Here’s What it Can Look Like:

Lessons from Carnegie Math Pathways and Reading Apprenticeship for a Post-705 World

Strengthening Student Success Conference, October 3, 2018

Ann Edwards and Nika Hogan
Welcome!

Thanks for choosing this session!

INQUIRY QUESTIONS:

For educators and for students, how do we keep learning at the center of a completion agenda?

Amidst the strain of major changes, how do we ensure that all stakeholder groups are learning more deeply than they were before?

How do we know, and how do we set the stage for continuous re-assessment and redesign of developing programs and practices?
The Reading Apprenticeship Framework

A partnership of expertise between the teacher and students . . .

. . . drawing on what content area instructors know and do as skilled discipline-based readers and problem solvers and on students’ unique and often underestimated strengths.
Capturing your Reading Process

Take a few minutes to make some notes about the processes you used to make sense of this text.

Even if you weren’t explicitly aware of them while you were reading, what strategies or approaches did you use to engage with or make sense of the text?

Where was the text unclear? What did you do to make sense of it at that point?

What problems remain, if any?
Capturing your Reading Process

Inquiry Protocol

What did I do?
Where did I do it?
How did that affect my reading and understanding?
Think Aloud

Helps you to practice making your thinking visible, so you can model effective ways of reading texts in your discipline for students.

Helps to give names to the cognitive strategies that we use to comprehend text.

Helps students to notice and say when they are confused, and use each other as resources for making meaning.

Helps to notice text structures and how we navigate various genres to build confidence, range, and stamina.

WestEd®
Students

### Reading Apprenticeship in College 1

Class: College 1, First Year Students, Spring 2013, Paramount City College, Paramount, California

**Trends in Student Data**

**Profile**

*College:* Paramount City College (PCC), located in California’s South Central Valley, is a public community college located in the greater Los Angeles area. Known for its diverse student body and high graduation rates, PCC is one of the nation’s premier community colleges. It enrolls over 36,000 students and is one of the top 25 community colleges in the US.

**Evidence**

I saw, I heard, I read in the text...

**Interpretation**

I wondered, I made a connection, I thought...

According to the 2011-12 data from the Office of Institutional Research, PCC’s student population is:

- 56.6% White
- 32.9% Asian or Pacific Islander
- 12.9% Black
- 6.2% Hispanic
- 12% Other

For the 2013-14 academic year, PCC is facing the challenge of expanding the space.

**Academic Programs**

The Academic Study Program (ASP) of the California Community College. This program is designed to prepare students for a variety of career paths. The Academic Study Program is designed to help students develop skills in reading, writing, and critical thinking.

For example, in 2010, the Office of Institutional Research reported a significant increase in the number of students enrolled in the Academic Study Program. This increase was attributed to the development of a new English as a Second Language (ESL) program that offered students an accelerated pathway to college-level English language courses. The ESL program was implemented in response to the growing demand for English language proficiency among students.
College 1 Classroom Case Study

As you watch, make notes on the evidence and interpretation notetaker

Viewing Prompts:

1’s: notice students’ reading, thinking, and talking

2’s: notice supports for students’, reading, thinking, and talking.

3’s: notice teacher talk stems (What does the teacher say to support students’ reading, thinking, and talking?)
# Classroom Case Study

## College 1, Spring 2015

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<th>Evidence</th>
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What guiding principles do you notice in the artifacts and in the way that we explored them?

How might these guiding principles apply to course redesign and professional development in your own context?

Synthesis Discussion

How can we center programmatic and instructional responses to AB705 and other reforms around the quality of student learning experiences?
Thank you again for sharing this time with us!

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