



#METACON18

METACOGNITION & MINDFULNESS: ACADEMIC LITERACIES FOR THE 21ST CENTURY

A Regional Reading Apprenticeship® Conference

March 9-10, 2018



RENTON
TECHNICAL
COLLEGE®

How do I bring my own life experience to this text?

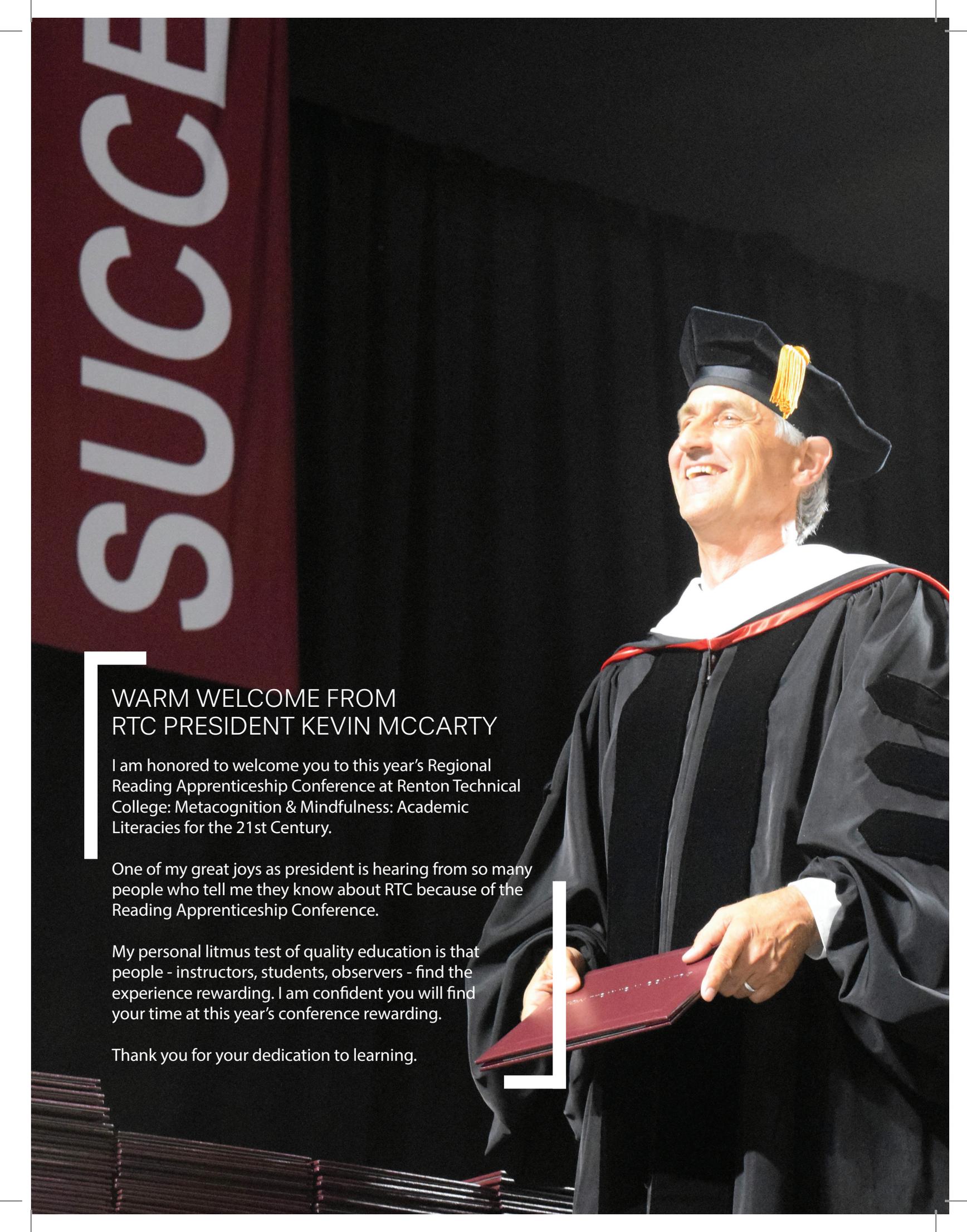
Is there something from this text that speaks to my students' understanding of poverty and class struggle? In what ways will this text contribute to their learning experience?

I think the text's title is off-putting? I wonder why the author chose it?

Maybe this paragraph on page 25 could be used for an evidence log or twenty-five-word summary.



Hosted by Renton Technical College and the RTC Foundation



SUCCESS

WARM WELCOME FROM RTC PRESIDENT KEVIN MCCARTY

I am honored to welcome you to this year's Regional Reading Apprenticeship Conference at Renton Technical College: Metacognition & Mindfulness: Academic Literacies for the 21st Century.

One of my great joys as president is hearing from so many people who tell me they know about RTC because of the Reading Apprenticeship Conference.

My personal litmus test of quality education is that people - instructors, students, observers - find the experience rewarding. I am confident you will find your time at this year's conference rewarding.

Thank you for your dedication to learning.



CAMPUS MAP



CONFERENCE STRATEGY LIST

Use the conference brochure to **schedule your day**

Seek directions or help finding rooms or anything else

Keep your raffle ticket on hand

Get a new book or two at the **Give One – Get One book exchange**

Meet people to **network** with

HAVE FUN!

Complete your **session evaluations**

Participate in the **Finale**

WHERE THE GOOD TIMES BEGIN:

Building I: Registration, Dinner, Breakfast, Lunch, and Finale!

Friday Sessions are in Buildings H and J

Parking is open and free!

Saturday Sessions are in Buildings D, H, and J





QUICK GLANCE AT OUR CONFERENCE



9
March

FRIDAY
AFTERNOON

Registration and Information

1:30 to 2:55 p.m.

Theory and Practice Session-Pre-Registered Sessions

3:00 to 5:00 p.m.

Dinner, Entertainment, and Raffles

5:15 to 7:30 p.m.

10
March

SATURDAY
AFTERNOON

Registration and Information

7:30 to 9:00 a.m.

Breakfast, Quick Welcome, and Raffle

8:00 to 8:45 a.m.

Concurrent Session 1

9:00 to 10:30 a.m.

Concurrent Session 2

10:45 a.m. to 12:15 p.m.

Lunch, Networking, Raffles

12:30 to 1:30 p.m.

Concurrent Session 3

1:45 to 3:15 p.m.

Finale with Raffles and Take Away Ideas

3:30 to 4:00 p.m.



HANDY TERMS USED IN OUR READING APPRENTICESHIP PRACTICE

| TERMS | SHORT DEFINITION |
|--|---|
| Curriculum-Embedded Reading Assessment or CERA | A formative pre- and post-assessment that measures literacy growth from short texts that represent the course content and rigor |
| Chunking | Dividing texts into manageable pieces to facilitate understanding |
| Code-Breaking Stance | Readers view texts as problems to solve. Readers assume attitudes and dispositions of confidence and persistence that help them handle challenging texts like self-talk, re-reading, talking/thinking out loud, drawing, etc. |
| Discipline Specific Knowledge | Knowledge that is known and used within a discipline that is structured and ritualized through practice |
| Discourse Routines | Ways of talking within specific disciplines or genres |
| Engagement | Active, not passive, mental involvement in learning and reading |
| Expert Blind Spot | Faculty have an expert blind spot if they have forgotten the time and energy it takes to understand a new concept or complete a task in their discipline. As an expert, they may assume all students know this information. |
| Metacognition | Thinking about thinking; the conscious monitoring and control of a person's thoughts |
| Metacognitive Conversations | A conscious conversation about what a reader's thoughts are and how the reader is reading and making sense of text. By making the reader's thinking visible and sharing these thought processes while reading, others may learn new ways to read. |
| Pair-n-Share | A collaborative learning routine with students working together to solve a problem, conduct a conversation, or share their findings about a reading |
| Paraphrasing | Using a reader's own words to capture the main idea of a text |
| Personal Reading History | A personal reflection on the supports and barriers the reader has faced in learning to read |
| Question Answer Relationship or QAR | QAR scaffolds students in learning the relationship between questions, text content, and reader knowledge. QAR knowledge helps readers understand the main types of questions and where to locate their answers. |
| Reader Identity | How a person identifies as a reader in positive or negative terms based on one's skills and dispositions |
| Readers' Strategy List | A list of approaches used to engage a text like re-reading, questioning content, and applying my own life experience to get the most out of a text |
| Routine | A way to learn in a formalized embedded fashion which has become an ongoing, regular part of the classroom operation |
| Scaffold/Scaffolding | A variety of instructional techniques that build on each other in a way that helps students become stronger and more independent over time in their learning processes |
| Schema | The world, linguistic, and cultural knowledge that each person stores from learning and life experiences; these are accessed through associations we make to make connections with concepts and texts. |





MORE HANDY TERMS USED IN OUR READING APPRENTICESHIP PRACTICE

| TERMS | SHORT DEFINITION |
|--------------------------------------|---|
| Sentence Frames | A sentence beginning that serves as a prompt to scaffold students in writing about text. Sentence frames serve many purposes in supporting and extending academic conversations. |
| Socially-Mediated Learning | Students learn by working with others who are more competent and can offer support for the aspects of the task they are not ready to do themselves. |
| Strategy | Any means or way to solve a problem or meet a challenge |
| Summarizing | Capturing the key or important points of a passage |
| Talking to the Text | Students write their spontaneous thoughts on the text as they read, engage, and question the passage. |
| Text | Any written, oral, visual, or graphic text using language or symbolic means of communication |
| Text Features | Features designed to add to the body of a work such as the table of contents, index, glossary, bold words, side bars, call outs, pictures and captions, and labeled diagrams, etc. |
| Text Sets | May be vertical or horizontal sets of texts based on thematic or other pedagogical goals |
| Think Aloud | A conscious conversation about what a reader's thoughts are and how the reader is reading and making sense of text. By making the reader's thinking visible and sharing these thought processes while reading, others may learn new ways to read. |
| Twenty-Five-Word Summary or Abstract | Condensing the main points of a passage or chunk of text into twenty-five words or less |

FRIDAY AFTERNOON PRE-REGISTERED SESSIONS

| BUILDING | ROOM | SESSION PRESENTER |
|----------|------------|---|
| H | 205 | The RA Revolution: How to Have RA Take Over Your Class and Empower Your Students! John Falconer & Heidi Sheneberger, <i>Green River College</i> |
| H | 207 | In a Nutshell: Teaching Summary Nicole Scoggins |
| J | 302 | Putting Reading Apprenticeship to Work in Technical and Professional Programs Michele Lesmeister, <i>Renton Technical College</i> |
| J | 305 | RA and the Research Paper Assignment – Zoe Fisher, <i>Instructional Designer, Pierce College</i> |
| J | 310 | Low Level ESL Learners and RA: Finding Connection, Inspiration, and Personal Expression through Text Laurie Stusser-McNeil, <i>Pre-College Faculty, Highline College</i> |
| J | 315 | Side-by-Side: Understanding the Reading Apprenticeship (RA) Framework in the Context of Universal Design for Learning (UDL) Elizabeth Demong, <i>Renton Technical College</i> |

IN THE WORDS OF STUDENTS



In this reading class, we get behind the words and into the author's culture, politics, and thinking. This makes our effort to make meaning significant and have payoffs from the struggle.

- BO DONG



Reading is more than reading word by word; it is mind exercises, which strengthen what we know about the world.

- MIKHAIL MAZHUKHIN



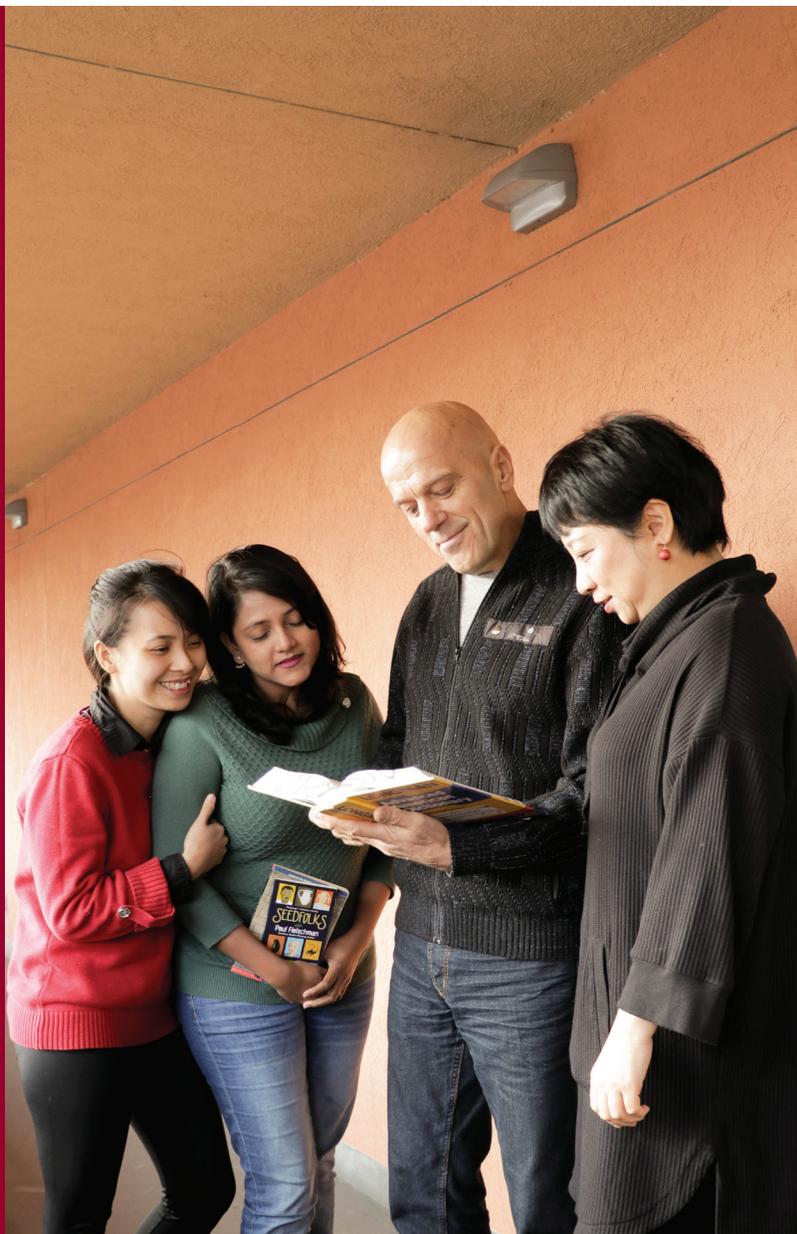
Unlike other academic courses, this course helps us work to dig out how we read and get the hidden meanings. In one reading we discover ten new ideas, and this means thinking about our thinking

- MAI NGUYEN



Classroom discussions, debates, and rereading to find the evidence to support our ideas are growing our skill sets and ensuring we master and remember our texts.

- PRANITI SHELKE



FRIDAY AFTERNOON SESSIONS 3:00 – 5:00 P.M.

IN A NUTSHELL: TEACHING SUMMARY

Nicole Scoggins, Instructor

A few years ago, the opportunity to teach an ESL class and a 90 level English class came to me. At that time, I thought my ESL students could read the same rich material as my 90-level class with enough support. A colleague introduced me to Reading Apprenticeship. At that point, I became a student of teaching reading and wrestled with the concepts for about a year. Then, at a conference much like this one (oh, it was this one a few years back), the big aha moment came. The framework is the thing! Once that clicked, I became a devotee of Reading Apprenticeship. My adult students that year agreed to join me in the process. As a result, they were able to not only grasp richer, non-

leveled text, but discuss, analyze, and synthesize and everything else fluent readers are able to do. This proof made me a believer.

Attendees walk away with or walk away thinking about:

- With activities for class that support comprehension and begin the summary-writing process.
- Having the opportunity to start thinking about how they, as experts, summarize.
- Learning some techniques for overcoming common mistakes that students make, such as plagiarizing & generalizing.

This is a must-attend session for those who need methods to make summaries happen in their classrooms.



LOW LEVEL ESL LEARNERS & RA: FINDING CONNECTION, INSPIRATION, & PERSONAL EXPRESSION THROUGH TEXT

Laurie Stusser-McNeil, *Pre-College Faculty, Highline College*

I have been teaching ESL to Low Level Adult learners since 2010. I attended my first RA training in 2016 and jumped right in, figuring out how to adapt routines for students who have trouble understanding instructions, let alone reading, in English. The journey continues!

Attendees walk away with or walk away thinking about:

- Experiencing routines as students and planning activities as teachers.
- How do I make learning “sticky?”
- How to adapt RA routines for beginning students-how do I simplify instructions? Build familiarity?
- How do I create moments for students to connect concepts and ideas in text to personal experience?
- How do my students connect to each other?
- What kind of schema do I need to build before we can go into this text? How can I bring it to life and set the stage? What do we need to know?
- How can I use and integrate one text to teach all ESL class skills (listening, speaking, reading, writing, grammar, pronunciation, computer skills, study skills)?
- Which higher learning skill do I want to introduce? How do I simplify to make it understandable? How can I teach inference, summary & review, main idea vs supporting points at this level?

This is a must-attend session for those who need methods for applying Reading Apprenticeship in the low-level ESL classrooms.

PUTTING READING APPRENTICESHIP TO WORK IN TECHNICAL & PROFESSIONAL PROGRAMS

Michele Lesmeister, *College and Career Pathways, Renton Technical College*

Michele has worked with a diverse group of professional technical faculty for the past nine years and has developed some onramp exercises to help their students engage in mindful reading and dig into metacognitive conversations. Her passion for helping students move from novice to field expert will be showcased in these shared sample assignments. Reading becomes a social activity for code breaking and comprehension.

Attendees walk away with or walk away thinking about:

- Modifying existing reading tasks to engage students.
- Using your text to craft metacognitive conversations that promote learning.
- Changing how we think about and assign texts in technical-professional programs.
- Helping students move toward becoming a field expert in thinking, reading, and writing skills.

This is a must-attend for faculty who are struggling with making a shift to a more engaging classroom with the focus on reading.

READING APPRENTICESHIP & THE RESEARCH PAPER ASSIGNMENT

Zoe Fisher, *Instructional Designer, Pierce College*

Zoe Fisher is an instructional designer at Pierce College, where she was a tenured faculty librarian from 2012 to 2016. She was the Pedagogy & Assessment Librarian at the University of Colorado Denver from 2016 to 2017, and she has taught College Success at Pierce College and Renton Technical College. In addition to teaching information literacy, research skills, and reading, Zoe loves helping college students find their identities as readers. Her RA-inspired video tutorial, "How to Use a Research Reading Log", has been viewed over 1,000 times on YouTube. You can find her online at quickaskzoe.com.

Do you assign a research paper in your classes? Do your students struggle to find quality information, to evaluate their information sources, and to integrate outside information into their writing? This session is for you! As a librarian, I have found that RA routines help students find and use better information in their research writing. This session is intended for librarians, English composition faculty, and any other instructors who ask students to find and use outside information in their assignments.

Attendees will:

- Learn to help students surface their individual research process, modifying the "Readers Strategy List" for research paper assignments.
- Use a modified "Think Aloud" activity in pairs to discuss source evaluation when searching for information; for example, how do you decide which search results to skip? Which results to click on? Why?
- Be introduced to a "Research Reading Log" (a modified two-column log) to surface metacognition when reading new sources of information.



- Will use modeling followed by hands-on practice, with some theory and discussion of applications for different routines.
- Walk away with new learning activities they can use in face-to-face or online settings to help students write better research papers.

This session is a must-attend for librarians and English composition instructors.

SIDE-BY-SIDE: UNDERSTANDING THE READING APPRENTICESHIP (RA) FRAMEWORK IN THE CONTEXT OF UNIVERSAL DESIGN FOR LEARNING (UDL)

Elizabeth Demong, *College and Career Pathways, Renton Technical College*

After dropping out of high school at 15 and getting my GED at 17, I struggled in college. Though I was a good reader, math was a particularly heart-breaking experience for me. At that time, I thought the cause of my struggle was very simple: I was bad at math. The truth, though, was that I was not successful because I'd never learned to examine the way I thought about learning math.

Though I am not sure she would have known to use the word **metacognition**, my success with math, and college in general, began when I was blessed with an Algebra teacher who encouraged us to have discussions and to collaborate around math concepts and skills. My learning experiences with that math teacher, so long ago, were the game-changer that opened the door to all of my college successes which followed.

When I discovered Reading Apprenticeship (RA), I was already well versed in the principles of Universal Design for Learning (UDL). RA immediately felt like a natural and practical extension of the UDL principles. It provides a valuable framework, as well as practical routines, which train students to externalize and examine their thought processes, appropriate the successful strategies of others, and become expert discipline specific readers.

In this session, all four RA dimensions will be explored in terms of their alignment with the three UDL principles. The routines will include Personal Math History, Sentence Frames, Think Aloud, Talking to the Text, Application of the Metacognitive Funnel, Exploring Text Features, and Various Visual Organizers for Breaking Things Down and Summarizing Big Ideas.

Attendees will:

- Examine and relate the RA framework to the principles of UDL.
- Take part in, and reflect upon, College and Career Pathways classroom activities for language arts, social studies, science and math in the context of the Reading Apprenticeship framework and the principles of UDL.
- Collaborate with session colleagues to design a classroom activity which utilizes the Reading Apprenticeship framework in the context of UDL.

This is a must-attend session for those who need ideas and methods for incorporating RA and UDL in their classrooms.

THE READING APPRENTICESHIP REVOLUTION: HOW TO HAVE READING APPRENTICESHIP TAKE OVER YOUR CLASS AND EMPOWER YOUR STUDENTS!

John Falconer & Heidi Sheneberger, *Transitional Studies Dept., Green River College*

John Falconer has been helping students master challenging reading matter since he started working as an I-BEST instructor in phlebotomy in 2009 at Renton Technical College. RTC is also where he was first exposed to Reading Apprenticeship concepts and practices through the RATS (RA Teachers and Supporters) group and later through WestEd training. Since then he has tried to bring a wide variety of RA techniques into his classroom and engage his students more fully with their reading. Now a full-time instructor at Green River College in the Transitional Studies Department, John enjoys working with students from all around the world who are earning a diploma or transitioning into higher education.

Heidi Sheneberger has a MEd in Adult Education and Training, specializing in adult learning theory and adult psychology. She has extensive training in working with students with learning disabilities as well as the Reading Apprenticeship Framework of scaffolding and building community. She taught at Pierce College for two years, and has been teaching at Green River College for over 10 years, and recently was hired into a tenure-track position in the Transitional Studies Department. She helped develop the First-Year Experience at Green River, and is involved with advising students. She loves working with a diverse student body, and finding ways to reach as many types of learners as possible.

This session will show faculty how to use RA with various texts, like poems, graphic novels, and other reading assignments, model Talking to the Text and Think Aloud,



create safety, investigate the relationship between literacy and power, share text talk, develop metacognition and reader identity, demonstrate how to build schema, knowledge of content and world, and texts and language. In addition, the cognitive domain will get at the big picture, breaking it down, monitor comprehension, use problem-solving strategies, set reading purposes and explain how to help the students adjust their reading processes.

Attendees walk away with:

- Ideas to incorporate RA into their own classrooms easily and seamlessly.
- Example handouts and worksheets that can be used immediately.
- Ready-made Canvas modules that can be imported into Canvas shells.

This is a must-attend session for those who need ideas and methods for moving Reading Apprenticeship online and activating learning in the classroom.

**DINNER, ENTERTAINMENT, & RAFFLES WILL BE LOCATED
IN THE ADMINISTRATION
BUILDING I – CAFETERIA FROM 5:15 – 7:30 P.M.**

JAH BREEZE:

Music Promoter/Educator, Artist in Residence, Teacher, & Pan-African Griot



Clarence Burrowes AKA Jah Breeze is an international percussionist and steel pan artist from Guyana, South America. Jah Breeze serves in the capacity of a teaching artist/artist-in-residence in the Pacific Northwest for over 25 years. In 2000, Jah Breeze established a sole proprietorship business, Jah Breeze

Rhythms, that perform and teach African drumming and steel pan workshops in schools, churches, community centers, group homes, boys and girls clubs, community orchestras and many community-based arts organizations.

Awards and Recognition

- In May 2000, Jah Breeze received a “Service to Education Award” from the Seattle Community College District in recognition of 5 years’ dedication to teaching at South Seattle Community College.
- In 2002, Jah Breeze served on the Board of Directors for Arts Corp, a non-profit arts organization in Seattle.
- 2011, “Certificate of Recognition” for contribution to music education from the Black Child Development Institute
- In 2014, Service recognition from Island Wood School for 10 years of service as an artist in residence
- In 2015, Jah Breeze was approved by the Seattle Office of Arts and Cultural Affairs as a teaching artists in the Creative Advantage Arts Partnership program in the Seattle Public Schools.



SATURDAY PLANNER

| | TIME | BUILDING | ROOM |
|----------------|-------------------------|-----------------------------|-----------|
| MORNING | 9:00 A.M. - 10:30 A.M. | | |
| | 10:45 A.M. - 12:15 P.M. | | |
| LUNCH | 12:30 P.M. - 1:30 P.M. | Administration Building - I | Cafeteria |
| | 1:45 P.M. - 3:15 P.M. | | |
| FINAEL | 3:30 P.M. - 4:15 P.M. | Administration Building - I | Cafeteria |

SATURDAY SESSIONS BUILDING D

| ROOM | SESSION 1: 9:00 - 10:30 | SESSION 2: 10:45 - 12:15 | SESSION 3: 1:45 - 3:15 |
|-------------|---|--|---|
| 102b | Start Spreading the news: Creating Reading Apprenticeship Faculty Workshops -Rhonda Davis & Leo Hopcroft | Making Sense and Sensibility: Using Reciprocal Teaching to Summarize a Difficult Text -Anna Wolff & Leo Hopcroft | |
| 122 | Fostering Text-Focused Discussion -Jessica Weimer | Fostering Text-Focused Discussion -Jessica Weimer | |
| 123 | Faculty Panel on Proven Reading Apprenticeship Routines across Content Areas -Jennifer Jones & Rashmi Koushik | | Faculty Panel on Proven Reading Apprenticeship Routines across Content Areas -Jennifer Jones & Rashmi Koushik |
| 126 | | Two Heads Are Better Than One: A Pairs Think Aloud & Journal Activity -Kristina Kellermann | Two Heads Are Better Than One: A Pairs Think Aloud & Journal Activity -Kristina Kellermann |

BUILDING H

| ROOM | SESSION 1: 9:00 - 10:30 | SESSION 2: 10:45 - 12:15 | SESSION 3: 1:45 - 3:15 |
|------------|--|--|--|
| 201 | | Reading Apprenticeship in the Business Education Classroom: Another Frontier -Sunaina Virendra | Reading Apprenticeship in the Business Education Classroom: Another Frontier -Sunaina Virendra |
| 205 | Diversity is our Strength: An Exploration of College Values with an RA Framework -Liz Falconer | Diversity is our Strength: An Exploration of College Values with an RA Framework -Liz Falconer | |
| 207 | Going UP! A Hands-On Experience in RAT Scaffolding -Ellen Bremen | Going UP! A Hands-On Experience in RAT Scaffolding -Ellen Bremen | |
| 212 | | Using Reading Apprenticeship and Metacognition in Math Class -Heidi Sheneberger | Using Reading Apprenticeship and Metacognition in Math Class -Heidi Sheneberger |





#METACON18

BUILDING J

| ROOM | SESSION 1: 9:00 - 10:30 | SESSION 2: 10:45 - 12:15 | SESSION 3: 1:45 - 3:15 |
|------|---|---|--|
| 115 | Reading Apprenticeship for The STEM Fields -Alma Meza & Adela Saenz | Reading Apprenticeship for The STEM Fields -Alma Meza & Adela Saez | "Identity Repairman" by Thomas Sayers Ellis -John Falconer |
| 118 | Bringing Reading into Play in an Early Childhood Education – An I-BEST Perspective -Kyra Stenslie & Barbara Culler | Establishing a Culture for Learning from Day One -Romina Plozza | Look Up! Restoring Social Dimension by Counterbalancing Digital Dependence -Brandi Gist |
| 302 | Moving from Main Idea to Mindful Metacognition -Michele Lesmeister | RA-tification of HSE Curriculum: A sampling of ELA in Science, Social Studies, and Fine Arts -Michele Lesmeister | Beyond the Instructor Paycheck -Caren Kongshaug & Judi Wise |
| 305 | Introduction to Reading Apprenticeship -Virginia Ginger Burnett | Math: Considering the Social Context -Virginia Ginger Burnett | Math: Considering the Social Context -Virginia Ginger Burnett |
| 310 | Lessons from the Learning Log -Brooke Zimmers | Lessons from the Learning Log -Brooke Zimmers | |
| 312 | Reading for Success: How to Integrate RA Routines with Your College Success Course -Zoe Fisher | Reading for Success: How to Integrate RA Routines with Your College Success Course -Zoe Fisher | |
| 315 | The gRAphic Novel -Catherine Duva & Aaron Leavitt | A Math Pathway to College -Elizabeth Demong | A Math Pathway to College -Elizabeth Demong |



“

Reading like this makes me believe in myself.
- Haidar N.



SATURDAY SESSION DESCRIPTIONS

ALPHABETIZED BY TITLE

A MATH PATHWAY TO COLLEGE

Elizabeth Demong

The purpose of this session is to advance the ongoing discussion around the transition from pre-college to college level math. Session facilitator, Elizabeth Demong, will share an overview of the organization of math options for college transition at RTC, as well as Reading Apprenticeship routines and strategies for building pre-college math skills toward successful transition to college level math. The second half of the session will focus on discussion, brainstorming and continued collaboration, among campuses, around the major issues for successful transition from pre-college to college level math.

Participants will examine and discuss the math options for college transition at RTC. They will take part in, and reflect upon, Reading Apprenticeship activities and routines for building pre-college math skills for successful transition to college level math. Our session will discuss major issues for transition to college level math. We will also brainstorm college transition solutions as well as ideas for continued collaboration among campuses around major issues for successful transition from pre-college to college-level math.

About the Presenter:

After dropping out of high school when she was 15, Elizabeth Demong got her GED at 17, and began attending community college with dreams of an academic career. With math skills that extended little beyond whole number operations, Elizabeth COMPASS tested into developmental math classes where she struggled for almost three years with massive math anxiety until she was blessed with a math teacher who mentored her students toward metacognition with math processes. After graduating with an A.A. from Seattle Central Community College, a B.A. in history from the University of Washington, and an M.Ed. in TESOL from Seattle University, Elizabeth began teaching in a workforce development program, at South Seattle College, where one of her most beloved duties was teaching a basic math review course for students pursuing careers in office occupations. Elizabeth taught GED Preparation and math at Bellevue College from 2013-2016 before joining her new colleagues at RTC in Spring Quarter of 2016 as a full time Basic Studies faculty member.

BEYOND THE INSTRUCTOR PAYCHECK

Caren Kongshaug & Judi Wise

It is widely known among educators that adults learn best when they set learning goals and take part in the direction of their learning through content or activity choices. In the same light, instructors are more likely to try new instructional approaches, create new routines and question their philosophy of teaching when they are connected to the deepest WHY of their teaching practice. Using the Reading Apprenticeship framework, this workshop invites you to explore and interpret your higher purpose/s in the classroom. For 90 minutes, we will put aside our course learning objectives, student assessment rubrics and the like, and acknowledge and indulge in this often-neglected aspect of teaching.

Participants will use the Reading Apprenticeship framework to identify key reasons (beyond a paycheck) why they teach. Participants will use the Silent Socratic Method to express key reasons and philosophy of teaching. They will review peer writings and offer feedback and questions for reflection. Participants will Talk to The Text and locate power words. Participants will share power words with the classroom community and build a reflection mosaic.

About the Presenters:

Caren Kongshaug has taught reading, writing, HS21+ and college success at Bellingham Technical College for over fifteen years. She holds a Master's in Adult and Higher Education from Western Washington University. She has a Bachelor's of Art in History of Ideas and a Bachelor's of Art in Literature from the University of Redlands, Redlands, California. She currently trains BTC faculty in Reading Apprenticeship (RA). Lastly, she is a Quality Matters Peer Reviewer for BTC. She earned the Outstanding Teacher Award in 2017 at Bellingham Technical College.

Judi Wise is currently the Coordinator for Transitional Studies at Bellingham Technical College. She has taught English Skills, ESL, College Success, IBEST (Integrated Basic Education), GED Prep, High School Completion, Writing Structure for journalism, and Women's Studies for over 25 years at community and technical colleges and universities. She holds a Master of Arts degree in College and Career Education from Western Washington University. Additionally, she has a Bachelor of Arts in French from the



University of Central Oklahoma. She currently coordinates the HS21+ High School Completion program at BTC in addition to teaching and coordinating the Transitional Studies department.”

BRINGING READING INTO PLAY IN AN EARLY CHILDHOOD EDUCATION-AN I-BEST PERSPECTIVE

Kyra Stenslie & Barbara Culler

This session will use a packet of classroom readings to showcase how the Reading Apprenticeship framework and routines can contribute to engaging a classroom of Early Childhood Educators in reading a wide spectrum of course texts.

Attendees will see how to implement the Frayer Model, Evidence Logs, and the Four Dimensions in a technical-professional multi-level classroom. Additional ideas will be handed out as well as the packet of readings.

About the Presenters:

Kyra Stenslie has been teaching at Renton Technical College since 2012. She teaches multilevel ESL and I-BEST for Early Childhood Education. She has a Bachelor’s degree in Elementary Education and a Master’s degree in Curriculum and Instruction. Prior to teaching at RTC, Kyra taught third grade in the Issaquah School District, and was a K-12 substitute teacher in three local districts. She served in the United States Peace Corps in Paraguay as an Elementary Education Adviser, and in Panama as an English teacher.

Barbara Culler works full time at Renton Technical College in the Early Childhood Education Program. She began her career as a teacher’s assistant, and working my way up to teacher, assistant director, and director. She continued my journey and became a curriculum specialist, a parent educator and an early childhood instructor. I have a passion for teaching, and for working with adults who have the desire to make a difference in the lives of children and families. She has implemented RA, UDL and IBEST teaching methods to support student success, their learning, and skill development and provide for a positive college experience.

DIVERSITY IS OUR STRENGTH: AN EXPLORATION OF COLLEGE VALUES WITH AN RA FRAMEWORK

Liz Falconer

By sharing materials with students that they usually do not encounter – such as the Joint DACA statement written by our college presidents – I was able to give college success

(College 101) students a rich platform for engaging in text, and set a tone for a celebration of diversity that lasted throughout the course. Find out how this was set up, how the students responded, and how this could be adapted for a wide variety of courses.

Attendees will articulate how RA strategies can be used in online discussions, integrate public material or communications into learning experiences, and recognize and celebrate our diversity.

About the Presenter:

Liz Falconer, Ph.D. is the Director of Innovative Teaching and Learning at RTC, and has taught in a wide variety of classrooms and formats for over 30 years. After discovering RA as an ESL teacher under the guidance of Michele Lesmeister, she later infused it into "out of the classroom" learning such as professional development activities for faculty and staff. She sees Reading Apprenticeship routines as an equity tool that continually ignites empowerment and brings discovery into the learning experience.

ESTABLISHING A CULTURE FOR LEARNING FROM DAY ONE

Romina Plozza

This session is designed to explore different strategies/ activities instructors may utilize to create that which we all strive for: a safe environment that is conducive to student learning. I will share a few RA-inspired activities and some suggestions on how to create that safe and engaged classroom right from the start.

Attendees will identify and share barriers to an environment of respect and rapport, perform one of the activities, and finally participate in a meaningful conversation about ways to establish a positive culture of learning in the classroom.

About the Presenter:

Romina Plozza was born and raised in Switzerland and now lives in Seattle. In 2011, she received a B.A. in Literature and Philosophy from the University of the Sacred Heart in Milan, Italy. In 2014, she graduated with a Master’s in TESOL from Seattle Pacific University. Romina started teaching at Shoreline Community College in Fall 2014 and has taught in the English for Academic Purposes Program (EAP), English as a Second Language Program (ESL), Office Technology I-BEST Program, and Adult Basic Education Program at SCC.



FACULTY PANEL ON PROVEN RA ROUTINES ACROSS CONTENT AREAS

Jennifer Jones & Rashmi Koushik

Working with Reading Apprenticeship and want to hear from faculty in a variety of different disciplines? Beginning to incorporate metacognitive routines and interested to learn what works for others? Faculty from several content areas at Highline College will share how metacognitive routines have energized our math, geography and social issues classrooms, and helped students gain deeper understanding of course material. We will also help you generate new ideas to add to your "metacognitive toolbox." Participants will learn about activities that support RA routines that have proven successful in content-area classrooms. They will have time to participate in discussion, share their own ideas, and leave with several hands-on applications that can be easily applied to their own teaching.

About the Presenters:

Rashmi Koushik is a pre-college & transitional studies faculty member at Highline College. She has been teaching in the Puget Sound region for 12 years and loves working with ELL and Adult Learners. She has been teaching Adult Basic Education courses in math for 5 years and has been incorporating metacognitive routines from Reading Apprenticeship and addressing the emotional side of learning in her math classes.

Jennifer Jones teaches courses on world regional geography, colonialism, the Middle East, and social policy issues at Highline College. Prior to her two decades as an instructor, she was a social worker in Chicago and a Peace Corps volunteer in Congo and the Dominican Republic. She has been utilizing Reading Apprenticeship techniques in her classes for several years, and is interested in how research on learning, assessment and metacognition can improve college instruction.

FOSTERING TEXT-FOCUSED DISCUSSION

Jessica Weimer

Participants in this session will see and experience first-hand how the four dimensions of the Reading Apprenticeship Framework come together through class assignments and activities that bring about a metacognitive and text-centered conversation.

Participants in this session will be able to explain the purpose and objective of RA activities, including setting

classroom norms and metacognitive reading logs, and purposefully incorporate class assignments and activities to foster text-centered discussion in their own classrooms.

About the Presenter:

Jessica Weimer is currently Full-Time Faculty at Cascadia College in Bothell, where she has been teaching in the English Language Program since 2014. She also teaches at the German Language School of Seattle, and her professional experience includes program support and academic advising. She has a M.Ed. in Adult & Higher Education, a TESOL certificate, and a B.A. in German all from Western Washington University. Jessica loves teaching, as it allows her to connect with students from all over the world and grow both personally and professionally. Her academic interests include how language acquisition affects identity, student motivation & engagement, and the incorporation of pop culture in foreign language instruction. In her free time, she enjoys traveling, hiking, cooking, reading, and spending time with her family.

GOING UP! A HANDS-ON EXPERIENCE IN RAT SCAFFOLDING

Ellen Bremen

Have you ever wondered how to move from Reading Apprenticeship basics to specifics? How to seamlessly scaffold cognitive and applied activities? This session will provide real-time experience moving your learners from vocabulary adaptation through layers of metacognitive interpretation. Examples will include written prompts, group work, and student conversation. By doing a bit of "in-session" homework, you'll be RA assignment-ready on your next day of class!

Attendees will practice using a version of the evidence and interpretation log called a "terminology journal" by applying three basic communication terms. (Applicable to anyone attending the session). They will practice scaffolding the terms, applying them to two brief written prompts. Participants will practice deepening their application of the terms within metacognitive assignments i.e., golden line. They will further practice deepening their application of the terms within group assignments. Attendees will create ways to transfer the RA scaffolding assignments to their own curriculum.

About the Presenter:

Ellen Bremen is 17-year Communication Studies faculty at Highline College. Ellen incorporates Reading Apprenticeship strategies in all of her courses, and has



championed certain assignments department-wide. As a multi-time presenter to this conference, Ellen has been transparent about RA assignments that took some lumps, and others that are smooth sailing. Ellen has previously earned three national teaching awards for innovation in distance education from the National Institute for Staff and Organizational Development, the National Council of Instructional Administrators, and the Sloan Consortium.

"IDENTITY REPAIRMAN" BY THOMAS SAYERS ELLIS

John Falconer

This activity is intended to establish rapport with very diverse groups of students and to build community by letting students share a part of their personal journeys with the rest of the class.

Participants will hear a short introduction about Thomas Sayers Ellis and the "Identity Repairman" poem, before participating in an RA routine to analyze the social, personal, cognitive, and knowledge-building dimensions of the text in more detail. They will then try their hands at creating their own "Identity Repairman" poems by inserting appropriate words from their own lives/experiences into the template. Sharing of poems and discussion will follow.

Attendees will scaffold written expression using a template, articulate the use of RA strategies among ABE students, and integrate poetry into initial learning/writing experience.

About the Presenter:

John Falconer has been teaching high school completion classes full-time at Green River College since the fall of 2015. Prior to that he was an adjunct I-BEST instructor and then a coordinator for an HS 21+ program. Currently, he teaches fiction, social studies and math each term and regularly incorporates RA routines into those subject areas. In his free time, he enjoys dabbling in other languages and dancing with his wife.

INTRODUCTION TO READING APPRENTICESHIP

Virginia "Ginger" Burnett

This session will introduce the basic theory and applications for using Reading Apprenticeship in our classrooms by explaining what Reading Apprenticeship is and how it works for students. Ginger will share her understanding and experience of Reading Apprenticeship.

About the Presenter:

Ginger has so much enthusiasm for Reading Apprenticeship and her hard work has paid off as she has taken the Reading Apprenticeship trainings for RA 101 and LCoP and participated in trainings. Furthermore, she is a leader in her workplace, noting how engaged students can be as readers. She is an instructor for WWCC who has taught inmates at the Washington State Penitentiary for over 18 years. Ginger has taught GED classes as well as vocational support classes. Reading Apprenticeship has given my students hope. No longer are they stuck in the same blah reading assignments where they are simply saying words and understanding nothing. Rather, they are on an adventure and they are empowered. Their voices are heard; thus, they are engaged.

LESSONS FROM THE LEARNING LOG

Brooke Zimmers

Come learn how the learning log can transform the level of student preparedness in the classroom leading to more dynamic "meaning making" and deeper discussions.

Attendees will see examples of learning logs, brainstorm topic sections of learning logs, and identify barriers to using learning logs. We will also identify motivations to using learning logs.

About the Presenter:

Brooke Zimmers teaches CMST and Communication for Social Change at Shoreline Community College. She has been using a few simple lessons from Reading Apprenticeship workshops that have transformed her classroom and student success.

“I am a visual learner. Reading Apprenticeship helps me interact visually with the text– it makes the text come alive with my doodles and comments to connect the ideas.”

–Michael P.



LOOK UP! RESTORING SOCIAL DIMENSION BY COUNTERBALANCING DIGITAL DEPENDENCE

Brandi Gist

This workshop challenges participants to gain awareness of digital stress and learn best practices to counterbalance this stress in the classroom. Understanding the effects of our “always on” society gives us motive to look up from our screens and foster true connection. Reducing screen time builds social dimension and creates pathways for increased retention. Attendees will participate in hands-on activities that promote restoration, playfulness, and connection.

Attendees will identify cognitive and emotional effects of modern digital overwhelm. They will also develop and apply restorative activities that cultivate true connection and strengthen social dimension in the classroom.

About the Presenter:

Brandi Gist has been an advisor, grant coordinator, and instructor at Bellingham Technical College since 2009. She spent two years teaching English in Taipei, Taiwan and holds a BA in Communications and a TESL endorsement from WWU. Brandi is a true water girl who teaches paddle boarding and spends her free time aboard her sailing vessel on Bellingham Bay.

MAKING SENSE AND SENSIBILITY: USING RECIPROCAL TEACHING TO SUMMARIZE A CHALLENGING TEXT

Leo Hopcroft & Anna Wolff

Students often grumble about group work, yet we know that working together often leads to greater understanding for everyone. Clearly defining roles and tasks for each group member can help students focus and work productively. Learn to set up a reciprocal teaching routine that helps learners tackle difficult academic texts together in a social and challenging way. Help your learners work to “translate” difficult, academic ideas into language that makes sense to them!

Attendees will try on a variety of reciprocal teaching roles for group reading of challenging material. They will experience what it is like to create a group summary of a challenging academic text. Participants will customize an analytical routine so that it can be applied by their own students to source materials used in their own classes.

About the Presenters:

Leo Hopcroft is a late bloomer who went to college in his mid-thirties after working as a merchant seaman and a blackjack dealer. He found a passion for learning that helped him to realize a career as a reading and study skills instructor at Whatcom Community College. He became involved in Reading Apprenticeship over the last few years, and has used RA as an excuse to do as much collaborative work with his brilliant colleagues and students as possible.

Anna Wolff was born a lover of words in England, raised a lover of books in Texas, and now lives as a lover of language and writing in Washington State. She teaches composition, literature, and study skills at Whatcom Community College. Anna is passionate about using Reading Apprenticeship and other strategies to address equity gaps and instigate institutional change! She also likes wine and bicycles. A lot.

MATH: CONSIDERING THE SOCIAL CONTEXT

Virginia “Ginger” Burnett

For many students, math is a mysterious concept far, far away from their real lives. By bringing in a social event that they understand and can connect to causes math to become normalized, and they can then visualize in their minds the common sense of math. This, in turn, eliminates the fear of math and actually brings about confidence in their ability to learn math.

Attendees will experience the importance of social connections in RA. They will see examples of how social events can reduce the fear of learning math. Participants will have time to brain storm social events that can be used in their classrooms.

About the Presenter:

She has been teaching at WSP for WWCC for nearly 20 years in the GED program. She has also been a foster parent for nearly 20 years. Considering the importance of the social aspect in education, Ginger loves to bring real life social situations into my math lessons as well as making the classroom connected socially in the lesson.

MOVING FROM MAIN IDEA TO MINDFULNESS & METACOGNITION

Michele Lesmeister

Michele will showcase some of her assignments and discuss how to move students deeper into the texts that



they are presented with. She will be sharing her materials and providing some hands-on learning experiences for the participants.

Participants will garner ideas for using the Reading Apprenticeship framework and routines to get the students actively engaging with their texts, questioning what they know, and focusing on what is present in their texts and what is missing. Participants will walk away with a few new handouts and ideas for engaging adult readers across many subjects.

About the Presenter:

Michele has been working with RA since 2008 and she is enthused and on fire in her classroom when metacognition ignites her learners. As a faculty member in College and Career Pathways, she teaches Bridge to Composition, Academic Reading, HSE Intensive Writing, and ELA in Social Studies, Science, and Fine Arts. Michele helped WestEd develop the online training courses for Reading Apprenticeship and Campus Coach.

RA-TIFICATION OF HSE CURRICULUM: A SAMPLING OF ELA IN SCIENCE, SOCIAL STUDIES & FINE ARTS

Michele Lesmeister

The purpose of this session is to share materials, which are designed for High School Equivalency credits across three subjects: English Language Acquisition (ELA) in science, social studies, and fine arts. This session will highlight how these month-long hybrid courses expose students to Reading Apprenticeship framework and routines at the College and Career Readiness ELA Standards of C, D, and E and offer the students in multi-leveled classrooms opportunities to break the codes of the subject areas and engage their texts actively and energetically.

Participants will get a sampling of some of these materials and see how the online portion includes RA components. Attendees will see how kombucha can grow fabric, get a glimpse of garbage and its role in society, and peer into Picasso's personal life's influence on his art.

About the Presenter:

Michele has been working with RA since 2008 and she is enthused and on fire in her classroom when metacognition ignites her learners. As a faculty member in the College and Career pathway, she teaches Bridge to Composition, Academic Reading, HSE Intensive Writing, and ELA in Social Studies, Science, and Fine Arts. Michele helped WestEd develop the online training courses for Reading

Apprenticeship and Campus Coach.

READING APPRENTICESHIP FOR THE STEM FIELDS

Alma Meza & Adela Saenz

Participants will practice the read aloud technique, making thinking visible. This practice will lead them to share their confusions, roadblocks, connections, strategies, and findings. The principles of Universal Learning Design and the use of the Reading Strategies List will be incorporated. The second half of the session will introduce the Golden Lines technique and participants will complete the Essential Questions Organizer, incorporating the Universal Learning Design principles.

Participants will learn how our students monitor their reading processes and identify problems, share reading confusions and understandings to get and give help. Participants will discuss how our students listen and learn from the reading confusions and understandings of others. Also, we will discuss how student use relevant networks of background knowledge, or schema, so that new information so that their new information has something to connect to and is easier to understand. We will pair Reading Apprenticeship with Universal Learning Design principles.

About the Presenter:

Alma Meza earned her Master's Degree in Computer Science from the Universidad Autonoma de Baja California in 1993. She moved to Seattle in December of 1998 with plans to learn English and to return to Mexico to continue with her Doctoral studies. Life circumstances changed that, and she decided to stay in Seattle. Alma worked as a teacher in Mexico and has experience in various industries and in different capacities here in the United States. She has experienced the most joy working in the education system here in the U.S. She worked at Highline College, South Seattle College and Central Seattle College prior to





accepting a full-time tenured position at Renton Technical College, where she has been active in different college roles and committees. Alma is committed to assisting students to realize their dreams of further education and the pursuit of a better quality of life. She works tirelessly to support and encourage students and staff, alike. She actively strives to be the voice of students who live in vulnerable situations. Her philosophy in life is that we all have greatness within us and she seeks to bring out the best in all whom she encounters.

Adela has taught for the past 17 years. She loves education and how it has the power to transform peoples' lives. She appreciates the diversity, being around people who love to learn, and being a small part of their educational journey. She is a current student working on my Doctorate in Education leadership. Adela uses RA as part of my Math class helping students to read, write, think, talk and reason problems.

READING APPRENTICESHIP IN THE BUSINESS EDUCATION CLASSROOM: ANOTHER FRONTIER

Sunaina Virendra

This session chronicles one instructor's experience in implementing Reading Apprenticeship in a Business 101 course at Skagit Valley College. The presentation will cover the wins, challenges, and surprises, pleasant and not. It will also be an opportunity to exchange learnings around Reading Apprenticeship in the digital age. Participants will work on a sample assignment to "convert" to a Reading Apprenticeship style and should be prepared to share their experiences with reading in the digital age.

About the Presenter:

Sunaina received her formal education in Asia, Europe and the US and has worked across Latin America, Europe, Asia-Pacific and North America including assignments based in the US, Hong Kong, Malaysia, and New Zealand. She received an AB in Geography, with a minor in Asian Studies from Mount Holyoke College, South Hadley, MA and an M.Ed. (Instructional Design) and an MBA from Western Governors' University.

Sunaina teaches Adult Basic Education, Business, and Social Science (Economics, Social Studies) at Skagit Valley College, and is an I-BEST instructor. She was appointed Interim Director of the SVC BAS in Applied Management program in June 2017, where she is responsible for the program design and launch. Sunaina entered the adult education instructional world in 2015 following a 25-year career as an international Fortune 500 executive during

which she held leadership roles in Public Affairs, Strategy, Finance and M&A, Marketing and Consumer Insights, and Revenue Management. Sunaina's students frequently express their appreciation for the ways in which Sunaina's instruction draws on her own experiences and stresses real life application and performance context. They also acknowledge the enthusiasm and joy that she brings to her teaching.

READING FOR SUCCESS: HOW TO INTEGRATE RA ROUTINES WITH YOUR COLLEGE SUCCESS COURSE

Zoe Fisher

Many community college students encounter College Success as a required course. How can Reading Apprenticeship support students to develop their identities as college-level readers? Which RA routines work best in a College Success class? Attend this session if you teach College Success or a first-year experience course. You will leave with two identity-building routines you can use in your College Success classroom.

By the end of this session, attendees will be able to define the purpose and content of a typical College Success course. They will reflect on how reading skills integrate with College Success curriculum and use and adapt the Personal Reading History routine in your College Success classroom. Participants will identify reflective questions to use to help students reflect on their reading identity & process as college students.

About the Presenter:

Zoe Fisher is an instructional designer at Pierce College, where she was a tenured faculty librarian from 2012 to 2016. She was the Pedagogy & Assessment Librarian at the University of Colorado Denver from 2016 to 2017, and she has taught College Success at Pierce College and Renton Technical College. In addition to teaching information literacy, research skills, and reading, Zoe loves helping college students find their identities as readers.

START SPREADING THE NEWS: CREATING READING APPRENTICESHIP FACULTY WORKSHOPS

Rhonda Daniels & Leo Hopcroft

This will be a round table discussion focused on creating Reading Apprenticeship faculty workshops and encouraging a community of practice. We will share our





own experience in bringing RA to our campus faculty and adapting the materials we received at the LCoP to make the workshop possible. We will ask participants to share their experiences--the good, the bad, and the ugly--so we can brainstorm together in order to build networks of support and expertise.

This session will encourage networking to support the use of Reading Apprenticeship strategies. It will engage colleagues in critical inquiry about the reading process. We will begin to develop a plan to help other faculty make changes to their classroom practice.

About the Presenters:

Rhonda Daniels has been teaching English Composition and Literature at Whatcom Community College for 14 years. She discovered Reading Apprenticeship three years ago and found herself inspired. She and her colleague, Leo Hopcroft, completed the RA LCoP course in 2015, and currently provide Faculty Education Workshops and mentorship to their campus.

Leo Hopcroft is a late bloomer who went to college in his mid-thirties after working as a merchant seaman and a blackjack dealer. He found a passion for learning that helped him to realize a career as a reading and study skills instructor at Whatcom Community College. He has become involved in Reading Apprenticeship over the last few years, and has used RA as an excuse to do as much collaborative work with his brilliant colleagues and students as possible.

THE GRAPHIC NOVEL

Catherine Duva, John Falconer, Aaron Leavitt, Angel Richard, Leonard Wainstein, & Amanda Walsh

We will share the framework of our one-book/one-theme winter curriculum on civil rights and human rights that we used across four levels of ESOL and two levels of TS (ABE). We will focus on RA elements that build cohorts and successfully prepare students for their next steps. This session will explain the ways we acquire readers for students, partner with our librarians and the college's one-book project. This collaboration is designed to build a cohort, increase transitions, retention, completion, and preparation for college and build RA skills in every level so college-level reading can be successful.

Attendees will be inspired to see what is possible in their own program. They will understand how to use an RA inspired curriculum around a graphic novel. Participants will learn how to create a collaborative experience for their

students around a common theme.

About the Presenters:

Catherine Duva has been teaching at Green River College (GRC) for over 25 years. She currently teaches ESOL level 6 and is the ESOL department coordinator.

John Falconer has been teaching at GRC for 3 years and currently teaches TS (ABE) levels 5-6.

Aaron Leavitt has been teaching at GRC for 10 years. He currently teaches ESOL Intensive Writing for levels 2-4 and is the Division Chair for the Transitional Studies and Wellness Division.

Angel Richard has been teaching at GRC for 5 years and currently teaches ESOL level 5.

Leonard Wainstein has been teaching at GRC for 6 years and currently teaches ESOL level 4.

Amanda Walsh has been teaching at GRC for 3 years and currently teaches ESOL level 6 and NA-C I-BEST.

TWO HEADS ARE BETTER THAN ONE: A PAIRS THINK ALOUD & JOURNAL ACTIVITY

Kristina Kellermann

This session will begin with a brief introduction of Metacognitive Conversation and focus on two approaches, Think Alouds and Metacognitive Journals. The presenter will give a basic introduction of both approaches, explanations of how each can be used, and their benefits. The main focus is an activity that combines both approaches. The presenter will model this activity, and then provide participants an opportunity to try it with a partner. The session will conclude with reflection.

Attendees will gain a basic understanding of Think Alouds and Metacognitive Journals, how each can be used, and their benefits. In addition, they will learn how to utilize a paired reading activity that combines both.

About the Presenter:

Kristina Kellermann started teaching at Cascadia College in Fall 2012 and has taught in the English Language Program (ELP), the English as a Second Language (ESL) Basic Education for Adults Program, and College 101. She received her M.A. TESOL from California State University, Sacramento in 2010, and studied as an international



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student at Boğaziçi Üniversitesi in Istanbul, Turkey while working on her Master's. She counts French, German, and Turkish as her second languages (she is currently working on conversational Japanese). She has taught in Intensive English Programs at the University of California, Davis, University of Washington, Seattle Central College, and ELS Seattle. She has also taught at the International University of Japan in Niigata, Japan in their summer Intensive English Program. Kristina's linguistic interests include speaking and listening skills, intercultural communication, and the history of the English language.

USING READING APPRENTICESHIP & METACOGNITION IN MATH CLASS

Heidi Sheneberger

Often in a math class, especially low skill level math classes like Heidi teaches, we're asking our students to be vulnerable in a subject they don't feel successful in and probably don't even like. Reading Apprenticeship's techniques and other metacognitive techniques can be used in this math class setting to bridge the gap between emotion and understanding. This will help students achieve the ultimate goal – to be as successful as possible.

Attendees will come away with ideas to implement in their classrooms immediately, plus handouts and other

examples of things to share with students.

About the Presenter:

Heidi has an MED in Adult Education and Training, specializing in adult learning theory and adult psychology. She has extensive training in working with students with learning disabilities as well as the Reading Apprenticeship Framework of scaffolding and building community. She taught at Pierce College for two years, and has been teaching at Green River College for over 10 years. She was recently hired into a tenure-track position in the Transitional Studies department. She has worked on many projects, including helping develop the First-Year Experience at Green River and advising HS21+ students. She loves working with a diverse student body, and finding ways to reach as many types of learners as possible.

“Reading makes me feel part of society.”

–Houjian. Z

FINALE IN CAFETERIA

BUILDING I | SATURDAY

3:30 P.M. – 4:00 P.M.

- HAND IN EVALUATIONS
- RAFFLE OF PRIZES
- TAKE-AWAY IDEAS FOR YOUR CLASSROOM





COMMUNITY COLLEGE TRAININGS IN READING APPRENTICESHIP

NEED TRAINING IN WASHINGTON STATE:

Contact Michele Lesmeister at mlesmeister@RTC.edu

WESTED/STRATEGIC LITERACY INITIATIVE

Contact Kate Meissert, kmeisse@wested.org or call 510-302-4211, readingapprenticeship.org/professional-development

Leadership Community of Practice

Class and Online: July 9 -12, 2018

Register by June 25, 2018.

Campus Coach

Online Class: Sept. 10 – Nov. 4, 2018

Register by September 3, 2018

Reading Apprenticeship shows faculty how to leverage their expertise as disciplinary readers for every student in every class.

FINALE

TAKE-AWAY IDEAS GOING INTO MY CLASSROOM:

RAPROJECTWA.ORG

This website is set up to help communicate our state and regional efforts in our Reading Apprenticeship Community of Practice. We hope that practitioners will come together to share their experiences, successes and challenges, and inquiries about Reading Apprenticeship.

FACULTY VOICES

We are looking for your ponderings and classroom experiences. Please send your drafts to Michele at mlesmeister@RTC.edu and we will get them posted.



We would like to thank our sponsors for supporting this important work.

- Reading Apprenticeship Project-Washington
- Renton Technical College
- Renton Technical College Foundation
- WestEd/Strategic Literacy Initiative

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