroom Interaction**

**WINTER 2012 • VOL. 47, NO. 2**

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## **Morning Meeting in a Third Grade Classroom: Literacy and Learning [Standards]**

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*University at Buffalo*

Abstract: This illustrative case explicates how one teacher supports student critical thinking by personalizing instruction during Morning Meeting. Sought after learning outcomes outlined in Common Core Standards are met as he purposefully anchors learning in student contributions. Through classroom discourse analysis we show how this teacher decided in the moment what threads to tie together as his third graders grappled with ideas and negotiated common understandings about books students had selected. We argue that teachers who tether curriculum and standards to the language, contexts and thinking that students bring to class effectively enhance student thinking and learning and validate educational purpose.

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## **Making a Difference by Embracing Cooperative Learning Practices in an Alternate Setting: An Exciting Combination to Incite the Educational Imagination**

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**Abstract:** This paper outlines a study of an alternate approach to educating Year 9 students in a residential setting. The School for Student Leadership (SSL) in Victoria, Australia, provides a nine-week program focusing on leadership, relationship-building and self-awareness. The philosophy of the school, which has continually evolved since its inception in 2000, appears to have strong connections with the principles of cooperative learning, while also being influenced by theories relating to experiential and service learning and adolescent leadership development. A mixed methods approach was used to collect data through surveys and focus group interviews relating to student perceptions of their educational experience at the SSL. The qualitative findings presented in this paper suggest that all five elements of cooperative learning, as theorized by Johnson and Johnson (1989; 2009), feature in students' discussions of their experiences and that cooperative learning within this context provides a unique platform for the development of positive attitudes toward learning and engagement.

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## **The Examination of the Validity and Reliability of the Teacher School-Age Temperament Inventory**

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**Abstract:** The purpose of this study was to examine the validity and reliability of the *Teacher School-Age Temperament Inventory* (T-SATI) which is an adaptation of a parent version of the tool. A principal factor analysis using varimax rotation was performed on data provided by 143 teachers who reported on their 261 elementary school students. The results of the analysis supported the four hypothesized temperament dimensions: negative reactivity, task persistence, withdrawal, and motor activity. Cronbach's alphas of the dimensions ranged from .90 to .96. The T-SATI appears to have adequate validity and reliability. The T-SATI's research and practice applications are discussed.

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