

What is Student Empowerment in the Context of My Third Grade
Classroom?

by

Holly Coombs

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Department of Education
Mills College

Abstract

I researched the question: What is student empowerment in the context of my third grade classroom at Anna Yates, and how can I help my students become empowered learners? After using literature to help me define the actions and expression of feelings of an empowered student, I then compared this definition with empowerment in my classroom context. I focused on finding the empowering elements of one daily routine, Book Groups, by collecting and analyzing data from students, their parents, and my colleagues. I found that the students are most empowered through their own learning, resent the numerous conflicts which occur for interfering with their learning, and experience the foundation of an empowering structure through Book Groups, although the structure does not meet their individual reading and discussion needs. This research project has led me to consider the level of empowerment of my students' parents as well as the benefit of structure to encourage real collaboration at my school.

Table of Contents

| | |
|--|---------|
| Context and Problem Statement | Page 1 |
| Literature Review | Page 5 |
| Considering Book Groups and Student Empowerment | Page 10 |
| Methodology | Page 16 |
| Findings and Discussion | Page 19 |
| Implications | Page 36 |
| References | Page 42 |
| Appendices | |
| Table 1: Daily Reflection - All Responses | |
| Table 2: Daily Reflection - “The best part...” | |
| Table 3: Daily Reflection - “The worst/hardest part...” | |
| Table 4: Daily Reflection - “I learned...” | |
| Table 5: Daily Reflection - “Nothing was the best part.” | |
| Table 6: Daily Reflection – “I learned nothing.” | |
| Table 7: Student Survey Results- Class Totals | |
| Table 8: Student Survey – By Student | |
| Table 9: Colleague Observation | |
| Table 10: Parent Survey | |
| Table 11: Parent Observation | |
| Appendix 12: Video Clip, November 2004 | |
| Appendix 13: Video Clip, December 2004 | |
| Appendix 14: Book Titles for Book Groups | |
| Appendix 15: Explanation of Research | |
| Appendix 16: Observer Template, October 2004 | |
| Appendix 17: Observer Template, November 2004 | |
| Appendix 18: Observer Template, January 2005 | |
| Appendix 19: Observer Template, February 2005 | |
| Appendix 20: Student Interview Template | |

Context and Problem Statement

I teach third grade at Anna Yates Elementary School in Emeryville, California. Emeryville, a small town between Berkeley and Oakland, has one elementary school and one high school. Because the district is so small, each teacher has the potential to make a significant impact. Many decisions are left to teachers, both because the administration trusts the teachers and because, in a small district, each person is that much more important to the successful operation of the system. The teachers, administration, Board, and community work together to create an equitable learning community. This common goal shows in our retreats, weekly Math and Language Arts coaching sessions, inspiring weekly emails from our superintendent, and weekly meetings based on structures such as leadership teams. Our principal encourages us to take leadership in the school and make the changes we want to see. I know most of the Board members personally, because they are friendly and always around. Two are parents of Anna Yates students and one is a student's aunt. The hard work the district is embarking on now to improve the internal workings of both schools is in preparation for a new Center for Community Life the city is planning on building, which will consist of both schools as well as other components important to this community, such as a park and parent education center. Both on paper and in our meetings, our district appears to be on an exciting path toward becoming a tremendous place. For these reasons, Emeryville is an invigorating place to work.

The challenge for me is the contrast between the reform efforts we make as a district, both in meetings and on paper, and what I observe when the students are at school. During the school day, teachers' faces often seem in a state of irritation or fatigue. Their frustration centers around

their inability to accomplish our school-wide goal of improving the learning of all our students, particularly our lowest performing students. I hear teachers complain often about discipline issues. There are too many conflicts on the yard and in the classroom. The principal spends a lot of her day settling discipline issues. There seems to be an overall lack of connection with parents, worsened by teachers' general resentment at our school's supposed lack of parent involvement. In the fall, there were more than thirty parents at our first PTO meeting. At the last meeting in April, there were six. Teachers express their exhaustion by counting down the days until Friday or the next vacation. Some teachers who leave the school say they kept waiting for change to take place, but they lost hope. While there is a rising number of hopeful voices among the staff, including mine, many teachers believe they are working their hardest in a situation they don't believe will improve.

The difference between the reform effort and the daily reality is striking to me. The principal and coaches have created structures to change the way the staff thinks and talks about students. These structures change each year. The staff has had retreats and meetings to discuss race, language and other issues of equity. They have formed Critical Friends groups, participated in leadership teams, met in weekly planning periods to adjust the mandated curriculum to meet the needs of our students, discussed ways to allow for more student voice in our classroom, and engaged in formal and informal observations of each other. There have been improvements, but they are small considering the large effort behind them. In the classroom, instruction varies widely from class to class and grade to grade. The principal and coaches advocate for students to work in groups and discuss their learning. Some teachers voice frustration at the conflicts that result from cooperative groups. Other teachers feel the pressure to get through the curriculum,

and group work slows their pacing down. I wonder whether this lack of consistency and structure in the school adds to the unease among students, parents and teachers. I wonder whether the issue is not whether or not to have cooperative learning and open-ended curriculum, but in how we structure the form of this kind of learning for our particular students.

In my three years at Anna Yates, I have actively engaged in this ongoing and changing effort to reform our school. In the meantime, I have had to decide on an approach to take in my own classroom. My primary goal has been building student empowerment. I believe that if students feel empowered at school, they will make the best of their education, despite how inconsistent or conflict ridden it may be. They will push themselves, even if no one else will. If they are empowered, they will “own” the school, not see it as a foreign place. They may insist the school be a better place than it is.

Before this year, I thought I knew how to empower my students. I used a variety of strategies I thought would help students feel they are in charge of their own learning. We discussed conflicts in community circle. Students worked in groups and looked to each other for answers. Students directed much of their work and were given the time they needed to do so. I felt I was doing the right thing. My students acted like they owned the classroom, and that made me feel good. But I noticed problems. I fell behind my colleagues in our pacing guides and had to leave out content areas. I knew this could have been avoided had I been more rigorous. There were many conflicts in my class. I was often yelling. In community circle, the same handful of students would discuss their conflicts while the majority of the class would be silent. I realized that I did not really know my students. I did not engage with my students as much as I could.

When I talked to them, my eyes were often elsewhere, and I was usually thinking about something that needed to get done. During class time, I walked around the room, making sure students were doing what they were supposed to, so I never sat with one group and observed their learning. I did not write down my observations. While I always welcomed parents to come in to my class unannounced, I did not really ask them for advice or make an effort to get to know them. I tiptoed around my discussions with parents, for fear of a misunderstanding. I was intimidated by the fact that I am a middle class white teacher educating a class of low to middle income students of color, and that my lack of knowledge about my students' lives limited my teaching.

These problems I was facing caused me to question my goal of student empowerment. I realized that I had never thoughtfully considered my goal in the context of my own students. Instead, I had based my understanding of empowerment on what had been empowering for me as a student. I began to rethink student empowerment in the context of my class. I decided to build an understanding of empowerment as it pertains to my students and their families so that I could move the class from the problems described above. A greater understanding of what builds student empowerment in my class would also help my effort to assist my colleagues in building a more positive learning environment in our school. At this point, my question was: what is student empowerment in the context of my third grade classroom at Anna Yates, and how can I help my students become empowered learners?

Literature Review

I began my study by searching for what literature might tell me about student empowerment in urban elementary schools. I focused on reading literature that I knew emphasized teachers recognizing and embracing the whole student. The literature pointed to certain factors that build student empowerment, such as a democratic learning environment, honoring students' funds of knowledge, trust and collegiality. As I read about these factors, I used them to build a definition of student empowerment. My definition needed to enable me to observe moments of student empowerment in my class. Therefore, I structured the definition to answer two questions: What are the actions of an empowered student? What are the expressions of feelings of an empowered student? I could then look for these actions and expressions of feelings in my class.

Students need “to feel that they have good ideas, they have the right to learn, and that they are important and worthwhile” (Nieto, 1999, p. 85). The literature I read highlighted several factors to accomplish the feelings of empowerment Nieto outlines here, each of which I will review briefly.

Creating a Democratic and Critically Engaged Learning Environment

An important element of student empowerment is a democratic learning environment. Teachers need to create “pedagogical structures that speak to the day-to-day reality, struggles, concerns, and dreams of these students, ... share power by treating students as equal participants in their own learning, (and) enable subordinated students to move from their usual passive position to one of active and critical engagement” (Bartolome, 1994, p.177). Once teachers “create

democratic learning environments where students become accustomed to the rights and responsibilities of full citizenship in the classroom,” and there is “a balance between the interactional rights of teachers and students, so that the children can participate in ways comfortable to them,” then students “will come to expect respectful treatment and authentic estimation in other contexts” (Bartolome, 1994, p.179). Students will learn to regard education as when both the “students and teachers engage in learning as a mutual encounter with the world...developing the important social action predispositions and attitudes that are the backbone of a democratic society” (Nieto, 1999, p.104). Nieto defines this type of learning as critical pedagogy, with “empowerment (as) both the purpose and outcome of critical pedagogy” (Nieto, 1999, p.105). “Numerous teaching approaches and strategies can be effective, so long as trusting relations between teacher and students are established and power relations are mutually set and agreed upon” (Bartolome, 1994, p.186).

Based on these readings concerning a democratic learning environment, my definition of student empowerment includes the following points:

- **An empowered student acts accustomed to the rights and responsibilities of full citizenship in a democratic classroom.**
- **An empowered student participates in ways comfortable to him/her.**
- **An empowered student actively and critically engages with the curriculum.**

Building Trust and Student Autonomy

An empowering learning environment depends on trust between students and the teacher.

Teachers build trust with their students by creating a safe, nurturing classroom that encourages positive relationships between the students and with the teacher. Marilyn Watson, using attachment theory as her foundation, explains how “socialization...is a collaborative process between child and adult rather than a coercive one...(where teachers) provide students the same motivational and developmental support that nurturing parents provide their children” (Watson, 2003, p. 9). The class community needs to become a place where each student is “a member of a definable group, with whom one has a shared history and shared goals and values” (Watson, 2003, p. 81), and the teacher provides “adult guidance and authority...as (well as) communication of adult care and commitment” (Watson, 2003, p. 281).

In addition to this sense of belonging to a community, to have their “three core psychological needs” (Watson, 2003, p.113) met, children also “need to experience competence and autonomy” (Watson, 2003, p.113). Watson advises teachers to “balance autonomy with authority” (Watson, 2003, p.137), while providing “students with as much autonomy in their learning as they can handle” (Watson, 2003, p. 137). Students need guidance in finding their “Real Selves,” (Watson, 2003, p. 212) and teachers need to “offer appropriate assistance...and provide appropriate structures and limits” (Watson, 2003, p. 281). This trust depends on a sense of safety. Children “learn best when they are feeling safe physically as well as psychically...trusting at least some of those ‘in charge,’ not to mention being able to predict with some degree of accuracy how the place works” (Meier, 1995, p.151).

Based on these readings' comments about trust and autonomy, I added the following to my definition of student empowerment:

- **An empowered student is learning to take charge of his/her life and feels both autonomy and belonging.**
- **An empowered student feels competent and emotionally and physically safe and has an understanding of how the systems in the classroom function.**
- **An empowered student feels that his/her teacher provides adult guidance, authority, care and commitment.**

Honoring Students' Funds of Knowledge

Another important factor in creating such a trusting, democratic learning environment is for teachers "to respect, recognize, utilize, and build on students' existing knowledge bases" (Bartolome, 1994, p. 181) in order "to forge a cultural democracy where all students are treated with respect and dignity" (Bartolome, 1994, p. 190). How much am I "acknowledging and using student language and knowledge" (Bartolome, 1994, p. 183) to build our curriculum? Does my class engage "in explicit discussions...about their experiences" (Bartoleme, 1994, p. 179)? The determining factor is "the degree to which (teaching methods) embrace a humanizing pedagogy that values the students' background knowledge, culture, and life experiences, and creates learning contexts where power is shared by students and teachers" (Bartoleme, 1994, p. 190).

Acknowledging the importance of students' funds of knowledge, my definition includes:

- **An empowered student engages in conversations about his/her experiences and knowledge base.**

- **An empowered student notices his/her experiences and knowledge base used to shape the curriculum.**

Building Collegiality

Students grow empowered when they positively experience cooperative group work, a “superior technique for conceptual learning, for creative problem solving, ...for increasing oral language proficiency...(and for) increasing trust and friendliness” (Cohen, 1994, p.6). In addition, the “disagreement and intellectual conflict can also be a source of conceptual learning for groups” (Cohen, 1994, p. 11). Group work provides a system for student facilitated, equitable learning and the means to monitor this. It provides a structure for me to rely on as well in my efforts to create an equitable, empowered learning community. However, students are more empowered when status issues are minimized or else “the interaction of the children will only reinforce the prejudices they entered school with” (Cohen, 1994, p. 37). Therefore, group work is a structure to be used thoughtfully, or else it can hinder student learning.

Therefore, for group work to be empowering for students,

- **An empowered student feels respected and is not hindered by status issues.**

Having identified some factors that support student empowerment, such as trust, autonomy, democratic ideals and processes. I wonder when, if ever, my students embody these characteristics. In those cases where these characteristics exist, has student empowerment developed? According to my students, their parents, and my colleagues, what is student empowerment?

Considering Book Groups and Student Empowerment

The learning opportunities that I have developed for my classroom where I emphasize building student empowerment are Social Studies, Book Groups and Reflection Journals. I decided to focus my study on Book Groups for a number of reasons. First, I feel a sense of urgency about my students reading at grade level as they enter the larger fourth grade classes. Therefore, I wanted to focus on an area in my class that would help in this effort. Second, I am more personally invested in Book Groups than the two other instances because the routine is a collaborative effort. The third grade teachers created Book Groups this August to meet the needs of our students as our principal is supportive of teachers' efforts to adapt mandated curriculum to teach to students' needs. We regularly discuss Book Groups in our weekly grade level meetings. Third, since Book Groups happens daily, it allows more opportunities for parent and colleague observations. Finally, I considered Book Groups to foster the most student empowerment according to my definition outlined earlier. In the following pages, I will describe briefly my Book Groups process I have developed for my classroom.

Book Selection and Packets

Each third grade teacher at my school selects five or six sets of books from the book room. The book room is a new addition to our school, and only a few teachers use it. It is filled with many copies of new fiction and nonfiction books ranging from the kindergarten to sixth grade level. We rotate who selects the books each week and differ in the types of books we each choose. I tend to focus on books featuring people of color, since all my students are people of color. One of my colleagues finds books that connect to our Open Court units. Whoever selects books also

creates packets for those books. We each have our own style for book group packets and agreed these different styles offer the students variety and a chance to work on different skills.

Therefore, we decided not to come up with one type of packet. In general, however, the packets are divided up into daily requirements, with open-ended questions and specific questions concerning the day's reading. There is also some vocabulary work each day.

In my class, I tried to create a routine that would give the appearance that students are assigned to read certain books based on interest, not reading level. Part of my definition of empowerment is that students feel competent. Therefore, I wanted every student to feel that they were in a community of readers, not in a leveled reading program. When students meet in discussion groups, I wanted them to feel they are with readers who share an interest.

Every Friday, students take turns sitting at the teacher table and looking through the five or six available books. They write their top three choices on a slip of paper. Out of these choices, I select the book the student will read. I base my decision on their reading level. Occasionally, if the student is keenly interested in a certain book, I will have the student read a book slightly too hard or easy for them. In the rare occasion that a student picks three inappropriate books for their reading level, I place them in a group at their level and tell them the groups they picked were filled. I try to give the appearance that I am randomly organizing the groups, not basing them on level.

Daily Routine

Each third grade teacher each has her own style for how she structures Book Groups. In my class, Book Groups happens every day, regardless of what else may be happening that day. It is never rescheduled or shortened.

Silent Reading. The procedure for Silent Reading has stayed the same all year. Students read silently for thirty minutes, responding to the appropriate day in their packet. When they are done with their book, they read a book from their desk. On Mondays, students can trade their books for three new “just right” books from our class library. Students can read at their desks, on the carpet, at the teacher table or in the Quiet Corner. Students are supposed to pick the place where they can work best. If a student needs help, they raise their hand for a teacher. They cannot speak to each other. The only time a student may walk around the room is to get a dictionary or put on headphones for added silence. Nobody sharpens pencils unless they have a sharpener at their desk. At the end of each day, every student takes home a Good Note with the date, the student’s name and a check in the box that the student had a good day in class. There is an added square on this slip labeled Book Groups. Students who followed our Book Group rules that day receive a sticker in this box. If they did not get a sticker, I used to leave the box blank, but recently decided to write “No” in the box, despite student disagreement with this, because I wanted to be sure families recognized that there was a concern during Book Groups. My priority during the Silent Reading section is that students are reading the entire time. The strict rules, smiley face/frowny face on the board and daily behavior slips are to make sure this time is honored each day. The total silence is because students are at the second, third grade and fourth grade reading levels, and therefore need to be reading on their own and as much as possible.

Partner Reading. The procedure for Partner Reading has remained the same all year. After thirty minutes, students come to their assigned place on the carpet or at the desks. They decide who will read first that day. When that decision is made, they raise their hands up “Partnership Style,” to show they’re ready. When all pairs are ready, the first person reads for three minutes from any part of the book that was assigned for that day. During this time, the partner follows along, correcting errors that are made, but otherwise offering no help unless asked. After each three minute segment, I ask the readers how they feel about how their partner worked with them, and they put a thumb up, down or sideways. In the fall, if any reader put a thumb down, I asked them to share whatever the problem was. The class heard the reader’s version and the partner’s version of the problem. I gave advice after both students had shared or the reader with the thumb down would call on other students to give advice. In the spring, I have just asked that the listening partner to acknowledge the thumb and moved on. This is because the types of conflicts that would occur had already been discussed numerous times in the fall. Also, there were mainly just two students who still struggled to be a good partner, and I worked with them on a separate basis. At the end of partner reading, I instruct the class to each say “Thank you for…” and “Next time, please don’t…” to their partner.

Discussion. I have altered the Discussion section of Book Groups throughout the year, based on feedback from colleagues, students and my own observations. The parts that have stayed consistent are that after partner reading, students get into discussion groups with other students reading the same book, and that during the discussion time, students each get a certain number of minutes to facilitate the discussion.

Based on my definition of empowerment, students need to be fully engaged in the conversation and also have their prior knowledge be a foundation of the curriculum. Therefore, all year I have had the students decide what to discuss. I have insisted only that discussions focus on the writing, not the illustrations, unless the student believes it is very important to discuss an illustration. At the end of each discussion, all fall, we discussed the types of challenging questions students asked. We made a list of these questions and encouraged each other to use them. I reported on the positive aspects of the discussion I observed. That is the extent that I directed the content of the discussion. Recently, colleagues observing Book Groups have told me that the discussions are not at the level they should be. They suggest that I impose more requirements on the content. Therefore, in April, I have decided to insist that students use the question starters from our earlier list in order to encourage more thoughtful questions. I still do not decide the content of the discussion, because I believe it would stifle engagement and thus hinder learning.

Discussion used to last six minutes, with each student having one minute to lead and the last two minutes being general discussion. After watching video clips of the discussions, I noticed that a minute is too short for the group to really discuss a topic and students were being cut off. Also, based on observations, I noticed the last two minutes were not spent in a general discussion, but arguing over what to talk about. I lengthened the time to eight minutes, with each student having two minutes to ask questions to the group. After each minute, I ring a bell, signifying a minute has passed and hold up my fingers showing how many minutes have passed. It has always been up to the group to monitor the time and make sure each person has a turn. Recently, noticing that time was wasted with disagreements over which direction the turns should go, I have

announced which person is starting in each group and whether we will rotate clockwise or counterclockwise. Since April, I have limited each person to one question for their two minute facilitation period and to try to encourage more thoughtful questions and deeper conversations.

In the fall, the end of Discussion was similar to Partner Reading. I asked students how they felt about their discussion and each member put a thumb up, down or sideways. Then, as a class, we listened to and offered advice to a group with thumbs down. I picked one group a day. In the first few months, this debriefing took ten minutes a day. Eventually, there were fewer conflicts and debriefing took five minutes. By December, I felt we had discussed these issues enough, and I would work privately with those few students that really struggled to work in a group. By January, the Resource Aide and I were no longer silent observers during Discussion, and sat with groups that had students who often struggled with Discussion time. We occasionally joined in to facilitate the conversation. I still wanted some opportunity for the group to offer each other feedback about the process and so instead of the thumbs routine, I directed the students to take turns sharing the “best part” of discussion to each other. Then the students each said the worst part. In January, my student teacher suggested substituting “hardest part” for “worst part,” and the class has done so. Since April, the class has focused their reflections on the students’ questions. Sometimes the group will each say what they learned, if anything, from each question. Other times, members will share which question helped them learn the most. The change in the reflection focus from group process towards content is based on my new understanding, based on my research, that my students are focused on learning more than the group process.

Reflection Papers. After Discussion, students go to their desks and fill out a reflection paper on the best and worst, or as of January, hardest, parts of Book Groups, and what they learned during Book Groups. I have collected these papers for my research, and the students have never seen them. My intention is to give them back to the students now that I have analyzed them, and for students to analyze their own Reflections. Since April, the reflection time has been verbal. I plan on introducing a written reflection paper focusing on students' questions, but I wanted to observe verbal discussions on content first, to best decide how to structure the written reflection.

Methodology

To have multiple perspectives on what elements of Book Groups show student empowerment in the context of my class, I collected data from a number of sources. In addition to my perspective and that of my students, I asked colleagues and parents to observe Book Groups.

Student Perspective

I gathered my student perspectives by giving students a Reflection Paper each day after Discussion (Table 1). I looked for themes among the responses to the three prompts on the Daily Reflections (Tables 2-6). I gave the class a survey in February (Table 7) and looked for themes among the responses. I also looked at each survey as a whole, to understand how areas of empowerment connect for each student (Table 8). My student teacher had a discussion about Book Groups with two groups in January, and she videoed it. I watched the video and took notes on the discussion. I also had a brief whole class discussion about Book Groups and recorded student comments.

Parent Perspective

Initially, I gave parent observers my definition of empowerment and asked them to observe when they observed empowerment occurring. During silent reading, I asked them to interview students about their books and packets. I then decided that this template was stifling. I realized I wanted to know what the observers felt was empowering, regardless of my definition. Also, I felt that parents were confused about what I wanted from their observation. Therefore, I asked parent observers to write what they noticed and what they thought of what they noticed.

In the monthly letters I sent home, I requested the parents to observe Book Groups. Fourteen parents were requested to observe in person. Six parents observed Book Groups, with two parents coming in twice (Table 11). One observer never gave me the notes. Another parent took the notes home and later gave me a short letter to distribute to the parents saying I am a good teacher. In February, I sent out a Parent Survey on empowerment to all the English speaking parents. The Spanish letter is still being translated. Each letter had an addressed, stamped envelope with it, so that it could be sent to the school anonymously. I have received four surveys (Table 10).

In analyzing my parent data, I was reluctant to look for themes because the data I had reflected a small number of parents. In addition, I felt that the data I did receive did not fully reflect the parents' views because the observation and survey process hindered communication. The most candid feedback I received from parents occurred during home visits, but since I only went to two homes, I also did not use my visits as a source of data for this research. I have reflected on how to better involve parents in the future.

Colleague Perspective

The BACYES/Literacy coach formally observed three times in the fall, although she visited us during Book Groups more frequently and gave me verbal feedback. In February, the Resource Specialist, Principal, Computer Lab teacher, and Speech Specialist observed once and the Math Coach observed twice. I asked all of them to write what they noticed and what they thought about what they noticed. With the exception of the BAYCES coach, they all gave me their observations accompanied by additional paragraphs of explicit feedback and suggestions (Table 9). In addition, the school Resource Aide has been in our class during Book Groups all year. In the fall, she observed one group during discussion time, writing what she noticed and recording conversations. In the spring, she formally observed once and otherwise gave me informal feedback regularly. I also showed two video clips to my grade level colleagues. They wrote what they noticed and what they thought about what they noticed. In analyzing my colleagues' observations, I looked for themes among their positive feedback and suggestions.

My perspective

To document my own perspective, I videoed Partner Reading and Discussion at least 15 times. I put the camera on a chair near a partnership and then a group and sat somewhere else in the room, so that the video would capture a more uninhibited discussion. I watched all the videos, and selected two videos to transcribe and analyze, taking notes on evidence of student empowerment (Appendices 12 and 13). I chose videos based on sound quality. In the fall, I took notes on one group each discussion period. I recorded the questioning and answering I heard.

Findings and Discussion

Finding #1: The students consider their focus and main success during Book Groups to be building reading skills and learning content knowledge.

Categorizing the students' responses to the Daily Reflections and surveys reveals the extent to which students want to improve their reading skills and learn from their books. They regard silent and partner reading as the important parts of Book Groups.

Reading Skills. Out of 416 Daily Reflections, students' chose silent reading or partner reading as the best part of Book Groups 45 times, the highest response. Other than three negative references about the content area of the book and two about not being able to read a certain word, students only wrote positively about reading in the Daily Reflections.

According to the surveys, 15 students wrote that reading or "everything" was the part of Book Groups they liked. Fourteen students are interested in the books most or all of the time. When asked what they learn during Book Groups, four students wrote that they learn how to read. When asked what is fair about Book Groups, five students wrote that everything is fair, and five mentioned reading books. In the 100 responses to the five survey questions, there was no negative reference to the Book Groups books or reading except for five responses saying the books are long, there should be funny books, students should pick out their own books from the library, reading is not fun, and there should be no more book groups. Four student responses to

the question “What do you need to feel empowered at school?” described improving reading skills, while three mentioned improving their academic abilities in general.

Content Knowledge. Students feel they are learning information from these books. Out of 416 Daily Reflection responses, students wrote they learned about a content area from their book 116 times, the highest response. In addition, students wrote they learned a new word 19 times and “a lot,” 28 times, totaling 163 times students mentioned learning new information in their Daily Reflection. In response to what was the best part of Book Groups Discussion, 90 responses described a certain student’s question, a content area from the book or making summaries.

According to the surveys, when asked what they are learning during Book Groups, 11 students wrote that they are learning new content, such as “people places and things” and “history.” There was no criticism of the books’ content in any student response. Three students mentioned more content knowledge as the means for them to feel more empowered at school.

Definition of Empowerment. By analyzing the student data, it appears that the students feel most empowered by learning to read and learning content. I had not anticipated the extent of my students’ desire to build their skills and knowledge, assuming they were more focused on physical and emotional safety as well as enjoying school. This finding about my students’ focus on building skills and knowledge connects with two aspects of my definition of student empowerment.

First, I stated in my definition:

- **An empowered student actively and critically engages with the curriculum.**

Actively and critically engaged students do build reading skills and content knowledge. My video and observation data show that my students are engaged with their books, a finding that corroborates their written response. However, this aspect of my definition concerning active engagement does not honor the emphasis of my students' focus, which is specifically strengthening their reading ability and finding out new information about areas of interest.

Second, my definition includes a mention that empowered students feel competent:

- **An empowered student feels competent and emotionally and physically safe and has an understanding of how the systems in the classroom function.**

Interestingly, my students' focus on reading skills and content has caused me to expand my notion of competence. I had included competence in conjunction with emotional and physical safety and understanding of the process of Book Groups. My students focus on an intellectual competence I had not considered.

My expanded definition of empowerment now reads:

- **An empowered student knows s/he is building academic and intellectual skills and learning new information about areas important to her/him.**

Further Discussion of Finding #1

Altering Book Group Guidelines. Since the students' primary focus during Book Groups is learning to read and finding out about new content, I have lengthened the silent reading time from 30 minutes to 40 minutes. I also have occasionally changed the guidelines concerning books and packets so that students can read the book and complete their packet at a faster pace than the minimum of one packet per week. This has resulted in most of the class now finishing two or more books and packets a week. These more flexible guidelines have also resulted in students reading books above and below their reading level. Students spending their valuable reading time reading books not at their level concerns me, so I usually allow this to occur when we are focusing on nonfiction science books, which I observe the students have the greatest interest in and also are the books allowing the most access for different level readers. Also, to enable students to learn more strategies for gaining content knowledge from their books, students have recently been creating their own packets, choosing the writing focus for each book. Students have been encouraged to think creatively about creating packets, and some students have chosen to write notes instead of writing and answering questions. In addition, since the students included partner reading as a time when they are learning new content and building reading skills, I increased the read aloud time to four minutes for each person. Students take turns reading two minutes each, with each person reading twice.

Reading Level Status Issues. Analyzing the student surveys and Daily Reflection Responses has caused me to wonder whether my students realize they are almost always put in leveled reading groups. I hypothesize that my students think they are reading books according to

interest, because there was never a mention of reading level in any student data, except for an occasional mention by two students of not getting to read the books they want. These two students would often select books below their level, and I would put them in harder groups, saying their choice was filled.

By instructing my students to write their book choices, mixing up the groups every week, and having no observable ranking system within the class or among the books, students were not hindered by status issues concerning their reading level. However, I realize that even if students did not mention status issues concerning their reading abilities, this does not mean they were not present. My hypothesis remains that the system of book selection and groupings eliminates some status issues around reading, enabling the students to more fully embrace the process and focus on learning. Since there was almost no mention of reading levels and/or concern about this process, I am interpreting this as evidence that the status of reading level does not impact the students' experience of their Book Group process. This hypothesis supports the part of my definition that states that an empowered student is not hindered by status issues.

Quality of curriculum. The foundation of Book Groups is the books students read and discuss. Based on my observations, the students eagerly read these books each week. On Fridays, when students choose their choices for the following week, they approach the new books with excitement. My third grade colleague ordered all the books in the book room when she was the literacy coach four years ago. She carefully selected books for every grade level that she knew would interest readers. She also chose books that connected with the Open Court units and science and social studies standards. The books are well written and have interesting

photographs and attractive illustrations. For students to be fully engaged in Book Groups, the book selection is critical. Thanks to a rich supply of books, the third grade has been able to provide students with a variety of fiction and nonfiction books to read all year. This would not have been possible without the school's decision to create a resource of multiple copies of quality literature for all reading levels (Table 14).

Finding #2: Conflicts occur nearly half the time during partner reading and groups discussion. Students resent these conflicts for interfering with their own learning and the group process.

Disagreements during Discussion. I mentioned at the outset of my project that student conflict is a problem at our school. Conflicts also occur during Book Groups. Students report that conflicts during partner reading and discussion is the main problem with Book Groups and these conflicts interfere with their learning.

Throughout the Daily Reflections and surveys, students cite conflicts or disagreements as the primary reason for a negative Book Group experience and their main obstacle to learning. When students reflected on the worst/hardest part of the discussion, the 413 responses divided evenly with 211 writing that there was no worst/hardest part, and all but eight of the rest describing some form of conflict, misbehavior or unfairness on the part of the students and occasionally me. The 194 responses describe student behavior such as silliness, lack of attention, interruptions, nonparticipation, certain students' turns, not getting turns and rudeness as the worst/hardest part of the discussion. In their responses, students did not write that someone made them feel bad.

Instead, they focused on students hindering the group process by not following the rules and thereby interfering with the group's learning.

In looking for patterns among the Daily Reflections, I noticed that students connect conflicts to their lack of learning. In the Daily Reflections, when students wrote what they learned each day, the second highest response was some variation of "Nothing." Out of 416 responses, a student wrote they learned nothing 65 times. I looked at the responses where the student wrote they learned nothing to see the worst/hardest part. Among these 65 responses, in the worst/hardest part category, 15 students wrote they had no worst/hardest part, while 46 responses focused on a disagreement within the group or with me.

When students reflected on the best part of the discussion, some variation of "Nothing" was the best part 37 times, the third highest response, according to the Daily Reflections. Again, I looked at the responses where students wrote that nothing was the best part to see what was the worst/hardest part. Among these 37 responses, in the worst/hardest part category, seven students wrote they had no worst/hardest part, while 27 responses focused on a disagreement within the group or with me.

Despite the dominance of misbehavior and conflicts in the Daily Reflections, in the surveys, nine students wrote that there are no problems in book groups. Perhaps it is only half the class writing about conflicts in the Daily Reflections each day, considering that 211 responses did state there was no worst/hardest part that day. I did not analyze the Reflections by student name, although I could have done so. In the survey, the other 11 responses to the question about what

problems happen during Book Groups describe a conflict or misbehavior, except for one student who feels he doesn't do well. Only half the class wrote they feel respected during Book Groups, and one third wrote they do not feel safe. I did not ask students follow up questions regarding respect or safety, although I could have done so. I did notice that of the nine students who feel respected all or most of the time during Book Groups, only one of them mentioned that problems arise from working with others. Therefore, I can only hypothesize that the responses concerning safety and respect refer to conflicts occurring during Book Groups Discussion.

In the surveys, five students wrote that partner reading and discussing were the best part of Book Groups. The other 13 students who had a positive response referred to reading, everything, or the reflection time. Of the nine students who feel respected all or most of the time during Book Groups, all referred to either everything or reading as the best part of Book Groups, not working together, and they all referred to content when asked what they learn during Book Groups. This leads me to believe that the discussion section of Book Groups needs to be improved so that students regard it as a source of learning.

This second finding concerning conflicts connects to the part of my definition where I state:

- **An empowered student feels competent and emotionally and physically safe and has an understanding of how the systems in the classroom function.**
- **An empowered student feels respected and is not hindered by status issues.**

Presently, Book Group discussion is not a fully empowering process because students report half the time that conflicts disrupt learning, half the class does not feel respected during Book Groups

and one third does not feel safe. Therefore, these aspects of my definition are held by my students as essential components for their empowerment. Students resent other students' interference with the established group process as it hinders learning.

While most negative feedback concerning Book Groups centers on conflicts during discussion, I do need to mention that a significant number of students regarded certain nonnegotiable Book Group rules as unfair. According to the student surveys, when students were asked what is unfair, only two people mentioned conflicts. Twelve of the answers to this question on the survey focused on the unfairness of the nonnegotiable rules I established in Book Groups or on my behavior, while five say nothing is unfair. This finding illustrates Bartolome's explanation that "numerous teaching approaches and strategies can be effective, so long as trusting relations between teacher and students are established and power relations are mutually set and agreed upon" (Bartolome, 1994, p. 186). Some guidelines in Book Groups the students and I have decided together, but some, such as no pencil sharpening, going to the bathroom, or choosing partners, I decided. While I still regard these as nonnegotiable guidelines, I could have engaged the class in a discussion of why these guidelines are important, since they cause some frustration and therefore, possible resistance to the routine.

Positive Groups Discussions. Students appreciate when the group works well together, but do not prioritize learning group work skills when reflecting on Book Groups. Group work skills provide the structure for learning but students do not regard the building of such skills as learning.

In the Daily Reflections, when students reflected on the best part of Book Groups each day, out of 416 responses, 44 students wrote that everyone got to talk and everyone participated. This was the second highest response. Twenty-seven students wrote that the group listened to each other. Other positive group work responses include the group taking turns, being good and helping each other. In total, these positive responses towards group work totaled slightly more than 25 percent of the total responses to the “best part” category. While this percentage demonstrates how students notice and appreciate a positive discussion experience, reading and learning content from someone or the book dominates this category.

When students reflected on what they learned during Book Groups, 85 responses describe group work skills such as cooperation, including others, participating, listening and taking turns, about twenty percent of the total responses. In the “I learned” category, learning content and reading skills dominate. For example, students report learning to ask hard questions, learning a lot, and learning new words 80 times. In addition, students mention learning about a content area 116 times. Overall, the Daily Reflections show that students acknowledge positive group work, but their focus is on learning skills and content.

Definition of Empowerment. I do see evidence in the Daily Reflections and surveys that students feel they are learning and appreciating group work skills, but the emphasis of the student learning concerns the book’s content and learning from each other. This confirms my earlier addition to my empowerment definition.

The students' resentment and frustration with conflicts confirms the part of my definition concerning feelings of an empowered student. My students want to feel respected, emotionally and physically safe and not hindered by status issues. Therefore, they express outrage when there is an injustice of some kind during discussion. The class insists on following the guidelines because it is a system they understand and depend on to provide fairness. When someone disrupts this process, according to video and observation data, the learning stops until the issue is settled.

Further Discussion of Finding #2

Presently, due to the disruptions caused by disagreements over the discussion protocol or student misbehavior, Book Groups is limited in the level it empowers students. What I have concluded from my study of Book Groups, is that more structure is needed during Partner Reading and Discussion to guide student interactions. Throughout the year, I have made Book Groups a tighter, more controlled routine. While I had not realized the extent of these disagreements the students comment on, the RSP teacher and my student teacher have both commented on how conflicts interferes with student learning during Book Groups. Now, groups of four divide eight minutes so that each person facilitates for two minutes. During the two minutes, the facilitator says a question or comment for the group to discuss. I tell the groups who is going first and which direction the facilitation should go. From my observations, these guidelines have eliminated many of the disagreements that used to occur during Book Groups and have allowed the groups to focus more on content. Now we can focus our debriefings more on asking deeper questions instead of resolving conflicts, although I also think the class benefited from discussion common conflict areas as a class. Because I did not analyze my data chronologically and did not

take enough notes of the changes in the discussion guidelines, I cannot provide evidence for this hypothesis about structure or include it as a finding. However, based on my observations, I notice that the more explicit the protocol is, the less time needed for negotiation between students and the less tension about fairness. This hypothesis confirms the necessity of the following part of my definition:

- **An empowered student feels that his/her teacher provides adult guidance, authority, care and commitment.**

By creating explicit, strict guidelines about procedures, I am showing care for the students so that they do not have to face the burdensome disputes they comment on throughout their reflections.

Finding #3: Book Groups currently has the foundation of an empowering structure, however the needs of all students are not yet being met, specifically with reading and higher level discussions.

Empowering Structure. The nine colleagues who observed me found numerous positive aspects of Book Groups. They noticed and praised the structures in place. They commented on the clear instructions, organized routines, quick transitions and appropriate pacing. Most of the other positive comments centered around student engagement. Every colleague commented on students independently engaging in appropriate dialogue, such as asking each other questions, for clarification or for help. Eight colleagues mentioned how students were actively engaged in independent and group work. Five colleagues remarked on how well the students had internalized the routine, including the transitions. Reading my colleagues observations, I

conclude that they believe there is a connection between a clear, consistent, supportive structure and student engagement.

Some colleagues also commented on how Book Groups encourages students to be independent learners. Four colleagues wrote that the routine encourages students to be responsible for their own learning. Five colleagues described how students were enjoying the books and were taking responsibility for their work by using dictionaries, asking for help and wearing headphones to help focus.

My colleagues found an effective structure, student engagement and student independent work skills to be the primary positive aspects of Book Groups. I also found aspects of Book Groups to be empowering, after looking at the videos. At the beginning of the November clip (Appendix 12) when I am speaking to the class at the beginning of the discussion, my insistence on the importance of book groups is clear. I explicitly point out the behaviors that are unacceptable. I have authority over the class and show my commitment to the book group process. During the discussion, the students seem engaged. They listen to each other, respond to each other's questions and keep the focus on the text. At the end of their discussion, after the clip, Kelly refers back to Ken's earlier question and asks it to the group again. The students also seem to participate in ways comfortable to them, because they use some of the class protocols during the discussion, such as hand signals, asking for another opinion and raising hands. The group appears to respect each other's right to a turn and strictly monitor the bell to keep track of time. They do not interrupt each other and consistently turn to the page that the speaker is discussing.

My colleagues' and my positive feedback is consistent with the following three parts of my definition.

- **An empowered student feels that his/her teacher provides adult guidance, authority, care and commitment.**
- **An empowered student actively and critically engages with the curriculum.**
- **An empowered student is learning to take charge of his/her life and feels both autonomy and belonging.**
- **An empowered student participates in ways comfortable to him/her.**

More Support Needed for Students. My colleagues also gave explicit feedback about how Book Groups could be a more empowering routine for students. Their feedback suggested I could better support students' individual reading levels. Three colleagues raised concerns about students' needs during silent reading. Their concerns included phonics instruction for lower readers, appropriate level books and allowing students to support each other since there are not always enough adults in the room. My colleagues are concerned with my struggling readers' need for targeted support. This concern ties directly with the students' main focus of building reading skills and supports the students' contribution to my definition of empowerment.

- **An empowered student knows s/he is building academic and intellectual skills and learning new information about areas important to her/him.**

Another focus of my colleagues' suggestions was to teach my students to be more competent discussants, both in their interactions with each other and their use of the text in the discussion. Six colleagues described weaknesses of the discussion part of Book Groups. The weaknesses included disengaged discussions, rudeness, difficulty initiating discourse, arguing over turns, lack of active listening, and questions unrelated to the text. Suggestions centered on teaching students more group work strategies and establishing more guidelines concerning discussion. I was advised to provide discussion starters, require students to have some questions focus on the text, require students to prepare questions ahead of time, encourage the class to let all students take time to think, teach negotiation skills and add adopt a more kind affect.

These suggestions support the need for me to adjust my pedagogy so that my students grow empowered in the way I am hoping for, as indicated by the following parts of my definition:

- **An empowered student feels competent and emotionally and physically safe and has an understanding of how the systems in the classroom function.**
- **An empowered student feels respected and is not hindered by status issues**
- **An empowered student actively and critically engages with the curriculum.**

As already discussed, the conflicts my colleagues observed have been pointed out repeatedly by the students. Some of my colleagues suggest I teach students skills to address these conflicts. I agree with these suggestions, but also feel many conflicts would be eliminated by a more structured discussion routine. My students want to get to the content of the book, and feel similarly to me and my colleagues that conflicts waste time. As my students have no time to

waste in their education, I have shifted my focus towards eliminating opportunities for procedural disagreement so that students could focus on the intellectual aspect of the discussion.

Also, my colleagues pointed out that I should introduce guidelines to encourage higher level discussions. This suggestion points out that my students could be more critically engaged with the text than they are presently. By watching the videos, I also realized that the level of the discussions could be improved. The discussion in the video was superficial and focused on following the protocols without any real interest in each other's questions. The time did not benefit the students involved except to have the experience of being listened to. I agree with my colleagues that my students are not as empowered as they could be because the discussion portion of Book Groups is too simplistic for their abilities.

Parent Feedback. Parents also observed Book Groups. Every parent had been asked in writing and 14 in person to observe Book Groups. Five parents came to observe, and one came twice. One of the parents who came never gave me her notes, always putting it off when I asked her. The other took home his notes and gave me a short letter addressed to the parents, stating that I am a good teacher. Therefore, because so few parents actually gave me written feedback, I have not generalized about what my students' parents' may feel is student empowerment. Of the five observations I received, the parents' positive comments centered on the students' cooperation with each other, teacher support and student engagement with the books. There were no questions or suggestions. One parent noted when a group was off task.

Further Discussion of Finding #3

In addition to the insight I have gained from my colleagues observations and suggestions as well as the parental input, I have also reflected on methodological matters of collaboration with colleagues and parents as connected with this finding.

Collaborating with colleagues. My colleagues are practiced observers, thoughtful with feedback, and committed to meeting the students' specific needs. Their observations set up an opportunity for an ongoing professional dialogue. I will continue to ask colleagues to observe me in the future. Their insights give me a deeper understanding of my students. Their dedication and care towards observing well and giving purposeful feedback strengthens my own commitment to the work we are doing to improve our school because I feel like I am part of a solid team.

Empowering parents. My experience with my students' parents has caused me to wonder about parent empowerment. What has hindered my parents from fully engaging in this project? How can I change this outcome for future projects? I wonder whether home visits would help me understand my parents better and close the distance between us. The two home visits I did this year helped me build a more genuinely friendly relationship with two parents. During both visits, the parents were open about their feelings about what kids need at school. I predict the answer to my new question of empowering parents has something to do with the structures we have, or do not have, in place at the school that invite new perspectives as well as our readiness, or lack of readiness, to hear what parents feel about my practice.

Implications

Rigor

Throughout the data, students earnestly express their desire to learn. Learning new skills and content is the students' primary source of empowerment. While I have understood the importance of maximizing learning opportunities in the day, I had not realized the students' own urgency towards maximizing their learning time. In reflecting on my level of teaching, I realize I have not been rigorous enough in all areas of my teaching. This will change. I will be much more conscientious of how the class spends its time, how we approach content and in what way we discuss what we are learning. I will raise my own instruction to a higher academic level. Perhaps this added rigor is what our students need school wide. Since our students begin school in kindergarten insistent on learning, perhaps the conflicts that occur later do so because students sense they are in a place that regards their ability to learn with unnecessarily low expectations.

Structure and Students

I now realize that my students do not need more time discussing how to be a better group member. They need me to put in place specific structures for interactions so that students can focus on the learning and avoid the stress of conflicts. At all age levels, people rely on structures to provide an outline for a learning experience. My students do not want to have to create their own discussion protocols, because it wastes time and is frustrating. Students need me to set the boundaries, so that they can feel safe sharing their thinking and responding to others.

Structure and Collaboration

I have begun to notice how important structures are in our school. Our collaboration with parents has no structures other than a required annual conference, a report home every six weeks and an invitation to come on field trips. There are no other systems in place, other than a sparsely attended monthly PTO meeting, to collaborate with parents. Therefore, parents are left wondering what is appropriate for them to do or say. When they are confused or have an idea about something, there is no procedure other than to discuss it with the principal on the yard in the morning or the teacher when the parent can find him/her. Creating structures for discourse is a way to show respect to those involved. Structures lower status differences, empower people to share challenging opinions and encourage all parties to listen.

The structure of the observation, with a template for written feedback, enabled numerous colleagues to give me feedback they may not have said in passing. The template, which I created, depersonalized the feedback and enabled me to process it more fully than if a colleague mentioned an observation while we were in the staff room. The observation routine exemplifies how a structure can deepen discourse.

My project has caused me to be a more academically focused, structured teacher. I will carefully think through the routines I ask students to do next year and will plan out each step. I will continue to collaborate with my colleagues. Working with my colleagues has been a success of this project, and I will try to broaden the circle that I collaborate with. As for parents, I will have to be more open about my interactions with them, because there is a clear disconnect both between my parents and me, as well as school wide. I will embrace home visits as an essential

component of my practice. While I have gone to the PTO meetings all year, I have mostly observed the meeting process. Next year, I will try to help shape the structure of the meetings with parent collaboration, so that our meetings are as popular as they were in the fall. Real collaboration within our staff as well as with parents will invigorate our fatigued staff and give them hope in our school's ability to succeed. The creation of appropriate structures will enable this collaboration to occur most effectively.

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Table 1

Students' Daily Reflections of Book Groups

This table is very long, so I included it at the end of this document.

Table 2

Daily Reflection Responses: “The best part of Book Group Discussion was...”

| | |
|-----------|--|
| 49 | Reading (alone or with a partner) |
| 45 | Nothing was the best part/There was no best part. |
| 44 | Everyone talked/Everyone got to talk. |
| 32 | A certain group member’s turn |
| 31 | Everything was the best. |
| 31 | Someone asked a certain question/Answering a certain question |
| 27 | We were listening to each other/My group listened to me. |
| 19 | When I talked |
| 17 | A content area from book |
| 16 | My group asked harder questions. |
| 13 | Taking turns |
| 11 | Talking about the book |
| 10 | Everyone was good/Everyone paid attention. |
| 8 | Discussion |
| 8 | People were nice |
| 8 | Having a certain partner |
| 6 | There were no problems. |
| 6 | Making summaries |
| 5 | My partner(s) put thumbs up. |
| 5 | Someone participated well. |
| 5 | Someone helped someone else. |
| 4 | My partner read well. |
| 3 | We were happy. |
| 3 | It was fun |
| 2 | Everything was fair. |
| 2 | The book |
| 2 | I learned new words. |
| 2 | Someone gave up their turn for someone else. |
| 2 | I learned. |
| 1 | It was funny. |
| 1 | I got to finish work. |
| 1 | When we reported out to the class |
| 1 | When we got done with reading |
| 1 | We worked together. |
| 1 | We got good compliments. |
| 1 | Doing a lot |

Table 3

Daily Reflection Responses:

“The worst part of Book Group Discussion was...”

“The hardest part of Book Group Discussion was...”

| | |
|----------|---|
| 211 | Nothing was the worst/There was no worst part. |
| 25 | We/Someone was playing around or being silly. |
| 25 | Someone in the group was not paying attention. |
| 24 | Someone in the group interrupted/talked too much/was taking over. |
| 23 | Someone in the group would not participate. |
| 13 | My turn |
| 12 | A certain group member’s turn |
| 12 | We didn’t all get turns. |
| 10 | Someone in my group was mean, rude or disrespectful |
| 9 | Everything was the worst. |
| 6 | Someone in the group put their thumbs down. |
| 6 | Ms. Coombs gave me a check/I got in trouble. |
| 5 | We/My partner/I couldn’t read the word right. |
| 3 | A reference to the content of a book. |
| 3 | We argued. |
| 3 | We disagreed over turns. |
| 2 | The discussion |
| 2 | Trying to not have conflicts |
| 2 | Other groups were loud/We disagreed over whether we were loud. |
| 2 | Someone in the group wasted my minutes. |
| 2 | Someone yelled out. |
| 2 | My group messed up/My group got mixed up. |
| 2 | Someone felt badly. |
| 1 | Someone kept asking the same question over and over. |
| 1 | I had no partner and had to be alone. |
| 1 | We were shouting. |
| 1 | I didn’t get much work done. |
| 1 | Someone/I didn’t get called on. |
| 1 | There were too many girls in my group. |
| 1 | Someone tried to get me in trouble. |
| 1 | When people were reading the last page. |
| 1 | I wasn’t on the right page during partner reading. |

Table 4

Daily Reflection Responses: “I learned...”

| | |
|----------|--|
| 116 | A content area from the book. |
| 66 | Nothing |
| 33 | Asking hard/good questions is important and helps us learn. |
| 28 | I learned a lot/I learned a good thing. |
| 21 | How to cooperate/how to respect the group/to be good/to be nice/to be a good partner |
| 20 | What a group member likes about the book. |
| 19 | The definition of a new word/To read a new word/To read better. |
| 16 | We all need to talk/share ideas/be included. |
| 15 | To listen to your partner and group/How to show you’re listening. |
| 11 | I learned from a certain person in my group. |
| 10 | To take turns. |
| 6 | By reading with my partner |
| 5 | Sharing ideas is fun/Book Groups is fun/Books are fun. |
| 5 | Spanish words |
| 4 | Let my partner go first. |
| 4 | Give up my turn to help someone else in my group. |
| 4 | Don’t call out. |
| 4 | How to make a summary |
| 3 | Don’t waste time/Be serious. |
| 3 | How to know when to stop talking/How to not take over. |
| 3 | A certain person is sometimes mean and sometimes nice. |
| 3 | To remind a certain person not to take over. |
| 2 | To ask, “Why did the author write...?” |
| 2 | To help/teach someone |
| 2 | How to partner read/discuss with three people. |
| 2 | We read well. |
| 2 | Everyone was nice. |
| 2 | Book Groups is important. |
| 1 | How to learn |
| 1 | You can report out. |
| 1 | It is okay to not have a partner. |
| 1 | Sometimes two people say the same thing. |
| 1 | To sit in a square during discussion |
| 1 | Ask about a text-to-text connection. |
| 1 | Sometimes you need to repeat something. |

Table 5

Daily Reflection Responses:

Students who responded “There was no best part.” or “Nothing” to “The best part of Book Groups was...” responded to “The worst part of Book Groups was...” as follows:

| | |
|---|--|
| 7 | Nothing was the worst part. |
| 6 | Everything was the worst. |
| 3 | She (Ms. Coombs) gave me a check for no reason. |
| 3 | People in my group weren't serious. |
| 3 | Someone took up my minutes. |
| 2 | The worst part was someone in the group. |
| 1 | They kept talking on my turn. |
| 1 | I won't tell you. |
| 1 | I argued. |
| 1 | I don't have a part. |
| 1 | They did not answer my question. |
| 1 | My group did not like when I read a long page. |
| 1 | There were too many girls in my group. |
| 1 | When everybody had to put thumbs down. |
| 1 | One person never talks and two people talk too much. |
| 1 | Someone tried to get me in trouble. |
| 1 | Someone wasn't listening. |
| 1 | Someone said something nasty. |
| 1 | Trying to make the group focus |

Table 6

Daily Reflection Responses:

Students who responded “Nothing” to “I learned...” responded to “The worst part of Book Groups was...” as follows:

| | |
|----|---|
| 15 | Nothing was the worst part/It was not bad/I have no worst |
| 8 | Everything was the worst. |
| 6 | People in the group were not serious. |
| 5 | When she (Ms. Coombs) gave me a check for no reason. |
| 5 | Someone’s turn |
| 3 | Someone didn’t talk. |
| 2 | When someone/we all got stuck on a word. |
| 2 | Someone didn’t listen. |
| 2 | illegible |
| 2 | My group kept talking on my turn. |
| 1 | My group didn’t pay attention to me. |
| 1 | My turn |
| 1 | I argued. |
| 1 | My group did not answer my question. |
| 1 | My group did not like when I read a long page. |
| 1 | Discussion Groups |
| 1 | When everybody had to put thumbs down. |
| 1 | Someone tried to get me in trouble. |
| 1 | Someone kept on talking. |
| 1 | I did not get that much work done. |
| 1 | Someone in the group |
| 1 | Someone said something nasty. |
| 1 | Someone was being mean. |

Table 7: Book Group Survey Results

| | | | | |
|--|--------------|-----------------------|----------------|-------------|
| I feel respected during book groups. <i>I feel respected because everyone listens to me.</i> | Always 6 | Most of the time 3 | Sometimes 7 | Never 4 |
| I feel safe during book groups. <i>I feel safe because it's fun.</i> | Always 12 | Most of the time 1 | Sometimes 3 | Never 4 |
| I understand how book groups works. <i>Because I did it for a long turn.</i> | Always 12 | Most of the time 4 | Sometimes 2 | Never 2 |
| I can do book groups well. <i>I don't do Book Groups very well.</i> | Always 8 | Most of the time 5 | Sometimes 4 | Never 3 |
| I get to make choices during book groups. (One student circled Sometimes and Never.) <i>Because I get done fast.</i> | Always 5 | Most of the time 1 | Sometimes 5 | Never 10 |
| Ms. Coombs cares about book groups. | Always 15 | Most of the time 4 | Sometimes 1 | Never 0 |
| Ms. Coombs helps me do book groups well. | Always 8 | Most of the time 4 | Sometimes 6 | Never 2 |
| Book Group packets are interesting to me. | Always 10 | Most of the time 1 | Sometimes 6 | Never 3 |
| Book Group books are interesting to me. | Always 13 | Most of the time 1 | Sometimes 3 | Never 3 |
| Book Group discussions are interesting to me. <i>Student chose Never because "I always get boring books."</i> | Always 9 | Most of the time 1 | Sometimes 5 | Never 5 |

Questions/Comments:

Why do we have to read after and do discussions?

Why do we have to have Book Groups?

Why can't we pick our partners?

None (x2)

No

What part of Book Groups do you like?

Everything

I like all of it.

When they have good books and packets.

I like about Book Groups is that I can read.

When you read to yourself.

Reading

The reading part (x3)

To read

Reading books. I like to read.

Reading

I like partner reading because it is fun.

Reading with my partner

When we get to talk and read to each other.

Discussion

The part I like is book group discussions.

I like when we do the Reflection.

I do not really like book groups.

I do not like Book Groups because it's not fun, because you have to read and reading is not fun, and you have to write, and writing is not fun.

What problems happen during Book Groups?

None (x2)

Nothing

They're no problems during book groups.

There is no problems.

There are no problems.

I don't have any problems during book groups.

None. Everything is good.

That I don't do very good.

People get mad in the whole book groups sometimes.

Conflicts happen

S. always be saying Sh!!

When people always argue.

When I laugh.

A lot.

When people interrupt you.

People talk when you are reading to yourself.

The problems are that some people don't listen to me when I'm talking.

Is when some people talks when I read.

What do you learn during Book Groups?

Lots of things

Reading

I learn more reading.

I learned how to read.

How to read.

About different books

That all of the books are sometimes tell me something.

People, places and things

I learn about history.

I learn about the author who wrote the book about them.

About the book.

I learn from other people

I learn new stuff almost every day.

About different books and teach us things such as history.

I learn about the people that I'm reading of.

I learned how to ask good questions.

I learn how to be a good member.

Nothing really

Nothing I did not know before.

I did not learn anything.

What is fair about Book Groups?

Anything

Everything is fair. (x4)

That we get to talk.

We take turns.

It is fair that everybody is learning.

The fair thing is that we get to read with partner.

What's fair is that you read different books.

When people cannot talk to you when you are reading.

We get to read books.

That we can read what page we want.

The reading part.

That you get turns

We get to read books.

I do not know.

I think that there is nothing fair about Book Groups.

Nothing

Book groups is not fun, because it's not.

What is unfair about Book Groups?

Nothing is unfair. (x5)

It is unfair because we get long books.

That we don't get to sharpen our pencils.

It is unfair that we can't sharpen our pencils.

That some people don't get to pick out the book that they want from the library.

People take my turn.

The unfair thing is that we don't get enough time to talk.

When I raise my hand Ms. Coombs doesn't come to me.

It is unfair because you have to read aloud to your partner.

You have to write for 10 days every day.

Everything. The packets are too long. I can never get them done.

We have to answer questions on our paper and we have packets.

That Ms. Coombs decides the partners.

That Ms. Coombs don't let us use the bathroom.

Book discussion, because I don't like it.

Sometimes I like it.

How would you like Book Groups to be changed?

I don't want it to change. (x2)

There is no way I want it to be changed.

That you can speak and pick out books you want from the library.

The books can be funny.

I like that we can read out loud.

I want it to be changed by letting us read to ourselves.

No partner reading and group reading.

It would be change by not reading out loud.

Shorter packets.

We have a schedule and how many pages or chapter we have to read each day.

I want it to be changed by we can pick our partners.

Let us do quiet reading.

To let us sharpen our pencils.

Little bit of pages.

To let us sharpen our pencils.

I think we should read with our friends.

Yes, because I do not like it.

You should change it to one page.

What do you need to feel empowered at school?

Studying

Be smart in class.

That I know how to read.

To read more.

More silent reading.

I need to be faster in reading.

To let us pick our books when we want to.

We get to learn and play.

The school to be rich.

A game that is fun and makes you learn.

Not being mean.

More science.

I need to be empowered by doing science and social studies.

The school should be empowered by letting us not wear uniform.

No more book groups.

Learn more math.

I need help on work.

We get to learn and play, but mostly learn.

If we could paint and have recess all day and work on the play structure.

I already feel empowered.

Table 8: Book Group Survey Results

| | | | | | |
|---|--|--------------------------|-------------------------------|---|--|
| I feel respected during book groups. | Always | Always | Always | Always | Always |
| I feel safe during book groups. | Always | Always | Always | Always | Always |
| I understand how book groups works. | Always | Always | Always | Always | Always |
| I can do book groups well. | Always | Always | Always | Sometimes | Always |
| I get to make choices during book groups. | Always | Always | Always | Most of the time | Never |
| Ms. Coombs cares about book groups. | Always | Always | Most of the time | Always | Always |
| Ms. Coombs helps me do book groups well. | Always | Always | Most of the time | Always | Always |
| Book Group packets are interesting to me. | Always | Always | Always | Always | Always |
| Book Group books are interesting to me. | Always | Always | Always | Always | Always |
| Book Group discussions are interesting to me. | Always | Always | Always | Always | Always |
| Questions/Comments: | | | None | | |
| What part of Book Groups do you like? | When they have good books and packets | Everything | The reading part | I like all of it. | The part I like is Book Group discussions. |
| What problems happen during Book Groups? | That I don't do very good. | Nothing | None | I don't have any problems during Book Groups. | When people interrupt you |
| What do you learn during Book Groups? | That all of the books are sometimes tell me something. | Reading | I learn more reading. | I learn about history. | I learn from other people. |
| What is fair about Book Groups? | We get to read books | Everything is fair. | Everything | All of it is fair. | What's fair is that you read different books. |
| What is unfair about Book Groups? | It's unfair because we get longer books | Nothing is unfair to me. | Nothing | Nothing is unfair. | It is unfair because you have to read aloud to your partner. |
| How would you like Book Groups to be changed? | You should change it to one page. | Little bit of pages | To let us sharpen our pencils | I don't want it to change. | It would be changed by not reading out loud. |
| What do you need to feel empowered at school? | We get to learn and play. | To read more | Studying | I already feel empowered | I need to be empowered by doing science and social studies. |

| | | | | | |
|---|---|---|---|--|---|
| I feel respected during book groups. | Sometimes | Never | Always | Most of the time | Never |
| I feel safe during book groups. | Always | Always | Most of the time | Always | Always |
| I understand how book groups works. | Always | Most of the time | Most of the time | Always | Always |
| I can do book groups well. | Always | Never | Most of the time | Most of the time | Always |
| I get to make choices during book groups. | Always | Always | Never | Sometimes | Never |
| Ms. Coombs cares about book groups. | Always | Always | Always | Always | Always |
| Ms. Coombs helps me do book groups well. | Sometimes | Always | Always | Most of the time | Always |
| Book Group packets are interesting to me. | Sometimes | Always | Always | Sometimes | Always |
| Book Group books are interesting to me. | Always | Always | Always | Most of the time | Never |
| Book Group discussions are interesting to me. | Sometimes | Always | Most of the time | Always | Always |
| Questions/Comments: | | | | | No |
| What part of Book Groups do you like? | I like about Book Groups is that I can read. | Reading | Reading books: I like to read. | Discussion | Reading with my partner |
| What problems happen during Book Groups? | Is when some people talks when I read | A lot | None. Everything is good. | When I laugh | S. always be saying sh!!! |
| What do you learn during Book Groups? | I learned how to read. | Nothing I did not know before | About different books. And teach us things such as history. | I learn new stuff almost every day. | I learned how to ask good questions. |
| What is fair about Book Groups? | It is fair that everybody is learning. | Nothing | We get to read books. | When people cannot talk to you when you are reading. | Anything |
| What is unfair about Book Groups? | It is unfair that we can't sharpen our pencils. | Everything. The packets are too long and I can never get them done. | We have to answer questions on our paper and we have packets. | We have to write for 10 days every day. | That Ms. Coombs don't let us use the bathroom |

| | | | | | |
|--|--|----------------------------|---|---------------------------------------|---------------------------------|
| <p>How would you like Book Groups to be changed?</p> | <p>I like that we can read out loud.</p> | <p>Shorter packets</p> | <p>We have a schedule and how many pages or chapter we have to read each day.</p> | <p>I don't want it to be changed.</p> | <p>Let us do quiet reading.</p> |
| <p>What do you need to feel empowered at school?</p> | <p>That I know how to read.</p> | <p>No more Book Groups</p> | <p>We get to learn and play, but mostly learn.</p> | <p>The school to be rich.</p> | <p>Be smart in class.</p> |

| | | | | | |
|---|---|--|--|---|---------------------------|
| I feel respected during book groups. | Sometimes | Most of... | Sometimes | Sometimes | Sometimes |
| I feel safe during book groups. | Sometimes | Never | Sometimes | Always | Always |
| I understand how book groups works. | Sometimes | Always | Most of... | Always | Most of... |
| I can do book groups well. | Sometimes | Always | Most of... | Most of... | Sometimes |
| I get to make choices during book groups. | Sometimes | Never | Never | Sometimes | Never |
| Ms. Coombs cares about book groups. | Always | Always | Always | Most of... | Always |
| Ms. Coombs helps me do book groups well. | Sometimes | Sometimes | Most of... | Sometimes | Most of... |
| Book Group packets are interesting to me. | Sometimes | Sometimes | Most of... | Sometimes | Always |
| Book Group books are interesting to me. | Sometimes | Sometimes | Always | Never | Always |
| Book Group discussions are interesting to me. | Sometimes | Never | Sometimes | Sometimes | Never |
| Questions/Comments: | Why can't we pick our partners? | | Why do we have to have Book Groups? | Why do we have to read after and do discussions? | |
| What part of Book Groups do you like? | When we get to talk and read to each other. | Reading | I like when we do the Reflection. | I do not really like Book Groups. | The reading part |
| What problems happen during Book Groups? | When people always argue. | Write in your packet, then read with your partner, then discussion | The problems are that some people don't listen to me when I'm talking. | People get mad in the whole book groups sometimes. | There are no problems. |
| What do you learn during Book Groups? | I learn about the people that I'm reading of. | Lots of things | I learn about the author who wrote the book about them. | Nothing really | People, places and things |
| What is fair about Book Groups? | That we can read what page we want. | That you get turns | The fair thing is we get to read with partner. | I think that there is nothing fair about Book Groups. | We take turns. |

| | | | | | |
|---|--|-----------------|--|--|-------------------------|
| What is unfair about Book Groups? | That Ms. Coombs decides the partners. | Nothing | The unfair thing is we don't get enough time to talk. | That some people don't get to pick out the book that they want from the library. | People take my turn. |
| How would you like Book Groups to be changed? | I want it to be changed by we can pick our partners. | ? | I want it to be changed by letting us read to ourselves. | That you can speak and (arrow pointing to above response) | The books can be funny. |
| What do you need to feel empowered at school? | I need to be faster in reading. | Learn more math | The school should be empowered by letting us not wear uniform. | A game that is fun and makes you learn. | More science |

| | | | | | |
|---|---|---|--|---|---|
| I feel respected during book groups. | Most of... | Sometimes | Sometimes | Never | Never |
| I feel safe during book groups. | Always | Never | Sometimes | Never | Never |
| I understand how book groups works. | Always | Always | Sometimes | Never | Never |
| I can do book groups well. | Always | Sometimes | Most of... | Never | Never |
| I get to make choices during book groups. | Never | Sometimes | Sometimes | Never | Never |
| Ms. Coombs cares about book groups. | Always | Most of... | Most of... | Always | Sometimes |
| Ms. Coombs helps me do book groups well. | Sometimes | Never | Sometimes | Always | Never |
| Book Group packets are interesting to me. | Always | Sometimes | Never | Never | Never |
| Book Group books are interesting to me. | Always | Always | Sometimes | Always | Never |
| Book Group discussions are interesting to me. | Sometimes | Always | Never | Never | Always |
| Questions/Comments: | | None | | None | |
| What part of Book Groups do you like? | To read. | I like partner reading because it is fun. | When you read to yourself | The reading part | I do not like Book Groups because it's not fun, because you have to read and reading is not fun, and you have to write, and writing is not fun. |
| What problems happen during Book Groups? | They're no problems during Book Groups. | None | People talk when you are reading to yourself. | Conflicts happen. | There is no problems. |
| What do you learn during Book Groups? | How to read. | I learn how to be a good member. | About the book. | About different books | I did not learn anything. |
| What is fair about Book Groups? | That we get to talk. | Everything is fair. | I do not know. | The reading part | Book Groups is not fun because it's not, |
| What is unfair about Book Groups? | Nothing is unfair. | That we don't get to sharpen our pencils. | When I raise my hand, Ms. Coombs doesn't come to me. | Book discussion, because I don't like it. | Sometimes I like it. |

| | | | | | |
|---|--|---|--------------------------------------|---|---------------------------|
| How would you like Book Groups to be changed? | There is no way I want it to be changed. | To let us sharpen our pencils. | No partner reading and group reading | I think we should read with our friends. | Because I do not like it. |
| What do you need to feel empowered at school? | Not being mean. | To let us pick our books when we want to. | More silent reading | If we could paint, have recess all day and work on he play structure. | I need help on work. |

Table 9: Colleague Observations of Book Groups

| Observer | Positive Comments | Suggestions/Criticisms/Questions |
|--|---|---|
| BAYCES (Equity)/ Language Arts Coach 11/12/04 | | I am concerned about the level of text for A. How is G. doing? How was K.'s reading on the previous read? Is there a pattern connecting text level to partner complaints? Tone of positive as well as corrective feedback is stern sounding. |
| BAYCES (Equity)/ Language Arts Coach 12/8/04 | Final share out (of problems during discussion) feels like it builds empowerment – students share their experience – This takes self-confidence, self-awareness, assertiveness and clarity – students name the exact issue. | How does discussion work in a book group with different books? Engagement is easier to observe than empowerment. How do you interpret silliness? Generally, the discussion appears a bit task oriented, not really engaged. |
| Speech Therapist 2/3/05 | <p><u>Teacher:</u> Directive Appears accessible Instructions are brief and clear Constant message of high expectations</p> <p><u>Students:</u> Comfortable with their role as learners Mastered key responses Respect teacher and her role Cooperation evident Structure own time limits Asked appropriate questions Described question – “I have a hard question.” Confident asking questions Asked for clarification/repetition when question unclear Understand questioning as part of learning Growing competent and self-directed Engaged in conversations from their knowledge base Feel respected by teacher Learning to ask questions and evaluate a response</p> | <p><u>Teacher:</u> Needs to reassure students that it’s OK to take time to think. Needs to add affect and emotion Need to sincerely tell students what they are doing well</p> <p><u>Students:</u> Difficulty initiating discourse leads to restlessness/conflicts. Groups varied auditory and visual attention to speaker. Some raise hands and some jump in to answer a question – this inconsistency could be a source of conflict. One instance of rudeness-“You’re going so slow. Could you hurry up?” Issues over whose turn it was. Lack negotiation skills for conflicts. Need help defining OK behavior/responding to bad behavior. Need guidance for how to respond to students who are slow to organize their thoughts and responses.</p> <p><u>Overall:</u> What do students feel works/doesn’t work in</p> |

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| | | <p>Book Groups? Is it democratic in terms of shaping the activity? Do they need help improving critical analysis of the text? Teacher could model answering question using key terms.</p> |
| <p>Math Coach 2/3/05</p> | <p>System is clear. Transitions are quick. There is an organized feel. Books appear to be engaging and at appropriate level <u>Teacher:</u> Clear authoritative tone/manner Cues for attention Restating expectations for transition and listening to teacher <u>Students:</u> Obviously have learned how to use structure to be independent Groups worked for periods with no teacher intervention. Appear highly engaged in reading, discussing/writing about literature Took specific roles and fulfilled what was asked Given many opportunities to process affective aspect of activity Have some structures to resolve conflicts (I-Messages, apologies)</p> | <p>How are groups created? How do you encourage active listening? How do you decide where you go? What do you listen for? How do you know if your tone is authoritative vs. authoritarian? Is there a way for some smiles and sense of humor? Is it reasonable for this age level to be able to self monitor during discussion? This is hard for adults. How about a timer role and/or you tell them to switch? How can active listening be increased? – Have students share what they heard?</p> |
| <p>Math Coach 2/7/05</p> | <p>I love the structures, pacing, high level of student engagement. <u>Teacher:</u> Guide transition Clear directions Much softer tone today while still clearly in charge. There is no sharp edge. <u>Students:</u> During partner reading: collaboration and independence, not good reader vs. bad reader, both listening, helping each other, both readers accept help from each other</p> | <p>Draw map that shows seating assignments. Verbal directions vs. verbal/written directions? Do all students process auditory information the same way? Use more written directions to reinforce verbal directions. How do you decide where to sit? What do you listen for? How much do you intervene? What effect does your presence have on the group's independence? Could you be by A. to encourage her to participate? Try a participation quiz. Tell A. before what you'll be looking for and set her up for success.</p> |

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| <p>Resource Aide</p> <p>In class every day for Book Groups.</p> <p>Wrote this 2/3/05</p> | <p>Independent reading fosters responsibility for one's own learning</p> <p>Reading and packet is comprehension. It works on all parts of writing skills: grammar, sentence structure, spelling, creativity.</p> <p>Students work hard at using correct grammar and spelling because they are continually asking for help, sounding things out, using a dictionary.</p> <p>The students also ask their peers for help.</p> <p>Students work very diligently in aiding their own education.</p> <p>Sharing of thoughts, questions and answers leads to growth.</p> | <p>Questions should be prepared beforehand.</p> <p>There should be clearer set guidelines, where each student should read at.</p> |
| <p>Computer Teacher</p> <p>2/4/05</p> | <p>Clear expectations</p> <p>Classroom structures in place</p> <p>Rewards and punishments for certain behavior</p> <p>I am surprised that the transitions went so smoothly.</p> <p>Asking questions after partner reading allows students to read for understanding and be responsible for their part.</p> <p>It is apparent students are expected to work together and observe social etiquette.</p> <p>The activity showed evidence of a lot of teacher planning and student practice.</p> <p>The activity is well thought out and organized</p> <p>The teacher was clearly in charge, while the students were responsible for their learning.</p> <p><u>Teacher:</u></p> <p>Teacher is able to orchestrate the activity and check in with each group.</p> <p>Specific in language about what students should be doing.</p> <p><u>Students:</u></p> <p>In partner reading, students listened attentively.</p> <p>Adhered to clearly defined routine.</p> <p>Focused and engaged.</p> <p>Connect with one another and work cooperatively.</p> | |

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| <p>Third Grade Teacher 1</p> <p>2/4/05</p> <p>Observed video</p> | <p>Reflection prompts are a good structure</p> <p><u>Teacher:</u> Keeping track of time, moving students through transitions and helping students reflect.</p> <p><u>Students:</u> Engaged, on task, enjoying books – It’s motivating to read. Listening to leader in discussion Have opportunity to give visual cues as response to speaker Answering each other’s questions – It’s nice they dialogue together and answer each other’s questions instead of the teacher being the only one to answer questions.</p> | <p>Students may need specific discussion starters.</p> <p>Does the teacher participate and/or observe the discussions?</p> |
| <p>Third Grade Teacher 2</p> <p>2/4/05</p> <p>Observed Video</p> | <p>Materials are high interest</p> <p>Partner reading – Great activity. Student asks for clarification when encountering unknown vocabulary</p> | <p>Students asking questions that are not directly related to story. Students may need more discussion guidelines. At least one question should deal with story context.</p> |
| <p>Principal</p> <p>2/10/05</p> | <p><u>Teacher:</u> Assisted students in internalizing rules and routines. Circulated room during instruction and activities to interact with students, prompt student thinking , assess progress. Appropriate pacing. Time provided to review, synthesize and close lessons Time, including transition time, used effectively to maximize student learning.</p> <p><u>Students:</u> 7 were thoroughly engaged, and became distracted once. 7 engaged and became distracted seldom. Clear about routines and procedures taking place Showed ownership of rules, routines, procedures</p> | <p>5 students distracted often, but refocused by peers/adults.</p> <p>I think checking in with students frequently helps.</p> <p>Placing students with partners also helps where students support one another.</p> <p>Other students who need help actually respond well to their peers regarding peer support.</p> <p>What if there weren’t other adults present? How would M. and K. get support?</p> |

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| <p>Resource Teacher</p> <p>2/7/05</p> | <p>Book Group routines give good exposure to vocabulary (discussion, reflections, etc.)</p> <p>Tally marks to ready groups - worked</p> <p>Partner reading – Chance to read aloud, talk, build friendship, peer tutoring, cooperation.</p> <p>Multicultural books</p> <p>Works well for higher level, independent students</p> <p>Assigned seats alleviates confusion.</p> <p>Reading groups productive and organized</p> <p>Good balance of quiet, independent reading and group work.</p> <p>Impressed with academic language and thoughtfulness during discussion</p> <p>Promotes independent/critical thinkers</p> <p>VERY inclusive for students with learning disabilities</p> <p>Environment is respectful, academic, cooperative</p> <p><u>Teacher:</u></p> <p>Effective redirection to get student attention</p> <p>Strict</p> <p><u>Students:</u></p> <p>Working independently.</p> <p>Wearing earphones to block noise –good strategy</p> <p>Using dictionaries – good independence</p> <p>Asking good questions: “How...?” “Why...?”</p> <p>All students seem to know routine.</p> <p>All but one student engaged during reading time.</p> | <p>How is progress monitored?</p> <p>Are books at students’ independent or instructional level?</p> <p>How are below grade level students’ needs of phonics/lower level reading strategies addressed?</p> |
|---------------------------------------|--|---|

Table 10: Parent Survey Responses

| How do you empower your child at home? | How does home compare to school concerning your child's empowerment? | How could school be a more empowering place for your child? | Additional questions or comments? |
|---|--|---|---|
| <p>Helping her do her work</p> <p>Answering her questions</p> <p>Listening to her</p> <p>Spending more time with her</p> <p>Setting rules at home the same like school, like time out.</p> <p>By being a good example, not by lecturing all the time.</p> | <p>Home compare to school for my child's empowerment by how to make them strong and well-educated.</p> | <p>My child is learning new stuff every day from the teacher and the students.</p> <p>My child follows the school rules.</p> <p>I like the teacher at Anna Yates and the director, how they do stuff.</p> | |
| <p>I allow my son to express himself in the capacity of a 9 year old child.</p> <p>He is at the point to know some of his weak as well as strong areas.</p> | <p>He understands respect is something we all deserve. Even if you don't like a person, the need for respect is still in order.</p> <p>He has a great sense of belonging, knowing he cannot be a people pleaser.</p> <p>Ms. Coombs praises him for good works as well as scolds for the bad.</p> | <p>One of the major concerns is the school needs to have more control over the children. Our children are with their teachers and the school faculty actually more than with their parent.</p> | <p>Ms. Coombs, the last year and this year you have done an exceptional job with him.</p> |
| <p>By study and reading at home not make any noise, reading book and go to library study differ book..</p> <p>Don't talk back</p> <p>What child do at home same at school, not be so noisy just learn and be somebody.</p> | <p>Work hard and be somebody, get book learn in their head, so they can get a job and be somebody, not slaves on the street. be a teacher, Book Keep so they be a Bus Be a Book Keeper.</p> <p>Please learn. Get a good education.</p> <p>Be somebody.</p> | <p>So she can love her teacher and classmates. So they can go to college, and learning. Love Ms. Allen because she work hard at school. She little stand what she do. So they be a Book Keeper.</p> | |

| | | | |
|---|---|--|--|
| <p>By reading a variety of children’s literature. We spend 2 to 3 days at the library searching for good books to read. She has 5 library cards in different cities.</p> <p>We subscribe to the Daily Review and Oakland Tribune, so she’s reading the comics and local news.</p> <p>At home, I make sure my child reads aloud every night with a parent or older brother.</p> <p>We are part of a book club and order books monthly.</p> | <p>A child has to be empowered first at home, in order to be empowered at school.</p> <p>Children have to have <u>lots</u> of encouragement and support from their parents and home environment. -If a child enjoys reading, the parent <u>must</u> push the child to read every day.</p> <p>Once a child knows there’s support and guidance at home for their education and a parent behind them, they will excel to the fullest in their educational experience.</p> <p>A child empowered in the home and school tends to take full responsibility for their education and successes.</p> | <p>School is an empowering place for my child. She enjoys being at school. She has always been academically motivated and excited about going to school.</p> <p>She had a love for books since 2 or 3 years old. She received her library card in 2 libraries at the age of 2.</p> <p>Empowering your child at home makes a big difference once a child enters school. Automatically school becomes an empowering place for them to be. The school/home must work together to make a difference.</p> | <p>Will there be any program offered by the school to challenge advanced students?</p> |
|---|---|--|--|

Table 11: Parent Observations of Book Groups

| <u>Observer</u> | <u>Positive Comments</u> | <u>Suggestions/Criticisms/Questions</u> |
|-----------------------------------|--|--|
| <p>A.D.'s mother 11/12/04</p> | <p><u>Silent Reading:</u> This is just great! Students busy reading, focused and excited. Students have dictionaries to assist them with difficult words while reading – very important and necessary. Students I talked with really enjoy the book they're reading. Ms. Coombs is helping and supporting students with reading.</p> <p>There is evidence of empowerment. Reading is very important for students to excel in their academics. The students and teacher are very engaged in groups, comfortable in groups and focused. Reading groups were in a very organized fashion and shows students do book reading daily.</p> <p><u>Partner Reading:</u> Partners focused, following along with reading and facing one another. Students are participating in ways comfortable to them.</p> <p><u>Group Discussion:</u> Some students are able to have a good discussion in a group and follow directions. Students brought lots of questions to the group. The group worked as a team, assisting each other when necessary.</p> | <p><u>Partner Reading:</u> Some students looking around the room (off focus)</p> <p><u>Discussion:</u> One group is not doing anything. Seem confused and unsure of what question to discuss. Lots of moving around.</p> |
| <p>Y.A.'s mother 12/8/04</p> | <p>The teacher helps the student. The student ask the teachers some questions and the teachers answer the questions. The students look happy. What I really like about the class the teacher listen to each student and help them and all works together.</p> | |

| | | |
|-----------------------------------|--|---|
| <p>A.V.'s father 12/17/04</p> | <p>The teacher has a good way of teaching the class. She is a good teacher. The students have a great communication with their teacher. Their reading is sometimes hard and sometimes easy.</p> | |
| <p>J.B.'s mother 2/10/05</p> | <p>Students were respectful and very considerate to one another. They listen to one another's thoughts and opinions. No one dominated the conversation, so everyone was able to give very good feedback. The students took turns speaking. The students gave well thought out answers to questions asked. I think they learned a lot about MLK Jr. They each had excellent input, which made things go smoothly.</p> | |
| <p>A.D.'s mother 2/11/05</p> | <p><u>Silent Reading:</u> Lots of reading taking place – Good thing Team work among two students – Great All students focused/into their reading material. – Great Teacher interaction with student who needs help with reading material – Important and great</p> <p><u>Partner Reading:</u> Partners reading together, taking turns – like it. It's important for all students. Partners know the routine well and enjoy the story they are reading. – Important for the environment in the classroom Partners enjoy reading out loud. – Good Teacher observing and walking around classroom to assist as needed. – Great Student receiving support and assistance with reading from staff – Great and needed for those struggling with reading Students very comfortable/excited reading with a partner and having someone to listen and follow through as they read. – Good.</p> <p><u>Discussion Groups:</u> At two tables, students took charge and immediately went into discussion of their book. – Good and shows focus.</p> <p><u>Overall:</u> Reading is taking place and that's a good thing. Students are showing a big interest in literacy.</p> | <p><u>Discussion Groups:</u> At one groups, students not sure who should start with questions. One student wanted to talk about something else. Not organized for discussion. – Not good</p> <p>At one group, students getting off task due to playing and not being focused.</p> |

Appendix 12

Video Transcript of Book Group Discussion of Third Grade Detectives, November, 2004

Teacher: ...I also was with a partnership where one of the partners wasn't being a good partner. It's not okay to not be a good partner. Your job is to help the other person read. The partnership I was with, the person wasn't paying any attention to whether the reader was reading the word right or wrong until I got angry with her, and then she started to. You're not allowed to not pay attention. When the partner is reading, it's like you're the teacher or something. Do I ever go, "Blah, blah, blah" when you're trying to read?

Students: No.

Teacher: Sam? No. So you don't do it. You're her helper. She needs you. And when you read, you need her. ...Alex, you should not be smiling because yours was the partnership that was a problem. You weren't trying to get her to help you. You were just reading words, making mistakes and you didn't even care about it. That's not okay. This is our time to learn, and we're all very smart in this room, and we all have a lot of ways to help someone else learn.

(To Sam, about an earlier problem) So, you'll just write an apology letter at recess, okay.

Alright, so today is the first day we get with our bigger groups...

(Teacher directs students to places on the carpet and counts down.)

You have six minutes, go.

Ben: OK, I have a question. Right here, on page, this page, 14, picture. Why...Is that a real clock or is that just a mind clock? (Ken and Kelly raise hands.) Kelly?

Kelly: I think it was a mind clock, because you see, she's thinking and thinking...(unintelligible) and a bigger circle.

Ben: I need another opinion. I need another opinion! Ken?

Ken: Yeah, that is her mind clock.

Ben: Okay, and, I have a comment, disagree or agree. (Kelly puts her thumb up – the class Agree sign) Mmmm...Is that a wig or not?

Ken: Or not.

Ben: (To Ken) You don't do that. (Kelly shrugs. This is the class I Don't Know sign) Is that a boat, or a wig or a bird on the top of her head? Kelly?

Kelly: I think, because you see the face. I think that's a face and then she has a real ponytail and that's the boat.

Ben: One more opinion...Okay... I mean your turn.

Kelly: Okay, I want...I have a question.

(Bell rings)

Ken: She's got one more minute.

Kelly: I don't know why, I was just looking through the book, and I saw all these pieces of paper on the floor. What is that?

Ken: I was just looking through pages, and I found this.

Kelly: Ben.

Ben: What page is it on?

Ken: 23.

Kelly: Yeah, 23.

Ben: 23. Right here?

Kelly: Uh-huh.

Ben: I think it's because...I guess the top of the roof, it has a little thing where the pages...Oh I think it's a mailbox where (unintelligible)

(Bell rings)

Kelly: Your turn.

Ken: My turn! My turn! I think this page is cool.

Ben: Why?

Ken: I don't know why. You know, but I always knew that the secret code was envelope. I always knew it.

Kelly: You did?

Ken: Yeah.

Kelly: What page is that on?

Ken: 26...You just have to find it out.

Ben: I told you...(unintelligible)

Kelly raising her hand, while Ben shows something to Ken in the book. Kelly puts her hand down, saying, "okay."

Ken: I don't understand. How could there be two e's in envelope put together. That's what I don't understand. Let me call on somebody. Raise your hand (unintelligible)

(Bell rings)

Conversation continues for three more minutes.

Appendix 13

Video Transcript of Book Group Discussion of A Cat's Whiskers, December, 2004

Me: You have eight minutes. What do we have to remember to ask? What will I be listening for? ...I was hoping more than one, more than two people knew. I was hoping more than three people would know. What do we have to remember? B.

B: To ask more harder questions.

Me: And how might a hard question start? What's one example? Call on somebody B.

K.: You can start like, "Why did the author write something."

Me: Why did the author write... And are we talking about the photos?

Class: No.

Me: No. Not really. That's not as hard.

I turn to whisper to two students next to me. "So you both have checks next to your name...okay"

Me: Okay. Start.

K: We'll go counter-clockwise. Me, then you-

R: No, that's clockwise. Me, then her, then you.

K: Okay, clockwise.

R: What helps a cat – I have a question. What helps a cat move quickly?

K. and E. raise their hands. R. points to K.

K.: You could say my name. The pads on its feet.

R: Uh, I need another opinion. Uh, okay. I mean, uh, could everyone go to page 6.

K. and E. turn to page six.

K. (smiling): I'm on page six.

R: Let me see. (He reaches for K.'s book.)

K: No. (Pulls book close to his face.)

R.: If you was on page six, you wouldn't be...

R. pulls the book from K.'s face. K. holds onto the book.

R. and K. talk unintelligibly back and forth.

K.: Hurry up author, ain't got all day. (K. looks up at the board.) Guess what Areli wrote up there. $B \times 1 = 10$

Bell rings – One minute has passed.

R.: K. could you let me say my question?

K: No. Sure. I mean yes.

R.: Why is page six and the cover of the book look the same.

K: That's a question about the illustrations.

R: Oh yeah.

K.: Why did the author write what.

R.: Why did the arthur...

K.: Author.

R.: Why did the author write um...that...the tail of a cat helps the cat keep its balance?

K. raises his hand.

R. points to K. and says his name.

K.: Maybe because it does help keep its balance.

Bell rings – 2 minutes has passed.

E. (to R.): That was a hard question.

K: Okay. My question. Why did the author write...Why did the author write that a cat...(Kevin points to words on the page.)? Why did the author write that?

R. What?

I come and tell E. to turn her body towards the group. She does.

K.: Why did the author write that? (Kevin runs his finger along the page.)

R.: I don't know what that is.

E. says something unintelligible, pointing to the page K. is on.

K.: Why did the author write, "Did you know that a cat's sense of smell is better than its eyesight?"

R.: That's because-

K.: Eh! I didn't call on you. Raise your hand. (E. raises her hand.) E.

E.: Huh?

K.: R.

R.: Maybe because...

E.(making repeat signal): I want you to repeat.

K.: Why did the author write that a cat's sense of smell is better than its eyesight?

Bell rings. Three minutes have passed.

R. (pointing to E.): Your turn.

E.: Uh, because...because, um...animals...

R.(pointing to K.): Oh, you still have one minute left.

E.: Um, like why...it's because...it's because...the author wrote it and he wants you to know that.

K.: I need another opinion. Ray Ray.

R.: R.

K.: I mean R.

Bell rings. Four minutes have passed.

R.: Time's up.

K.: E., your turn.

E.: Um. Why...what does...what do you think...what do you guys think cats eat?

K. and R. raise hands.

E.: K.

K.(folding arms): Catnip.

R.: Huh?

K.: Catnip.

E.: What's that?

K.: It's food. It's cat food.

R. is raising his hand.

Bell rings. Five minutes have passed.

E.: Uh...Did you know...Why did the author...Why did the author write about the teaching notes?

K: Teaching notes?

E.: Teaching notes.

K.: Where?

E.: Right there. (She points to the inside of the front cover.)

K.(looking at the back cover): Those are book titles.

E. shows K. the page in his book.

E.: Right there. Why did the author write the teaching notes?

K. and R. read the page silently.

E.: Um, I need somebody to answer my question.

R.: What's that?

K.: Yeah, what are the teaching notes?

E.: Um, I need somebody to answer my question.

Bell rings. Six minutes have passed.

R.: Time's up. We've got two minutes left.

E. and R. say at the same time:

E.: I need somebody...I need somebody...I need somebody to um, answer my question.

R.: You got two minutes, I got two minutes and you got two minutes.

K. and R. raise hands.

E. calls on K.

K.: No, I have a question of my own. Oh, yeah, there are teaching notes. (Shows the page to R. and E.) Teaching. Notes.

R.: Because they want us to know what the book is about.

E.: It says (unintelligible - reads from book.) See, it's not about that. It's about (unintelligible).

R.: You don't have to say it like that. All you have to say is (unintelligible).

E.: I was just saying, to give you a hint.

Bell rings. Seven minutes have passed.

K.: Wait, if you knew the answer, why did you ask us?

R.: Yeah.

E.: I have to ask you a question.

R.: If you knew it, then why did you ask?

E.: I've just got to ask good questions.

R.: If you already know the answer to what the question is, why are you going to ask the question?

K.: Yeah.

R. starts talking about a cat's nine lives. "...They say it has nine lives because it doesn't get hurt that easily."

E.: You just called out, you know.

R.(putting his book over his mouth): Oh, yeah. Sorry.

Me: Si...len...ci...o

Class goes quiet.

Me: Okay, people in the discussion, we're starting with the person closest to the door. (I turn to one student - "There is no moving or speaking or moving that needs to happen.") That person is going to say what the best part was. We go around in the circle. Each person says what the best part was. We're only doing best. Go.

R.: The best part was when we all got a turn to discuss.

K.: The best part was when it was...Discussion time.

E.: The best part was when you guys were listening and paying attention. I really appreciate that. When you used to have a short attention time, but now you don't K. And I'm happy that you don't anymore. I really appreciate that you guys were listening and paying attention.

Me: That's time. Now, person closest to the door, starts with, if there was a worst part, say it. If people need to say their apologies, then say them.

K.: There was no worst part.

E.: There was no worst part.

R.: The worst part was when...

K.: Oh, I know a worst part. The worst part was when, the worst part was when Book Group Discussion was over.

K., E. and R. sit silently while other groups finish.

Me: That's time. And now, if you learned something, and I hope you all learned something. This is new. We haven't done this. Person at the door goes first. (Turns to two students - "So, I'm watching you two, because you asked to be partners. I'm seeing if I can ever let you be partners again." Student answers, "I know. I hit my head." Me: "So don't move your body around so much. No other group is moving their body around.") .So, you're going to say, "I learned ch, ch, ch." Start with the person at the door. Go.

R.: I learned (unintelligible)

K.: I learned to not talk about (unintelligible).

E.: I learned about cats. And I learned that um...I learned a lot of things I didn't know about cats. And that's all.

K. whispers something.

R.: What?

K.: What?

K. and R. say back and forth, "You said what." "No, you said what."

R.: I learned that cats are not invertebrates.

K.: What are invertebrates?

R.: Invertebrates are animals that do not have a backbone.

K.: I learned-

Me.: Okay, that's time. Here's your Reflection Papers. You have two minutes, and there's no more speaking.

Table 14: Book Titles for Book Groups

| | |
|--|--|
| <p>9/20-9/24 9/27 –9/31</p> | <p><u>Martin Luther King, Jr.</u> <u>Amelia Earhart</u> <u>Heroes</u> <u>Dinosaurs</u> <u>Fossils</u> <u>Dolphins</u></p> |
| <p>10/4 – 10/8 10/11 – 10/15</p> | <p><u>Henry and Mudge and the Happy Cat</u> <u>Amber Brown is Not a Crayon</u> <u>The Chalk Box Kid</u> <u>Abe Lincoln’s Hat</u> <u>Junie B. Jones and Her Big Fat Mouth</u></p> |
| <p>10/18 – 10/22 10/25 – 10/29</p> | <p><u>I Live On A Farm</u> <u>Alex Lee: A Chinese American</u> <u>John Henry</u> <u>Animals From Long Ago</u> <u>Diego</u></p> |
| <p>11/1 – 11/5</p> | |
| <p>11/8 – 11/12</p> | <p><u>Poppleton in Winter</u> <u>Third Grade Detectives</u> <u>Abuela’s Weave</u> <u>Tikki Tikki Tembo</u> <u>A Chair For My Mother</u></p> |
| <p>11/15 –11/19 11/30 – 12/3</p> | <p><u>Clinging Sea Horses</u> <u>Spiny Sea Stars</u> <u>Race to the South Pole</u> <u>Alexander Graham Bell and the Telephone</u> <u>Duke Ellington</u></p> |
| <p>12/6 –12/10 12/13 – 12/17</p> | <p><u>A Cat’s Whiskers</u> <u>Earthworms</u> <u>Dogs</u> <u>Snakes</u> <u>Frog</u></p> |

| | |
|------------------------------------|--|
| <p>1/4 – 1/14 1/17 – 1/28</p> | <p><u>Money Troubles</u> <u>Donovan’s Word Jar</u> <u>Helen Keller’s Teacher</u> <u>Balto and the Great Race</u> <u>John Henry</u> <u>Abuela’s Weave</u></p> |
| <p>1/31 – 2/4</p> | |
| <p>2/7 – 2/18</p> | <p><u>Stone Fox</u> <u>I Have A Dream</u> <u>Amigo</u> <u>Charlie and the Chocolate Factory</u> <u>Diego</u></p> |
| <p>2/28 – 3/4</p> | <p><u>Stone Fox</u> <u>Amigo</u> <u>Super-Fine Valentine</u> <u>Charlie and the Chocolate Factory</u> <u>Diego</u></p> |
| <p>3/7 – 3/11 3/14 – 3/18</p> | |
| <p>3/28 – 4/1 4/4 – 4/8</p> | <p><u>Credit Cards and Checks</u> <u>Yard Sale</u> <u>Your Allowance</u> <u>Gold</u></p> |
| <p>4/11 – 4/15 4/18 – 4/22</p> | <p><u>Mars</u> <u>Moonwalkers</u> <u>The Story of Money</u></p> |

Appendix 15: Explanation of Research

I am researching the question: **What is an empowered child?**

Currently, I consider an empowered child the following:

- An empowered child actively and critically engages with the curriculum
- An empowered child acts accustomed to the rights and responsibilities of full citizenship in a democratic classroom.
- An empowered child engages in conversations about his/her experiences and knowledge base.
- An empowered child notices his/her experiences and knowledge base used to shape the curriculum.
- An empowered child participates in ways comfortable to him/her.
- An empowered child feels respected.
- An empowered child does not feel hindered by status issues.
- An empowered child feels emotionally and physically safe and has an understanding of how the systems in the classroom function.
- An empowered child feels competent.
- An empowered child is learning to take charge of his/her life and feels both autonomy and belonging.
- An empowered child feels his/her teacher provides adult guidance, authority, care and commitment.

My research focuses on three parts of our day:

1) Reflection Journals

Monday –Friday, 8:30 – 8:40

Friday. 2:45 – 3:00

2) Book Groups

Monday –Friday, 10:15 –11:00

The actual discussion takes place from 10:50 to 11:05. Before that, students are silently working.

3) Social Studies

The time is still changing. It usually happens from 1:45 – 2:30 on Mondays and Tuesdays.

Any time you come into the class to observe, please respond to the questions on the other side of this paper.

This paper will always be on the black shelves to the left of the door. Please feel free to come any time, even if it is not one of the three research times

Appendix 16: Observer Template, October, 2004

Observer Name: _____

Date: _____

Time: _____

What are the students and teacher doing?

What are the students and teacher saying?

Is there evidence of empowerment, based on the criteria on the other side of this sheet?

Appendix 17: Observer Template, November 2004

I am researching the question: **How does Book Groups empower my students?**

Book Groups:

Monday –Friday, Silent read/Packets 10:15 –10:45, Partner read and discussion: 10:45 to 11:05.

I consider the actions of an empowered child to be:

- An empowered child actively and critically engages with the curriculum.
- An empowered child acts accustomed to the rights and responsibilities of full citizenship in a democratic classroom.
- An empowered child engages in conversations about his/her experiences and knowledge base.
- An empowered child notices his/her experiences and knowledge base used to shape the curriculum.
- An empowered child participates in ways comfortable to him/her.

Observer Name: _____

Date: _____

Time: _____

What are the students and teacher doing? What are the students and teacher saying?

Is there evidence of empowerment, based on the criteria at the top of this sheet?

Appendix 18: Observer Template J anuary 2005

I am researching the question: **Are my students growing more empowered through Book Groups?**

Book Groups:

Monday –Friday, Silent read/Packets 10:15 –10:50, Partner read and discussion: 10:50 to 11:10.

I consider the actions of an empowered child to be:

- An empowered child actively and critically engages with the curriculum.
- An empowered child acts accustomed to the rights and responsibilities of full citizenship in a democratic classroom.
- An empowered child engages in conversations about his/her experiences and knowledge base.
- An empowered child notices his/her experiences and knowledge base used to shape the curriculum.
- An empowered child participates in ways comfortable to him/her.
- An empowered child is growing competent.

Observer Name: _____ **Date:** _____ **Time:** _____

Is there evidence of empowerment, based on the criteria at the top of this sheet?

Appendix 19: Observer Template January 2005

I am researching the question: **Are my students growing more empowered through Book Groups?**

Book Groups: Monday –Friday, Silent read/Packets 10:15 –10:50, Partner read and discussion: 10:50 to 11:10.

I consider the actions of an empowered child to be:

- An empowered child actively and critically engages with the curriculum.
- An empowered child acts accustomed to the rights and responsibilities of full citizenship in a democratic classroom.
- An empowered child engages in conversations about his/her experiences and knowledge base.
- An empowered child notices his/her experiences and knowledge base used to shape the curriculum.
- An empowered child participates in ways comfortable to him/her.
- An empowered child is growing competent.

I consider the feelings of an empowered child to be

:

- An empowered child feels respected and is not hindered by status issues.
- An empowered child feels emotionally and physically safe and has an understanding of how the systems in the classroom function.
- An empowered child feels competent.
- An empowered child is learning to take charge of his/her life and feels both autonomy and belonging.
- An empowered child feels his/her teacher provides adult guidance, authority, care and commitment.

Observer Name: _____ **Date:** _____ **Time:** _____

Is there evidence of empowerment, based on the criteria at the top of this sheet?

(Please use the back)

What are the students doing and saying?
think about this?

What is the teacher doing and saying?

What do you

Appendix 20: Student Interview Template

Student Interview

Name: _____

Date: _____

If possible, please interview a student or few students to find out their thoughts and feelings during book groups and record your questions and their responses. The purpose of this interview is to collect data on whether students feel empowered during book groups.

I consider the feelings of an empowered child to be

:

- An empowered child feels respected and is not hindered by status issues.
- An empowered child feels emotionally and physically safe and has an understanding of how the systems in the classroom function.
- An empowered child feels competent.
- An empowered child is learning to take charge of his/her life and feels both autonomy and belonging.
- An empowered child feels his/her teacher provides adult guidance, authority, care and commitment.

Examples of some questions to ask the student:

What is supposed to happen during book groups?

How did you feel during book groups?

What does the teacher do during book groups?

How do you feel about your book? Can you read it? Why are you reading this book?

How do you feel about the book group packet? Is it too hard, too easy or just right?

(Please use the back of the page also.)

Table 1: Students' Daily Reflection Responses about Book Groups

| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
|--|--|---|
| <u>1-Nov</u> | | |
| Nothing was the best part | When she (Ms. Coombs) gave me a check. | I did not learn anything today. |
| When we were reading. | When I said, "So what." | I learned very good. |
| The best part of book group discussion was when we take turns. | There was no worst part. | I learned to be serious. |
| It was great. | That we didn't get turns. | That we read great. |
| My partner | My turn | I didn't know. |
| When she asked me a question. | When she talked to someone else. | When you got to listen to your partner. |
| That A. was listening to me. | That she was not looking at the book | To say something to your partner. |
| Nothing was good. | Everything was worst. | I did not learn anything. |
| The best part was when he let me speak. | When we didn't have enough time. | I learned that sometimes we say the same thing. |
| Reading to my partner. | Nothing. | A lot of things like listening to my partner. |
| It was fair because we both got 2 minutes. | There wasn't anything that was wrong. | I learn what my partner like about the book. |
| The best was when we talked about the big head. | There wasn't a worst part. | I learned Book Group is important. |
| When he read the book. | When he read a long time. | I learned how to read a book. |
| It was fun and helpful. | Nothing was worst. | I learned about a little Spanish. |
| It was when S. was talking about pedicoon. | Nothing. | Spanish word. |
| Talking about it. | Nothing. | To work together. |
| When we read to our partner. | When we talked about the book. | That she buyed a chair. (A Chair for My Mother) |
| <u>2-Nov</u> | | |
| That when they went on a trip | I could not get the word right | I learn that sheep are not real that all. |
| That we all had turns in book | That we were shouting | We were learning about |

| | | |
|---|---|--|
| group. | | snow. |
| S.'s turn | My turn | About my partner |
| Nothing | Everything | I did not learn anything |
| It was when I learned new words | Nothing. | I learned that about the book is she sale of the stuff |
| That everyone was talking about it like taking turns | Nothing. | That everyone was nice |
| I like when J. asked a question | I didn't like when Kevin play when I was talking. | I learned that you can work together. |
| The best part was that they was listening to me | Nothing was the worst | That you have to listen to your team |
| When J. asked a question | One person | I learn a lot from Cris. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| When we both helped each other | When we didn't have enough time | I learned that always listen. |
| The best part was when we talked. | There wasn't a worst part. | It is important to listen to others |
| When I ask questions | When they didn't listen to me. | You need to listen to them. |
| It was good having partners. | Nothing was the worst part. | I learned a lot. |
| That we work together | Their was nothing. | Do not call out. |
| When he read the book right to me. | When we got stuck on a word. | I learned how to read a book right. |
| The best part was reading. | Nothing was. | I learned how to make a weave. |
| Everything was great. | Nothing, but I was laughing too much. | I learned a lot today from my book. |
| When I was reading with my partner. | When K. did not pick on me when she asked a question. | That helping people is very nice and a good thing to do. That is what I learned today. |
| The best part of book group discussion was that everybody was fair. | There was no worst part. | I learned how to know when to stop talking. |
| That other people were being nice to me. | A. was not being nice to me when I was saying something to the group. | That sometimes you can learn from other people what they like from the book. |

| | | |
|---|--|---|
| 3-Nov | | |
| Everything was the best. | When somebody in my group said they did not get a turn when did. | About my book. |
| Best part is when they were talking about the chair. | Worst one was nothing. | I learned that A. and R. asked a question. |
| When he talked. | He didn't talk that much. | That always try to think of a question. |
| The best part was when we asked questions. | There wasn't a worst part. | I learned book group discussion is important. |
| They put thumbs up. | Nothing was. | You have to listen more. |
| Reading with my group. | Nothing. | Reading and doing definitions. |
| We all got to talk. | A. said, "You're not going to pick me," and I felt bad for her | About the rest of the book. |
| When I was reading my partner listened to me. | When I was talking to the group. | About the book. |
| The best part of book group was when I asked a question and my group answered it. | There was no worst part. | I learned a lot by asking questions. |
| The best part was when we read the end. | Nothing was the worst part. | I learned a little Spanish from the book. |
| When we read the end. | Nothing was the worst part. | The Mexican food. |
| When we all had turns talking. | No answer. | That we read <u>Poppleton</u> together. |
| When S. asked a question. | When J. didn't pay attention. | I learned good things. |
| It was so good. | Nothing was the worst thing. | I learned so so much. |
| When C. asked a question. | X | I learned a lot from C. |
| My turn | J.'s turn | |
| When sheep wake up he grab the rails. (<u>Sheep on a Ship</u>) | That he was a pirate | Sheep can not talk and sheep cannot make funny sound. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| 4-Nov | | |
| That we listen to each other | That P. talked in the end of it. | That if you listen to your partner you can learn something. |

| | | |
|---|---|--|
| I liked it all. | It wasn't. | I didn't learn anything. |
| I hated everything because of P. | I won't tell you. | When he read good. |
| Nothing. | Everything. | Nothing. |
| Everything. | A. was not talking. | Reading with my partner. |
| C.'s turn | J.'s turn | About C. |
| The best part was when they listen to me. | Nothing was. | You have to ask hard stuff. |
| When we all got to talk. | When A. didn't talk. | We all need to talk. |
| When we read. | Nothing. | That in the book, Chinatown is in San Francisco. |
| The best part was when we made summaries. | The worst part was when A. kept closing the book. | I learned how to make summaries. |
| When my partner was reading. | When I was talking. | I learned everything about the book. |
| Everybody was nice. | A. was interrupting me. | I learned what B. |
| We read together. | Nothing. | New word. |
| Doing a lot. | Nothing. | Nothing. |
| It was great because we asked questions. | Again, it was not the worst part. | I learned a little Spanish. |
| We got a turn. | I stole K.'s turn | We Discussion about the snow. |
| That they asked harder questions. | Nothing. | They asked harder question for me. |
| When J. asked a question. | X | I learned good things. |
| The best part was when we were happy. | The worst part was when he couldn't ask his question. | I learned that always say something. |
| 5-Nov | | |
| I talked. | P. didn't (talk). | When you have to all talk. |
| The best part was answering the question. | Nothing. | Take turns. |
| That they asked question. | That one person didn't talk. | That everyone talk everyone but one person. |
| The best part was when I did a summary. | Nothing was again! | I learned how to make a weave. |
| C.'s turn | My turn | Nothing. |
| That we was nice to each other. | Nothing was. | I learned to be nice to each other. |
| We all talked. | A. talked a lot. | We got to remind A. to |

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| | | not take over. |
| The best part was when I learned a new word. | Nothing. | Whenue did a discussion about a summary. |
| Nothing. | Everything | Nothing. |
| It was so so good. | Nothing is the worst. | I learned a lot from my partner. |
| When the sheep said Land Ho. | Nothing. | Nothing. |
| | Everything | I learned that the book has math. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| The best part was when we talked. | There was no worst part. | I learned about spies. |
| When K. asked a question. | X | I learned good things. |
| D. talk and M. talk and I talk. | B. did not talk. | Nothing. |
| That we answer some discussion. | No answer. | That we read the book. |
| Nothing was good. | I did not like the check Ms. Coombs. | I did not learn anything. |
| The best part of book group was when we took turns. | The worst part was when A. didn't talk. | I learned to talk even if I don't have nothing to say. |
| When K. asked a question. | X | I learned a lot from C. |
| | | I learned that you have to listen to your partner! |
| We all got to say something. | A. didn't get a turn. | |
| 8-Nov | | |
| B.'s turn. | My turn. | More |
| Everything was the best. | Nothing was worst. | I learned a lot. |
| I asked J. why he has a long name in the book. | There was no worst part. | I learned how to ask someone something if you don't know it, but the other person does. |
| We talked fairly. | No worst part. | We take turns. |
| That they put thumbs up. | Nothing was. | That you have to be nice. |
| The best part is the book. | Nothing. | That we need more questions. |
| When she spoke. | When I didn't have a real partner. | I learned that it is okay if you don't have a partner. |
| It was all good. | I liked it all. | I learned Book Group discussion is important. |

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| That the book had good painting. | No answer. | That the chair had flowers on it. |
| When A. read it right. | When A. got stuck on the word. | I did not learn nothing today. |
| When S. asked a question. | X | I learned Reverso go near the wall. |
| We asked very hard question. | There was not anything bad in book groups. | I learned what my new partners liked. |
| The best part was when we read the book. | Nothing went wrong. | I learned to listen to your mother. |
| When I asked J. a summary. | Nothing. | About a girl. |
| Saying questions. | Nothing. | That pigs are clean. |
| The best thing was me talking. | S. wasn't talking. | I learned to listen to people. |
| 10-Nov | | |
| That when you talk to the group | Nothing. | I learn that you can move. |
| My turn. | B.'s turn | Not much. |
| We all were nice to each other | K. put the peace sign up to me and B.'s head. | That K. is nice sometimes but not all the times. |
| That we made good question in our group. | No answer. | That the chair had roses. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| That everyone talked in my group. | Nothing worst. | That the group need more question. |
| Everything was the best. | Nothing was the worst. | Some Spanish. |
| When J. asked a question. | When S. interrupted me. | I learn a lot. |
| The best part was nothing. | The worst part was when C. kept on being mean to J., R., and me. | I learned how to listen to my mom. |
| That some people talked. | That S. did not talk. | dot hrey. |
| When we got done with reading. | Nothing was the worst part. But some person was bad when A. did not listen to me when I was talking. | I learned how to take turns. |
| The best part was the hard questions I heard. | The worst part was when C. yelled out. | I learned not to yell out in book groups. |
| The best part was asking questions. | The worst part was nothing. We were good. | I learned to listen and ask a harder question. |

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| Everything was so so best. | Nothing was worst for me, S., Y, and D. | I learned so much from my friends. |
| It was all good. | The worst part was when they started to argue. | I learned reading fats isn't good. |
| When we had a turn. | When it was over. | I learned that book groups is fun. |
| We all talked. | No worst part. | We all need to talk. |
| They were all happy. | Nothing was. | You have to sit in a square. |
| 12-Nov | | |
| When I ask new questions | Nothing. | About family. |
| My turn. | B.'s turn | Nothing. |
| We all talked about the book. | A. took over again. | We all supposed to talk about the book. |
| X | X | X |
| I like all the questions. | Nothing. | I learned how to answer harder questions. |
| The best part is the hard questions. | The worst part was when S. took over. | I learned how to not take over. |
| When J. asked a question. | X | I learned a good thing today. |
| When we all said questions. | When the last person didn't finish. | I learned that we can always think of questions. |
| The best part was when we asked hard questions. | Nothing was. | You have to ask harder questions. |
| It was when we all talked. | I liked it all. | I learned we should ask harder questions. |
| That everyone talk in my group. | That one person kept asking the same question. | That we need more harder question. |
| Nothing was the best. | They kept talking on my turn. | I didn't learn anything. |
| We shared. | S. did not share. That was the worst. | I learned so little. |
| We answered hard questions. | No answer. | We all found a hard word. |
| When she read it right. | When we all got stuck on a word. | Sorry I did not learn nothing. |
| The best part is when we went in groups. | The worst part is when C. start being bossy again. | I learned how to say a bigger name. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |

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| He asked hard question. | S. didn't listen. | You have to look like you are listening. |
| <u>16-Nov</u> | | |
| D. said summarize the book. | She wasn't listening | People are listening, but they are not looking. |
| That everyone talked in my group. | The worst part was nothing. | That one person talked to together. |
| The best part is when we all took turns reading. | There was no worst part. | I learned that if it is more than a 2 way, to read one page at a time. |
| When we talked. | When he put a thumb down. | I learned to repeat. |
| When we both spoke. | We didn't have enough time. | I learned that we could have fun in book groups. |
| siring | groups | nothing |
| That the sea horses change color. | Nothing. | When they (sea horses) change. |
| When I asked something. | Nothing. | I learned that a sea star is different. |
| I got to speak. | A. was not paying attention. | Very hard question. |
| The best part was when we read. | There was no worst part. | I learned Duke was a good piano player. |
| Reading with my partner. | Nothing. | I learned how to ask harder questions. |
| We both talked. | No worst part. | I learned that we're asking good. |
| Me and R. asked about camouflage. | I wasn't on the right page. | We learned about how the mom gets the babies out. |
| When we were talking. | When I was reading. | I learned that sea horses change colors. |
| When I got to read the story. | When they did not pay attention to me. | I learn nothing today. |
| The best part was that we both were happy. | Nothing was. | That you have to listen to your partner. |
| Nothing was the best part | Nothing was the worst part. | I did not learn anything. |
| <u>17-Nov</u> | | |
| Everything was the best part. C. was my partner and Ms. Coombs | Nothing was the worst part. | I learned about Christopher Columbus. |
| When A. was here. | When A. went under the table. | I learned good things. |

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| The best part was when we did partners. | The worst part was when someone was rude. | I learned about Duke. |
| There was no best part. | When people weren't serious. | I didn't learn anything. |
| We learned about when the sea horses eat. | That A. was playing. | No answer. |
| When I was reading. | When I was talking. | I learned that the sea horses eat food. |
| We all got a turn. | When people were making noise. | I learned that we always have to talk. |
| The best part was our discussion. | There was no worst part. | I learned that I should not waste time. |
| My turn. | R.'s turn. | Not much. |
| That everyone talked. | Was nothing. | That everyone need hard question. |
| When he talked right. | When he made me laugh about mashed potatoes. | You should ignore people if they make you laugh. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| We all talked. | No worst part. | I learned that A. doesn't supposed to talk. |
| | Nothing. | I learned about a man named Robert Scott. |
| The best part was when B. reading. | Nothing was. | I learned about a new person. |
| We asked harder questions. | Nothing. | About an important man. |
| S. put thumbs up. | Nothing was. | You have to be nice to your group. |
| <u>19-Nov</u> | | |
| When I got to read. | Saying there | About the book. |
| It was great. | We had an argument | That we answer the question. |
| I learn a lot. | Nothing was the worst. | I learn so so much. |
| Nothing was the best. | I argued. | I did not learn anything. |
| That we were all good. | No answer. | That we read the book good. |
| When S. asked a question. | X | I learned a good thing. |
| When we all spoke. | They didn't talk much. | I learned that talk more. |
| We talked. | There wasn't a worst part. | I learned sharing ideas are fun. |

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| The best was reading. | The worst part was I was mad. | I learned how to learn. |
| The best part was the groups. | The worst part was nothing. | I learned how to say a long name. |
| The best part was when I had asked about a summary. | The worst part was nothing. | I learned important part about the story. |
| The best part was when everybody got a turn. | There was no worst part. | I learned how to figure out a way to use the extra minutes. |
| I did have a good book group. It was nice to their mother. | Nothing. | I did not learn anything. That they were being nice to her. |
| The best part is when she read right. | I hated when she read wrong. | |
| We all talked. | She took over again. | She doesn't supposed to take over. |
| X | X | I learn from B. |
| We all got to talk. | There was not a worst part. | I learned what everybody liked. |
| <u>29-Nov</u> | | |
| I got a new partner. | Nothing. | About a man I never heard of. |
| I don't have a part. | I don't have a part. | I did not learn anything. |
| We didn't have a problem. | No answer. | That the South Pole is cold. |
| Fine. | Fine. | Fine. |
| When I talked. | When A. talked. | Nothing. |
| No best part. | No worst part. | I learned we got to take turns. |
| When we talked. | I liked it all. | I learned you should share ideas. |
| It was how we ask hard questions. | There was not worst part. | I learned that I should give up my minutes to help a person. |
| We all got to talk. | J. didn't get to talk that much. | What my new partners liked about the book. |
| That we talk. | It was not bad. | I did not learn. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| When I was talking. | When I was reading K. was moving. | That sea stars eat. |

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| Everything. | Nothing. | I learned absolutely nothing. |
| He was nice to me. | Nothing was. | I learned that you have to give your partner more minutes. |
| When I got to read a lot in class. | When I got a check when I did not do nothing! | Nothing. |
| When K. asked a question. | There was not now problems. | I learned to ask question. |
| That my partner ask a question and I answer it. | The worst part was nothing. | That ask more question. |
| Everything was the best. | Nothing was. | I learned so so much! |
| When we all had time to speak. | When one of us was playing too much. | I learned that you could teach someone. |
| The best part was when we read the book. | Nothing was. | I learned what a pride. |
| Reading. | Nothing. | I learned how to read fast. |
| <u>30-Nov</u> | | |
| When B. asked a question. | | I learned that a sea horse has a pach. |
| We all talked. | No worst part. | I learned we need to take turns. |
| When I was talking. | When I was reading. | I learned about the book. |
| We got good compliments | Nothing was! | I learned to be a nice partner. |
| It was who we all got turns. | It was no worst part. | I learned to be a good partner by asking if my partner wants to go first. |
| When K. spoke. | When S. put a thumb down. | I learned that the South Pole is good. |
| R.'s turn | A.'s turn | About my partners. |
| The best part was when we did groups. | The worst part is when C. was talking to another group. | I learned about Robert Scott. |
| We got to talk. | Other people were loud. | What S. liked about the book. |
| When I got to read. | When we messed up. | I learned you have to pay attention in class. |
| That I asked a question and S. answered it. | The worst part was nothing. | That ask more question. |
| Nothing was the best. | They did not answer my | I learned nothing. |

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| | question. | |
| Everything in Book groups. | Nothing. | Reading with my partner. |
| When we all spoke. | When people were reading the last page. | I learned to let people talk first. |
| We didn't have problems. | No answer. | We learned about the snow. |
| That we talk about deaf. | Nothing. | I learn about Alexander (Graham Bell). |
| When we communicated. | When we got mixed up. | I learned communicating is good. |
| I likes it all | There was no worst part. | I learned letting other people going is important. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| Nothing was the best. | Worst of all. | I didn't learn. |
| 12/1/04 | | |
| Nothing is. | P., R. They did not like when I read a long page. | I did not learn anything. |
| When I asked a hard question. | Nothing. | I learned about a man. |
| My turn. | When A. did not talk. | About sea stars. |
| There was no best part. | A. didn't talk. | I learned that A. didn't talk. |
| We all had a turn to read a page. | K. was not on the page. | That Scott died in the snow. |
| Reading with my partners. | A. wasn't good. R. was. | How to define words. |
| J. gave his thumb up. | Nothing. | You have to ask harder questions. |
| I had E.. as a partner. | | What E. liked. |
| When S. asked a question. | X | I learned a good thing. |
| J. gave up his minutes. | Nothing was wrong. | I learned that I should try to give up my minutes to someone. |
| When I got to finish my work. | When I was on the rug R. digging in his nose and he put it on the book and I could not hold it. | I did not learn nothing. |
| When I was reading. | A. did not talk. | I learned that they grow legs. |
| Everything was good in my group. | Nothing was wrong. | I learned to give your minutes if your group does not have enough |

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| | | time. |
| The best part is when we did two and three group. | Nothing was bad. It was perfect. | I learned about Robert Scott and his men. |
| 12/2/04 | | |
| I got to answer lots of questions. | | I learned about how Robert got to the North Pole. |
| The best part is when J. went first. | The worst part is when C. was not paying attention. | I learned about Robert Scott and the South Pole. |
| The best part was that we did not have a problem. | No answer. | We learned about how Ronald beat Scott. |
| I got to read with somebody. | There was no worst part. | I learned to be a good partner by listening. |
| When we all spoke. | When they stopped us to answer some questions. | I learned to let people talk. |
| We gave up turns. | Nothing was the worst. | I learned so much about sea stars. |
| The best part was when we reported out. | There was no worst part. | I learned I should explain what I say. |
| I listened to a group. | Nothing. | I learned more about sea horses. |
| When I was reading. | When A. was talking K. was moving. | I learned that sea stars eat mussels. |
| I asked hard questions. | Nothing. | You can report out. |
| When I got to read. | When I had to put a thumb down. | I learned how to read better. |
| When S. spoke. | | I learned a good thing. |
| 12/7/04 | | |
| C.'s turn | K.'s turn | About C. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| I got to talk. | It was not K.'s turn any more and I said the answer, C. said he was going to tell. | What K. liked. |
| When K. was talking. | When K. interrupted me when I was talking. | I learned a good thing. |
| We talked about bald eagles. | No answer! | We learned about when the bald eagles get fish. |
| Nothing was. | Everything. I did not hear | I did not learn anything. |

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| | anybody. | |
| Everybody was good. | Nothing was. | You have to be nice. |
| I learned an important thing today that earthworms do not have eyes. | Nothing. | About earthworms. |
| Reading with my partner. | Nothing. | About dogs. |
| The frog. | dad | Nothing. |
| The best part was when we asked hard questions. | Nothing. | I learned I should ask harder questions. |
| Me and B. talk. | R. was not talking. | I learn about cats. |
| There is no best part. | There is too many girls. | I learned about cats. |
| When I asked a question. | | I learned that worms eat soil. |
| When I got to read a lot. | When S. made me laugh about chuahua and Taco Bell. | I did not learn anything. |
| When I was reading. | When I was reading M. was not on the page I was in. | I learned that frogs can have eggs everywhere they go. |
| When we were talking about snakes. | When we stopped talking. | I learned that I could have fun in book group. |
| That our book group was great. | The worst part was when one person didn't talk. | That ask more question in our group. |
| The best part was when E. asked a hard question. | It is when P. was loud. | I learned I should ask hard questions. |
| P. said what's a Chihuahua. | Nothing was. | I learned about a Chihuahua. |
| 12/8/04 | | |
| When I got to read | When I got in trouble for nothing. | I did not learn nothing. |
| C. was funny. | Nothing was! | You don't need to ask silly questions. |
| That one person ask a question. | Nothing worst part. | That ask more harder questions. |
| Reading with my partner. | Nothing. | I learned about snakes. |
| We had fun. | We were too silly. | What P. liked. |
| The best part was when I got to talk. | Nothing. | I learned to say, "Why did the author write..." |
| When I was reading. | I did not have one. | I learned that eagles eat fish. |
| There was no best part. | There was no worst part. | I learned about bald |

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| | | eagles. |
| When B. talked in his turn. | No problem. | I learned about frogs. |
| Talking about the book. | K. did not have a turn. | About cats. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| We all get a turn to read a page. | No answer. | We learned about hiding places. |
| My turn. | Y. | About R. |
| We asked a hard question. | The worst part A. took the last 2 minutes. | I learned not to take minutes. |
| When people were talking. | When they didn't talk. | To always talk. |
| When R. asked for a summary. | Nothing. | About earthworms. |
| 12/13/04 | | |
| M.'s turn. | My turn. | A lot about M. |
| We all got to read. | Nothing. | I learn about cats. |
| The best part was everyone talked. | The worst part was nothing. | That ask more harder question. |
| The best part was when we asked hard questions. | It is when K. was talking about a TV. show. | I learned that I should say text-to-text and everything. |
| The best part was when we was talking. | Nothing. | High places. |
| When S. followed along what I was reading. | When she kept on telling me louder and the other team said lower. | What she liked about the book. |
| Everything was the best. | Nothing. | I learned a lot. |
| The best part is when K. was paying attention. | The worst part was nothing! (Oprah) | I learned how frogs mate. |
| When we both talked. | There was no worst part. | I learned how to be good. |
| When she listened to me. | When she was in the wrong page. | I learned that puppies are different colors. |
| When we all talked. | No problem. | I learned that animals share their hiding places like a snake and a turtle. |
| Everybody was nice. | Nothing was! | The person who talks least goes first. |
| Asking question. | Nothing. | Reading with R. |
| I liked it all. | Nothing. | I learned Y. doesn't like snake. |

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| Nothing was the best. | When everybody had to put a thumbs down. | I did not learn nothing. |
| D. helped me on the hard words. | There were no problem. | That rattlesnakes eat lizards. |
| When people were doing a good job. | When people were bad and not paying attention. | To do your work. |
| When A. asked a question. | | I learned that worms eat soil. |
| I had a good time. The best part was when I was reading. | | I learned that a snake is different. |
| 12/14/04 | | |
| S. was a good partner. | No answer. | That dogs can walk in six week month. |
| The best part was everyone talked. | That someone took my turn. | That ask more harder question. |
| We asked harder questions. | Nothing. | About cats that I did not know. |
| Nothing. I don't like that group. | Y. did not do anything and she never talks. C. and A. talk toooo much. | I learned that C. and A. is disrespectful and A. only pick people who only spoke Spanish. |
| What was the best part of Book Group Discussion today? | What was the worst part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| When I got to talk. | When P. said the bird head got chopped off. | That birds can swim. |
| The best part is when J. was paying so much attention. | The worst part was nothing. | I learned about a newborn puppy. |
| When we both spoke. | When we didn't have enough time. | |
| Everybody talked. | People made fun of me. | About animals. |
| When I asked a question. | | I learned that if you make a mistake your partner can help you. |
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| When C., B. and Y. was listening. | When A. was not listening. | I learned that they hide. |
| The best part was when we didn't have any problems. | Nothing. | I learned frogs don't walk. |
| When B. and A. and Y. talked. | When A. was being disrespectful to us. | I learned about hiding places. |
| The best part was when we | No worst part. | I learned about eagles. |

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| was laughing. | | |
| Reading with K. and R. | Nothing. | Learning about eagles. |
| When I got to read. | When I wanted S.'s ach ching he did not give it to me. | Nothing. |
| My turn. | R. called out. | Not to call out. |
| The best part is when we all got turns. | Is when I yelled out. | I learned not to yell out. |
| What was the best part of Book Group Discussion today? | What was the hardest part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| 1/31/05 | | |
| The best part was the boys asked harder questions. | Nothing. | About a dog. |
| Switching | Nothing. | Books are fun. |
| Reading with the group. | Nothing. | I learned a lot about questions. |
| Nothing was the best part. | The worst part was when somebody tried to get me in trouble. | I did not learn anything. |
| When J. talked. | When A. did not talk. | I learned about words. |
| When I switched. | When people wasted my minutes. | To have a good attitude. |
| When I got to ask a question. | When A. kept on talking. | Nothing. |
| The best part is when some of the kids were listening to me. | The hardest part is when P. was not listening to me. | I learned that Balto was a great sled dog. |
| No one listened to me. | When C. and J. did not listen to me and they kept on picking on each other. | I learned about the book lots of things. |
| I did not have a best part. | The worst part was when A. took up my minutes. | I didn't learn nothing. |
| I liked everything. | There was no hardest part. | I learned what words I didn't know meant. |
| I like we switch. | Nothing. | I learned that every person is the same. |
| What was the best part of Book Group Discussion today? | What was the hardest part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| It was a great one for discussion time. | The hardest part was that people were taking so long. | I learned that to ask more harder question. |
| That C. was listening to me. | That A. was not listening to me. | That Donovan and his friend were all collecting |

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| | | stuff. |
| It's when we all participated. | There wasn't a hardest part. | I learned that I have to let other people have a turn. |
| People were nice to me. | When I tried to keep my words in but I used R.'s minutes. | What people liked. |
| 2/3/05 | | |
| No one did not pass. | Nothing. | I did not learn. |
| I liked it all. | There was no hardest part. | I learned to be nice to blind people. |
| When people were doing question. | Nothing. | About a dog. |
| Reading in the group. | People were goofing off. | I learned how to respect my group. |
| When I got to read. | When A. was talking. | Nothing. |
| Reading in the group in discussion. | When people were goofing off. | Learning new stuff. |
| There were no best part. | When K. was not listening. | I did not learn anything. |
| We all had turns and didn't fight. | No answer. | That Donovan helped people. |
| The best part was that J. answered my question. | The hardest part was nothing. | I learned to ask more question. |
| I did have a good time at Book Groups. | I did not have a hardest part at Book Groups. | I did not learn today. |
| When everyone was listening to me. | Nothing. | I learned that he does not have a problem anymore. |
| When A. talked. | Nothing. | I learned that when you are talking you should pay attention. |
| It was almost the best part. | S. left the group. | I learned a little bit. |
| B.'s turn | S.'s turn | |
| The best part was nothing. | The hardest part is when kids kept being goofy. | I learned more about Balto. |
| Nothing was. | When people took up my minutes. | That everybody has to learn. |
| Is when we all participated. | Trying not to have any conflicts. | I learned that I have to let other people have a turn. |
| I learned things. | When K. was being annoying. | I learn things from K. |

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| Nothing. | Was when P. said Ali Bama. | Nothing. |
| 2/7/05 | | |
| Reading with my partner. | Nothing. | Asking good questions. |
| The best part is when we all participated. | The hardest part is when how A. tried not to have a conflict. | I learned that I have to give other people chances to answer questions too. |
| When we all paid attention. | When I asked my questions. | I learned to give chances to other people. |
| The best part was everything. | The worst part was nothing. | I learned about Willy Wonka. |
| What was the best part of Book Group Discussion today? | What was the hardest part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| The goodest part is when everybody listened. | Nothing. | Asking good questions. |
| Nothing was the best. | Everything. | I learned nothing. |
| The best part is when C. helped me. | There was no hardest part. | I learned a lot of things. |
| When S. talked. | When nobody was talking. | I learned that I should be nice to people. |
| The best part is nothing because K. was being mean to me. | The hardest part is when people wasted my minute. | I learned that taking turns is good. |
| The best part was that everyone help each other. | There was no hardest part. | I learned that to ask questions about the author. |
| That they was nice to me. | It was not a hardest part. | |
| | S. wasted my minute. | |
| It was when my group was paying attention. | There was no hardest part because it was the best group ever. | About one of my ancestors. |
| I liked it all. | The hardest part was seeing how many minutes each person got. | |
| The best part was when everybody was great. | The hardest part was nothing. | I learned that every has to be in the group. |
| The best part was nothing. | The worst was A. | I learned a little bit. |
| The best part is when I got to read. | The worst part is when I did not get that much work done. | Nothing. |
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| The best part is when you | There were no hardest | I learned a lot of things. |

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| helped me. | part. | |
| Nothing. | When I got in trouble for no reason. | Nothing. |
| I liked it all. | There was no hard part. | I learned about Martin (Luther King, Jr.). |
| When S. talked. | When nobody did a hadit part. | I learned that you should be nice to people. |
| The best part was that everyone listened to everyone. | The hardest part was that people were playing. | I learned that people need to listen. |
| When everyone got a chance to talk. | Was when I tried not to laugh. | What A. liked in the book. |
| There was no problems. | Nothing. | How to summarize the book in 3 sentences |
| Reading with A. | Nothing. | Asking questions. |
| The best part was when everyone was listening to each other. | Nothing. | I learned that Martin was married. |
| No best part. | A. | I learned nothing. |
| The best part was when they were paying attention. | Nothing, because everybody listen. | About Martin Luther King. |
| That B. listening to me. | That 2 persons was not listening to me. | I learn nothing. |
| That B. was listening. | No answer. | Diego was a very good artist. |
| I don't have a best part. | I don't have a hardest part. | I didn't learn anything. |
| When everybody listened. | There was no hardest part. | You have to be a good partner. |
| What was the best part of Book Group Discussion today? | What was the hardest part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| The best part is when we participated. | There was no hard part. | I learned that I help other people too. |
| The best part was when B. and K. were listening. | The hardest part was when M. was mean. | I learned that Willy's dog died. |
| The best part was when everybody talked. | Nothing. | I learned about the chocolate factory. |
| The whole time. | Nothing. | A lot. |
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| When B. talked | When S. and M. talked. | |
| That we get to talk. | There was no hardest part. | I did not learn. |

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| No problems. | Nothing. | How to make summaries. |
| I did not have a good book groups today. | I did not have a good book group. | I did not learn anything today. |
| The best part was when everyone was paying attention. | There was no hard part. | |
| The best part was when everyone was listening to each other. | Nothing. | I learned that Martin helped people a lot and he worked and he worked hard and he gave him money. |
| The best part was when everybody listened. | I don't have a hardest part. | I learned how to be a good partner. |
| I don't have a best part. | I don't have a hardest part. | I didn't learn anything. |
| The best part is when we all participated. | The hardest part is when A. said, "Eya." | I didn't actually learn anything. |
| The best part was everybody was listening. | There were no hardest part. | I learned everything from my class. |
| My best part of book groups was paying attention. | The worst part of book groups is when R. said a nasty word and A. said your nasty word and I didn't do anything and I got my name on the board. | |
| The best part was when we answered questions. | There was no hard part. | The worst part was when A. started talking about bikini bottoms. |
| There was no best part. | The hardest part was when R. said something nasty and when he was being nasty. | I did not learn anything. |
| When everybody was paying attention. | There was no hard part. | |
| Everything was the best. | Nothing was hard. | I learned so much. |
| The best part is when people were listening to me. | The hardest part is when K. was bad. | I learned that Searchlight died. |
| The best part was that everybody was good. | The hardest part was no one. | I learned that Searchlight died in the story. |
| The best part was when everybody talked. | The hardest part was nothing. | I learned. |
| 3/15/05 | | |
| When I talked. | A. called me a plover | I learned to cooperate. |

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| | mouth. | |
| The best part was that everyone listened to me. | There was no hardest part. | I learned that this book is great. |
| What was the best part of Book Group Discussion today? | What was the hardest part of Book Group Discussion today? | What did you learn from Book Group Discussion today? |
| I learned about what M. liked. | Nothing. | Nothing. |
| The best part is when A. was good and D. | When C. was being mean. | I learned nothing. |
| I don't have a best part. | I don't have a hard part. | I didn't learn anything. |
| Nothing was. | A. was not participating. | I did not learn anything. |
| We all participated. | There was no bad part. | Not to be a snitch. |
| We were listening to each other. | There was no hardest part today. | That Charlie finally has Wonka's factory. |
| No best part. | No hardest part. | I did not learn anything. |
| There was not a good Book group discussion today. | Nothing. | Nothing. |
| Nothing. | Try to make the group focus. | That to cooperate. |
| Everything. | Nothing. | A lot. |
| I liked it all. | There was no hard part. | I learned about Mr. Wonka. |
| When everyone was listening to each other. | When everyone was talking in my turn. | I learned lots of things. |
| Everything. | Nothing. | I learned how to be a good person. |

Mills College is a women's college. It is classified as Master's College and University (larger programs) by Carnegie Classification and its highest level of offering is Doctor's degree - research/scholarship. The 2019 tuition & fees at Mills College is \$30,257. 743 students (97.63% of the enrolled undergraduate students) have received grant or scholarships and the average aid amount is \$33,579 at Mills College. The school has a total enrollment of 1,310 and student to faculty ratio is 10.00% (10 to 1). Mills College provides a number of student services including remedial services, academic/career counseling services, employment services for students, Placement services for completers. On-Campus Student Services at Mills College. Remedial services. Mills College School of Education. The School of Education houses the Mills College Children's School which opened in 1926 to provide students with opportunities to learn about child behavior and cognitive development. It was the first laboratory school on the West Coast. Today, the school offers programs for infants through fifth graders, and provides Mills students with the opportunity to study progressive educational practices that focus on the whole child.[53] In the Children's School classrooms, Mills students observe developmentally, culturally, and linguistically responsive teaching