

**Lane Community College
Reading Apprenticeship + Inquiry Method
Faculty Interest Group (FIG)
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**Lesson:
Creating Class Norms
for an ABSE Reading and Writing Fundamentals Class**

Texts:

No class text was used for this lesson

Reference text for this lesson:

Schoenbach, Greenleaf, Murphy. *Reading for Understanding; How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. 2nd ed. Jossey-Bass: WestEd. 2012.

Featured pages/materials from this text:

Chapter 3, The Social and Personal Dimensions: Developing Class Norms – Setting Class Norms, Box 3.4

Materials:

Copy of questions to ask students (Box 3.4)

Large post-it notes (3x3)

Post-it Wall Pad Sheets

Large marker pen

Copies of Classroom Norms

Document camera for projection of text

Poster of Classroom Norms

Copies of Goal Setting: Collaborating

Learning Outcomes

A Reading Apprenticeship classroom is intentionally structured to create a community of readers who are committed to collaborative inquiry for the purpose of understanding and improving their reading. Students in an RA classroom grow to value: participation, struggle, the process of coming to know, and the process of learning how to learn.

For this to happen, students should feel safe and supported so they can invest themselves in the learning. They should be free to share not only what they are confident about, but what they are confused by. Classroom norms, a set of agreements created by the students and instructor, lay the foundation for this to occur.

The ultimate outcomes of creating class norms for a Reading Apprenticeship class are reflected in the following:

Selected Lane Core Learning Outcomes:

- Engage diverse values with civic and ethical awareness
 - a. Recognize and clarify personal values and perspectives
 - b. Evaluate diverse values and perspectives of others
 - c. Collaborate with others to achieve shared goals
- Create ideas and solutions
 - a. Embrace ambiguity and mistakes
 - b. Persist when faced with difficulties, resistance, or errors
 - c. Reflect on successes, failure, and obstacles
- Communicate effectively
 - a. Create and express messages with clear language and nonverbal forms appropriate to the audience and cultural context
 - b. Attend to messages, negotiate shared meaning, identify sources of misunderstanding, and signal comprehension or non-comprehension
 - c. Demonstrate honesty, openness to alternative views, and respect for others' freedom to dissent
- Apply learning
 - a. Connect theory and practice to develop skills, deepen understanding of fields of study

Reading Apprenticeship Outcomes

- Contribute to class community
- Collaborate effectively
- Participate thoughtfully
- Be open to new ideas

Course Learning Outcomes

- Read with understanding
- Observe and think critically
- Listen actively
- Develop skills and strategies to be a successful student in college and other training classes

Likely Student Prior Knowledge/Misconceptions

The students in ABSE's Reading and Writing Fundamentals class are reading at the fourth to eighth grade level. They usually have a poor understanding of what it takes to read diverse texts with understanding.

Many of the students also experienced difficulties in the traditional school setting, and are hesitant about returning to school. They do not want others to know their struggles, and they are often reluctant to share and participate.

Additionally, they tend to think that proper classroom behavior means sitting in their assigned seats and doing their assignments by themselves.

Activity Prior to this Lesson, over the course of the preceding two class periods:

- Introduction to Reading Apprenticeship, and what an RA classroom looks, sounds and feels like
- Introduction of self to class, including something the student is skilled at or would like to learn
- Completing a reader's survey
- Participating in a walk-about Bingo activity, which necessitated moving throughout the room and asking questions of others
- Participating in a think-pair-share activity in which information from the reader's survey was discussed with a partner (getting to know each other; getting to know each other as readers; reflections about the class, and what they hope to gain from the class)

Learning Activity/Formative Assessment

- Instructor introduces "classroom norms"
- Students and instructor respond to norm questions and post thoughts
- Instructor develops a preliminary set of norms based on responses
- Students and instructor review norms; revise if needed
- Norms are posted in the classroom, and periodically revisited through class discussion
- Norms are referenced by students/instructor if warranted by conduct/behavior

Summative/Formative Assessment Question

- Discuss and assess: are we keeping these? changing these?
- Students complete self-assessment of RA Student Goals: Collaborating in a Community of Readers and Writers
- Discussion/journal entry: How have our classroom norms impacted my learning?

Instruction Evaluation Comments

Creating a set of norms for our class was a powerful activity. The success of a reading apprenticeship approach is related to building on the personal and social dimensions of the classroom. If the groundwork from the previous activities had not been laid, we could not have done this as well as we did.

The students were thoughtful and honest in their contributions to the norms; they seemed to have a deep sense of ownership of the class throughout the quarter, and did indeed become a “collaborative community of readers.” They were willing to truggle and risk new approaches to reading and learning behaviors, and supported and guided one another.

Student retention in this no-credit/no-grade class was good. Half of the students who were post-tested increased their reading abilities by a grade level or more in one quarter’s time, with a few improving by three or four grade levels!

Lesson Plan

Concepts: agreement, accountability, productive learning environment, safe place, civilized discourse, active listening, collaboration, inquiry		
Learner Outcome: Students will collaboratively create class norms, which will be used to foster a collaborative, safe, productive learning environment.		
Hook	This class will involve sharing of ideas and experiences. What will help us feel safe and supported, so we can share not only our successes but our struggles?	
Bridge	Today we – students and instructor -- will be creating a set of agreements so that everyone can feel comfortable participating in class	
Book (Learning)	<p>Students brainstorm answers to norm questions.</p> <ul style="list-style-type: none"> • Students work individually, in pairs or as table-mates to gather their thoughts • Students share ideas by posting sticky notes on a common poster • Instructor's ideas are also posted <p>Group ideas into common themes to create a preliminary set of norms Discuss: agreement? Disagreement? Any other ideas?</p> <p>(Instructor creates document of norms)</p>	<p>Copy of norm questions</p> <p>3x3 sticky notes for each table</p> <p>Wall post-its</p> <p>Marker pen</p>
Look (Guided practice)	<p>Next class session:</p> <ul style="list-style-type: none"> • Distribute norms document • Read orally (table-popcorn) • Discuss, amend as needed • Each student highlights on his or her copy norms that are particularly meaningful, import • Student keeps norms document in front of notebook for visual reminder, easy reference <p>Post a large version of the norms in the classroom; Students add to them as needed</p>	<p>Copies of norms document</p> <p>Norms poster</p>
Took (Independent practice, application)	<p>Students and instructor conduct themselves in accordance with class norms</p> <p>Students and instructor reference norms as needed</p>	
Assessment	<p>Students complete self-assessment of RA Student Goals: Collaborating in a Community of Readers and Writers</p> <p>Class discussion or journal entry at end of term: "How have our classroom norms impacted my learning? "</p>	<p>Copies of RA Student Goals: Collaborating</p>

Questions for Norm-setting

What makes you feel comfortable in a classroom?

Uncomfortable?

What are some things the instructor can do to support your learning?

Not do?

What are some things classmates can do to support one another's learning?

Not do?

What are some ways you can support your own learning?

Not do?

Norms for Winter 2014

Reading and Writing Fundamentals: Reading Apprenticeship for the GED and College Reading

Comfort in the Classroom

We like:

**Meeting new people
Working together
Friendly people
Trying to learn**

We're not very comfortable:

**Being in groups
Being singled out, especially if we're shy
Being put "on the spot"
Speaking aloud
When we don't understand
When we don't get "help"**

What can the instructor do to support our learning?

Our instructor can:

**Help us with one-on-one work
Help us with group work
Help us when we ask for help
Help us learn new skills**

We don't like it when

**Our instructor goes too fast
Our instructor doesn't show us how to learn new skills**

What can our classmates do to support our learning?

Our classmates can:

Help us if we're struggling

Help us feel comfortable

Work together

Speak loudly

We don't like it when....

Our classmates disrupt class with:

Cell phones

Loud music

Side conversations

Our classmates make fun of us

Our classmates aren't participating actively

Our classmates are distracting us by:

Getting up and leaving class

Creating unnecessary noise and activity

Eating during class time

What can we do to support our own learning?

We can:

Not let personal matters get in the way

Listen

Come to class

Do the work

Not be hard on ourselves

Do our homework

Name: _____

Quarter _____

Reading Apprenticeship for the GED and College Reading

Student Goals

Collaborating In a Community of Readers and Writers			
Contributing to Our Community I contribute to maintaining a classroom community that feels safe, where everyone is able to take risks and grow.	Week 2	Week 6	Week 10
Collaborating Effectively I work with partners and groups in ways that are both respectful and risk-taking.			
Participating Thoughtfully I make my thinking count in discussions, as a speaker and a listener. I share my reading confusions and understandings to get and give help.			
Building a Literacy Context I understand and use the shared literacy vocabulary of our classroom.			
Being Open to New Ideas I appreciate and evaluate alternative viewpoints.			
Developing a Literacy Agenda I read to understand how literacy opens and closes doors in people's lives.			
Sharing Books I talk about books I am reading to involve others in what the books have to offer.			
Writing to Communicate I write to communicate my ideas to others.			