Reading Apprenticeship
CAP # 5.3.1

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January 20, 2012
Achieving the Dream is a national non-profit effort supported by foundations like Gates to help community college student succeed, with emphasis on student of color and low income students.

- Research driven:
  - Identify courses with high enrollments and low achievement rates
  - Implement research-based best practices to improve results
Why foundations are willing to invest millions in this work

- For the first time in U.S. history, the current generation of college-age Americans will be less educated than their parents' generation, and yet our workplaces require higher-level skills than ever before.

- The U.S. has fallen in international education rankings. In one single generation, America went from 1st to 12th in college completion rates for young adults.
Improve reading ability for all students by training faculty to use a Reading Apprenticeship model to help students read their textbooks.
More about Reading Apprenticeship

- Reading Apprenticeship embeds reading instruction in content learning.

- RA is appropriate for instructors in all disciplines.

- Instructors who use RA regularly engage students in discussions that increase awareness of how they read and think about what they read.

- Instructors who use RA **make thinking visible** through modeling their own reading strategies as experts in their disciplines.
What Reading Apprenticeship Is NOT

- RA is not a packaged program with lessons that everyone uses
- RA is not a curriculum that stands alone
- RA is not a set of workbooks or textbooks.
- RA is not especially geared to reading classes, though it can be used there
What Reading Apprenticeship Is

- A set of strategies that any one in any class can use to read textbooks with understanding
- A way of promoting critical thinking
- A way of helping students make meaning from what they read
Reading Apprenticeship Progress

- Winter 2011: Introduction to RA delivered at AFP learning day

- Winter 2011: Reading faculty given more in-depth introduction to RA

- August 2011: All reading adjuncts given three hours of training in RA

- 2011–2012 English Department professional reading group for reading instructors selects RA as focus.
Sept. 29–Oct. 1, 2011: RA training by experts from West Ed delivered to 32 faculty

October 7: All full time English Department faculty given two hour introduction to RA

Nov. 4: Reading Apprenticeship follow up workshop held for those attending the Sept. 29–Oct. 1 training (15 attend).

Dec. 2: Survey of instructor perception of RA effectiveness distributed to those attending Sept. workshop.
Feedback from Faculty Zoomerang Survey, December 2011

- 100% of respondents who teach agree or strongly agree that RA has improved their teaching.

- Two strategies are most popular: 88% have used “talking to the text” and modeling.

- 54% have used evidence and interpretation charts
More survey results

- 79% agree or strongly agree that their students read with more understanding after using an RA strategy.

- 84% would like further training.

- 96% would recommend RA training to a colleague.
Feedback from open-ended questions

“I look at teaching in a whole different way. We are not just teaching skills; we are teaching them to become thinkers and independent learners.”

(RA changes the culture.)

“My colleague and I discuss the new activity or strategy that we tried in our classrooms and also plan the next steps at least once a week. We have done this in the past but not to the depth that we are doing it now.”

(RA promotes meaningful faculty collaboration.)

The RA training has given me new insight into helping students learn our PY course topics. Thank you!

(RA promotes improved pedagogy.)
A CO 003 instructor made changes to her assessments as a result of RA training. After RA training, she realized many of her students were not understanding what the test questions that came with the computer textbook were asking them to do. So they gave wrong answers, even though they knew the material. She decided to make up her own tests, asking students the same questions about material and asking them to demonstrate the same skills but using simpler language to do it. She reports that pass rates have increased dramatically.
Gateway faculty are less likely than developmental faculty to give up three days for training. The training experience for them will need to be modified.

Reaching even the majority of adjuncts teaching developmental courses is challenging.

Training faculty on this scale—three days of introduction and then systematic follow up—is extremely time consuming. GRCC needs at least one, preferably two or more, in-house trainers. Two faculty plan to apply for an IIPD to get this training.
We had hoped to survey students. It is clear, however, that students have no idea they have been exposed to RA. When done correctly, RA should be invisible to students. It should be so well integrated into a course that it calls no attention to itself. To sort out the impact of one or two teaching strategies from the many strategies a professor uses in a semester is very difficult, and to make generalizations among instructors is even more difficult since different instructors may use different strategies to different degrees.
Continue working with trained cohort to assist with implementation and to deepen understanding of RA strategies.

Gather data at end of Fall semester to determine impact on classrooms.

Incorporate RA into a new iteration of our GED program.

Incorporate RA training into professional development for Job Training faculty and CLS 100 faculty.

Provide training for MA 095–107 faculty (scheduled for Feb. 3.)
Questions?