## **READING APPRENTICESHIP/INQUIRY METHOD**

## **Faculty Interest Group**

## Dec 2013-April 2014

## **Report**

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- Flyer for all-faculty emailing re: invitation to self-register on our MOODLE site for resources, sample lesson, and other information (NOTE: Alice will forward the link to the site to you when it is reorganized/formatted for this purpose. It will be available at spring in-service time.)

(FPD reimbursement form/receipts submitted separately to Lesley Stine, 4/7/14)

#### **WORK SUMMARY OVERVIEW**

The group met five times, as required, with an additional non-compensated "brown bag" meeting Friday, 4/4, to plan how we would disseminate the final work of the committee to campus faculty. NOTE: originally, it was thought we would offer a break-out session at the spring in-service. Our final decision was to make the work available to all campus faculty at the time of spring in-service via self-registration on our blog at the interest and convenience of the individual. An information flyer (see page 15) will be emailed to all faculty announcing this opportunity to learn more about the work of the group and access the resources the group has both researched and created.

For detailed group "work summaries" that include objectives and outcomes, see "Meetings Overview" and "Individual Meetings" agendas and summaries, below.

For all other resources, discussions, and members' "experimental lessons" designed, reviewed by the group, and implemented in members' disciplines, see MOODLE site (soon to be "opened").

#### **ATTENDANCE**

READING APPR	RENTICES	HIP AND	INQURY	METHOD	FACULT	Y INTERE	ST GROU	JP 12/1
Attendance								
Participant/ L#			11/22/2013	1/17/2014	1/31/2014	2/14/2014	3/7/2014	TOTALS
Jen Klaudinyi	L00337053		x	х	х	n/a	х	4
Sherrill Wight	L00388307		х	x	x	х	n/a	4
Susan Reddoor	L00005512		x	x	x	x	х	5
Phyllis Nissila	L00006148		x	х	х	x	х	5
Alice Warner	L00543615		x	х	х	x	х	5
Ann Walker	L00287752		х	х	х	n/a	х	4
Christina Howard	L00287626		x	х	х	x	х	5
Leslie Rubenstein	L00006350		x	х	n/a	x	n/a	3
Karen Schaefer	L00540918		х	х	х	n/a	х	4
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## **MEETINGS OVERVIEW:**

Reading Apprenticeship + Inquiry Method)
Faculty Interest Group (FIG)

**Meeting # 1, Friday, Nov. 22:** Hi, everybody!! Grab a snack, get the project outline and objectives (to be adjusted/changed/upgraded as per group discussion/needs), take a look at the main text, other readings, and so on. NOTE: a MOODLE shell will be set up for us for ongoing communication and discussion opportunities. **Homework:** Read about Inquiry approach and Reading Apprenticeship. Exchange questions, reactions online.

**Meeting #2, Friday, Jan. 17:** Discuss what we have learned from the readings, our questions, and how this might work in a lesson in our classroom. Get ready to draft a lesson in our own course according to our own course objectives and teaching desires. Snacks.

**Homework:** Draft experimental Inquiry Apprenticeship lesson and assessment plan for your course this term.

**Meeting #3, Friday, Jan. 31:** Review our draft lesson and assessment plans. Plan. More snacks. **Homework:** Revise and finalize lesson and assessment plan.

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**Meeting #4, Friday, Feb. 14**th: Practice experimental lesson pieces, troubleshoot and get support before doing the lesson for students. Additional snacks.

**Homework:** Do your experimental lesson in your classroom.

**Optional:** Invite FIG member(s) to observe the students' learning for your purposes in assessing the experiment (loosely based on the concept of <u>"Japanese Lesson Study"</u>), or ask a FIG member set up a video to record the lesson.

Meeting #5, Friday, Fri. Mar.7 or Sat. Mar. 8 (at a restaurant). Discuss outcomes and implications. Laugh and have a great time!

#### **GOALS AND OBJECTIVES IN A NUTSHELL:**

- Familiarize ourselves with the information and materials detailing both Reading Apprenticeship and Inquiry Method (sources in addition to the main text on RA linked on MOODLE)
- Apply RA and IM techniques to our individual classes by designing an experimental lesson plan.
- Share the plan and practice the plan at FIG meetings for input and feedback.

- Use the plan in our classroom and report on the results.
- Make all of our work available to faculty campus-wide via the MOODLE site.

## INDIVIDUAL MEETINGS/AGENDAS/OBJECTIVES/ACTIVITIES:

Start on next page. Updated.

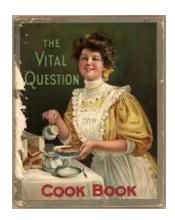


"Inquiry Apprenticeship"

(Reading Apprenticeship + Inquiry Method)

Faculty Interest Group (FIG) MEETING # 2: 1/17/14

YUM!



## MENU:

# 1. Choose your recipe! Note: there's lot of info!! Think of all of this as a cookbook...

"the ingredients (food for thought—sorry, couldn't resists that one): text, articles, etc.

~The list of breakfast, lunch, or dinner possibilities (strategies, routines, &/or methods, for science, math, PT, reading, EL115 classes, et.)

#### 2. A sampler of tasty ideas...

~Sampler 1: videos and activity

**Prize** for most?

~Sampler 2: Phyllis' "work in progress" demonstration

## 3. Pair up...

~...in two's and discuss possible lessons in their classes

## 4. Bring some (ideas) home and experiment!

Homework: Draft experimental Inquiry Apprenticeship lesson and assessment plan for your course this term."



"Inquiry Apprenticeship"
(Reading Apprenticeship + Inquiry Method)
Faculty Interest Group (FIG) #3: 1/31/14
Building 11 room 122, 1:00-2:30

A POTPOURRI OF LESSON PLANS!



THE PLAN: (Note: we didn't get to everything, here)

# 1. Garden of a Verse"

- ~RA/IM demonstration: Phyllis
- ~Discussion of other participants' "works in progress"

# 2. A "Japanese Garden" ?

~An explanation/invitation brought to you by Alice, on the "Japanese Lesson Study" as an **optional** method of getting help from each other

## 3. Weed 'N Feed

~**Teams of 2** each (random selection): share and prune your "Lessons in Progress," as needed. Discuss plan, assessment, etc.

# 4. Cross Pollinate

~**Teams of 4** each for further help and inspiration, as needed. 15-20 minutes.

## 5. Gather

 $\sim$ All participants: regroup! Share final comments/observations/wisdom/random stuff. 15 min. NEXT MEETING: FEB. 14<sup>TH:</sup> PRACTICE OUR LESSONS/HARVEST CRITIQUES, ETC.



## "Inquiry Apprenticeship" (Reading Apprenticeship + Inquiry Method) Faculty Interest Group (FIG) #4: 2/14/14 Building 11 room 122, 1:00-2:30

## ON WRAPPING UP LESSON PLANS AND "PRESENTATION"



## THE STEPS:



## 1. On Presenting

~Discussion of what the final product will look like for consistency and for publication on the web at our conclusion.

Example: The "Learning Goals" handout that includes, at bottom, a chart called "EXERCISE: Alignment" with the following categories, left to right:

- -Learning goal (where are you going?) From previous activity
- -Likely student prior knowledge/misconceptions (Where are you at?)
- -Example learning activity = formative assessment (How are you going to get there?)

-Summative/formative assessment question (Are we there yet?) from exam or new one -NEW CATEGORY ADDED: Commentary (What challenges/changes/adjustments would you make after experimenting with the lesson?) This document was a handout at the last meeting, but I will bring more.

## 2. Tying Up Loose Ends

- ~Time to "practice experimental lesson pieces, troubleshoot and get support before doing the lesson for students." Options: Your presentation to the whole group? Groups of 2? 3? Other?
- ~Determine where and when to meet for meeting #5 (at a restaurant) for lunch: March 7th or 8th (Friday or Saturday), to discuss outcomes and implications and what we might do for our all-faculty share.

# 3. Topping It Off

~Homework: Do your experimental lesson in your classroom! Do you want an observer?



# "Inquiry Apprenticeship" (Reading Apprenticeship + Inquiry Method) Faculty Interest Group (FIG) #5: 3/07/14

## THE LUNCHEON



(Well, it won't be THIS fancy, but we do get our own room!)

WHERE: Aquila & Priscillas's Coffee Bar and Eatery\*

WHEN: Friday, March 7th, 1:00 p.m.

WHY: Last FIG get-together!

WHY: Eat @

#### 1. Discuss experimental lesson results

~Members shared the progress of their work on their experimental lesson.

## 2. Discuss what to do at the spring in-service

~Members decided to get-together for an uncompensated "brown bag lunch" Friday, April 4<sup>th</sup>, to determine how we will share our results with all faculty.

## 3. Karen to report on her visit to Renton!

~Karen reported on her visit to the community college in Renton where RA is used across Campus. She shared impressive data on the effectiveness of the method. \*NOTE: we had to meet at a nearby Shari's as Aquila and Priscilla's closed earlier that morning.

## **FORMAT FOR MOODLE POSTING:**

• 12 font size

- Book Antiqua font style
- All pages in one document, saved as IAFIG\_(name of lesson) Example: IAFIG\_EL115\_chpt8closereading Posted on our "page" on the MOODLE site?
- Title page, center the following info on the page at top:

Reading Apprenticeship + Inquiry Method Faculty Interest Group (FIG) Participant Name Lesson Title

Next page(s): a preliminary page with information such as:

Texts and/or materials needed

Handout(s) list

(Anything else you would need to prepare for the lesson such as a lab, or computers, etc.)

• Next page(s): discuss the following elements (these categories come from the chart at the bottom of the "Learning Goals" handout to which we've added one more element):

**Learning Goal**(s) (where are you going? From previous activity or lesson) Standards or course objectives information could go here.

**Likely Student Prior Knowledge/Misconceptions** (Where are you at?)

Example Learning Activity=Formative Assessment (How are you going to get there?)

**Summative/Formative Assessment Question** (Are we there yet? From exam or write a new one.)

**Instruction Evaluation Comments**: how to change or adjust the lesson.

• Next page(s): lesson plan itself including handouts/tests/quizzes, answer keys, etc.

#### Dear Colleagues,

Have you ever heard the following from your students whose reading skills may not be up to the complexity of your course materials?

"We have to read HOW MANY PAGES TONIGHT?!!!"

- "I didn't think there would be so much READING involved in (fill in the blank: Culinary Arts, Auto-Tech, Art and Design, CNA 1, etc)!"

  OR,
- Just sounds of *groans* and *moans* from students upon sighting the 20 pound, densely-written course textbook full of 75-cent words that they will have to attempt to read and comprehend for a class they (otherwise) love...

If so, let us help you discover a way to assist your students who may struggle with reading. It is an instructional method called "Reading Apprenticeship" which, when coupled with the "Inquiry Method," will help solve this age-old problem.

If this interests you so far, here is a painless, self-directed, access-any-time way to find out more.

And see lesson samples of how this works across the disciplines!

And see short video demonstrations!

## Announcing

A self-registering MOODLE site to see what the "Inquiry Apprenticeship" Faculty Inquiry Group (FIG) has been up to since December in OUR attempt to solve the same problem in OUR Health Science, Library Science/Researching, Writing, Effective Learning and Reading classes.

Best part? You can access the information at will.

Just YOU, MOODLE, and if you want, you can contact one of the participants to answer any further questions you might have.

Welcome to Inquiry Apprenticeship: (MOODLE site address to be posted, here).