
Introduction to Reading Apprenticeship

A Workshop for California Community College Teachers

With support from the William and Flora Hewlett Foundation, WestEd's Strategic Literacy Initiative has developed a team of California Community College Reading Apprenticeship Regional Leaders. These leaders, working in teams of two, are prepared to provide a three-hour introductory workshop on Reading Apprenticeship to interested community college faculty. Ideally, a college will host the workshop (free of charge) for interested faculty on campus and at colleges nearby. Each workshop will accommodate a maximum of 50 participants.

Our goal is to introduce teachers across California community colleges to Reading Apprenticeship as a framework for content area literacy instruction in all departments and at all levels. The workshop will be highly interactive, with participants engaging in key inquiry activities designed to raise awareness of reading processes and generate discussion of appropriate supports for improving academic reading and learning. Participants will receive information on summer 2010 professional development offerings in Reading Apprenticeship for community college teachers.

(see reverse for Agenda)



Agenda

Introduction

Introduction of participants

Regional Leaders share their reasons for incorporating Reading Apprenticeship in their courses: Changes in their teaching, outcomes for students

Overview of Reading Apprenticeship as an instructional framework with four dimensions: Personal, social, cognitive, and knowledge-building; metacognitive conversation as the key dynamic linking the dimensions to support improved academic literacy

Personal Reading History: Becoming a reader in our disciplines; supports & hindrances

“Reading Between the Lives”: Chabot College video of students talking about their academic reading experiences and attitudes

BREAK

Capturing Our Reading Process with a text and generating a Readers’ Strategy List

Think Aloud and Talking to the Text: Making our invisible reading processes visible and accessible to each other; engaging in metacognitive conversation with a pedagogical purpose in mind; the critical role of modeling and guided practice

Summary and concluding discussion: How would we use this in our classes?

