

TEAM TOOL 6.19

Team Favorites for Professional Reading and Talking

Reading Apprenticeship teams have gotten great mileage out of the following articles for professional inquiry.

“Teaching Students to Ask Their Own Questions,” Dan Rothstein and Luz Santana, *Harvard Education Letter*, Harvard Graduate School of Education, September/October 2011.

How better to engage students in their own learning?

“Insiders and Outsiders,” Sheila Tobias, *Academic Connections*, The College Board Publications, Winter 1988.

As learners, what outsiders have to teach insiders and themselves.

“What Is Metacognition,” Michael E. Martinez, *Phi Delta Kappan*, May 2006, pp. 696–699.

The best description we know.

“Brainology,” Carol S. Dweck. *Handbook School Magazine*, Winter 2008. <http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/Brainology.aspx>

When students see themselves in new, more generous ways, they perform accordingly.

“Teaching Adults to Read,” Michele Lesmeister, *Techniques*, ACTEonline.org, February 2010.

One community college teacher’s experience with Reading Apprenticeship.

“Formative Assessment: An Enabler of Learning,” Margaret Heritage, *Better: Evidence-based Education*, Spring 2011.

Assessment as actionable feedback, for teachers as well as students.

“Leading Deep Conversations in Collaborative Inquiry Groups,” Tamara Holmlund Nelson, Angie Deuel, David Slavit, and Anne Kennedy, *The Clearing House*, 83: 175–179, Taylor & Francis Group, 2010.

How to trade congenial conversation for honest inquiry, without tears.