

## Spring 2017 Reading Apprenticeship Plan

- **Face to Face meeting** Reading Apprenticeship 3-Day Introduction January 19, 20, & 21st—21 hours (counts as 3 meeting dates). Find more information and reserve your spot here: <https://3dayreadingapprenticeshipworkshop.eventbrite.com>
- **Online Meeting in February**, worth 3 hours (includes 1 hour of prep)
- **Face to Face meeting** on Friday, February 10th 1-3 pm—worth 3 hours (includes 1 hour of prep)
- **Online Meeting in March**, worth 3 hours (includes 1 hour of prep)
- **Face to Face meeting** on Friday, March 10th 1-3 pm—worth 3 hours (includes 1 hour of prep)
- **Online Meeting in April**, worth 3 hours (includes 1 hour of prep)
- **Face to Face meeting** Friday, April 14<sup>th</sup> 1-3 pm—worth 3 hours (includes 1 hour of prep)

### Reading Apprenticeship Inquiry Group Stipend\* Schedule for Faculty

\* Note: In order to qualify for a stipend, participants must attend and fully participate in at least 4 meeting dates, contribute at least one Reading Apprenticeship resource to the resource module, and they must do some kind of classroom research. See examples below. Hours applied to stipend requirements may not be used for FLEX.

39 hours= \$ 1560

18 hours = \$ 720

15 hours =\$ 600

12 hours =\$ 480

Classroom research examples:

- Student perception of reading instruction survey
- Curriculum Embedded Reading Assessment.

Resource contribution examples:

- A detailed lesson plan for your discipline that addresses 2 or more of the reading apprenticeship dimensions—see *Reading for Understanding* by Schoenbach, Greenleaf and Murphy for ideas.
- An assignment that fosters metacognitive conversation in your discipline.
- A before and after Reading Apprenticeship infusion syllabus example for your discipline.
- A themed text set for your discipline.

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The meetings described below include people who are new to our community and those who have participated during the Fall 2016 semester. Although we will all meet together, the preparations will be slightly different. 1<sup>st</sup> semester participants will read and find golden lines and 2<sup>nd</sup> semester participants will reread and apply the ideas in the text to their classrooms.

**Online Meeting in February**, worth 3 hours (includes 1 hour of prep)

**1<sup>st</sup> semester participants:**

- Read Ch 1 & 2 of *Reading for Understanding* (RFU) and post 3 golden lines (quotes) that stand out to you. They may raise questions, surprise you, or relate to your work with students. Thoroughly explain why you chose your golden lines and how the ideas may or may not relate to your work with students.
- Respond to at least 2 posts from colleagues.
  
- Please read and post between February 1st and February 24th.
- Please respond to two posts between February 24th and March 10th.

**2<sup>nd</sup> semester participants:**

- Reread (or skim) Ch 1 & 2 of *Reading for Understanding* (RFU) and choose one idea to apply (or one that you have already applied) in your work with students. Describe what you did and how it turned out. Would you do anything differently next time? If so, include ideas about how you might change it for next time based on the results. Feel free to attach any resources you developed.
- Respond to at least 2 posts from colleagues.

**Face to Face meeting on Friday, February 10th 1-3 pm—worth 3 hours (includes 1 hour of prep)**

**1<sup>st</sup> semester participants:**

- Read Chapter 3 in *Reading for Understanding* (RFU) and choose 3 golden lines (quotes) that stand out to you. They may raise questions, surprise you, or relate to your work with students. Be ready to explain why you chose your golden lines and how the ideas may or may not relate to your work with students.
- Also, come to our meeting on the 30<sup>th</sup> ready to share one way to build the social and personal dimensions in your classrooms.

**2<sup>nd</sup> semester participants:**

- Reread (or skim) Ch 3 *Reading for Understanding* (RFU) and choose one idea to apply (or one that you have already applied) in your work with students. Describe what you did and how it turned out. Would you do anything differently next time? If so, include ideas about how you might change it for next time based on the results. Feel free to attach any resources you developed.

**Online Meeting in March**, worth 3 hours (includes 1 hour of prep)

**1<sup>st</sup> semester participants:**

- Read Chapter 4 in *Reading for Understanding* (RFU) “ Metacognitive Conversation” and post 3 golden lines (quotes) that stand out to you. They may raise questions, surprise you, or relate to your work with students. Thoroughly explain why you chose your golden lines and how the ideas may or may not relate to your work with students.
- Respond to at least 2 posts from colleagues
- Please read and post between March 1st and March 24th.
- Please respond to two posts between March 24th and April 7th.

**2<sup>nd</sup> semester participants:**

- Reread Ch 4 *Reading for Understanding* (RFU) and choose one idea to apply (or one that you have already applied) in your work with students. Describe what you did and how it turned out. Would you do anything differently next time? If so, include ideas about how you might change it for next time based on the results. Feel free to attach any resources you developed.
- Respond to at least 2 posts from colleagues.

**Face to Face meeting on Friday, March 10th 1-3 pm**—worth 3 hours (includes 1 hour of prep)

**1<sup>st</sup> semester participants:**

Topic: Research and Assessment

Discuss Curriculum Embedded Reading Assessment (CERA) and student perception surveys

- CERAs—read and rate 3 of the student work samples (before and after CERAs) on the rubrics—also read the metacognitive free writes.
- Come to our meeting ready to discuss the student samples and your ratings.

**2<sup>nd</sup> semester participants:**

- Conduct a CERA in at least one of your classes and use the rubric to assess the results. Be ready to discuss the results of the assessment and whether you can detect common strengths or challenges that your students display. How might you adjust your teaching so that you can leverage student strengths and/or work towards meeting the needs of challenges you see as you notice patterns in your student responses.

Or

- If you administered a student perception of reading instructions survey, tally up the results and reflect on what they mean. Be ready to discuss your reflection with the group.

Or

- If you conducted a different kind of classroom research, you may share what you did, the results, and what you think they mean at our meeting.

**Online Meeting in April**, worth 3 hours (includes 1 hour of prep)

**1<sup>st</sup> semester participants:**

Read Chapter 7 in *Reading for Understanding* RFU, “The Cognitive Dimension” and post 3 golden lines (quotes) that stand out to you. They may raise questions, surprise you, or relate to your work with students. Thoroughly explain why you chose your golden lines and how the ideas may or may not relate to your work with students.

- Please read and post between April 1st and April 21st.
- Please respond to two posts between April 21st and May 12th.

**2<sup>nd</sup> semester participants:**

- Reread Ch 7 in *Reading for Understanding* (RFU) and choose one idea to apply (or one that you have already applied) in your work with students. Describe what you did and how it turned out. Would you do anything differently next time? If so, include ideas about how you might change it for next time based on the results. Feel free to attach any resources you developed.
- Respond to at least 2 posts from colleagues.

**Face to Face meeting** Friday, April 14<sup>th</sup> 1-3 pm—worth 3 hours (includes 1 hour of prep)

**1<sup>st</sup> semester participants:**

- Read Chapter 8 *Reading for Understanding* (RFU), “The Knowledge Building Dimension” and choose 3 golden lines (quotes) that stand out to you. They may raise questions, surprise you, or relate to your work with students. Thoroughly explain why you chose your golden lines and how the ideas may or may not relate to your work with students.
- Come to our meeting on the 18<sup>th</sup> ready to share one way to address the Knowledge Building Dimension in your classrooms.

**2<sup>nd</sup> semester participants:**

- Reread Ch 8 *Reading for Understanding* (RFU) and choose one idea to apply (or one that you have already applied) in your work with students. Describe what you did and how it

turned out. Would you do anything differently next time? If so, include ideas about how you might change it for next time based on the results. Feel free to attach any resources you developed.

Please contact Shawn Frederking for access to your Canvas site and/or more information.