

Some of team members' biggest discoveries come from these quick exchanges. Cindy Miceli, for example, recalls her introduction to vertical text sets:

We were sharing and English brought in vertical text sets, I think that's what they were called, and I thought, "Oh my gosh, I think I can do that in biology." Just pick different articles at different levels, and they would all say the same thing, but make it easy, medium, and hard basically, and let kids have a choice. So, they feel like they're picking something they're comfortable with, and then vary it. Give them an easy one, and then throw in a more difficult one to keep the sense of accomplishment there. So they can read when it is easy, and then when they see the same subject harder, they are already comfortable with it because they've got a little schema built in there: "Oh, I already knew this word. I already know this concept. So, even though it's hard to read, I have an idea what's going on." I got that from English, "Oh, that's smart."

For opening a team meeting with an opportunity to share practice, Team Tool 6.9, Check-in, Exchange, Reflect Protocol, begins a team meeting with a focus on practice but also leaves time for taking up another topic.

TEAM TOOL 6.9

Check-In, Exchange, Reflect Protocol

PURPOSE

Teachers report on their own Reading Apprenticeship practice since their last meeting, exchange information about what they are learning or wondering, and reflect on what they may have learned from the exchange.

PROCEDURE: TWELVE MINUTES

- 1. Team members respond to two think-write prompts:** Four minutes
 - Since our last meeting, what did you do to use Reading Apprenticeship approaches or routines in your classroom?
 - What successes and challenges did you experience?
- 2. In a whip-around, all team members share answers to the first prompt:** Two minutes
 - Listening team members do not respond or comment.
- 3. Volunteers share answers to the second prompt:** Four minutes
 - Facilitate discussion in which team members clarify their experiences and sort out commonalities and differences. Record for the group.
- 4. Team members reflect in writing about one thing they can take away from their discussion:** Two minutes