

TEAM TOOL 4.3

Inquiry into Teacher Practice Goals

PURPOSE

When teachers invest their limited time in being part of a Reading Apprenticeship team, they have certain hopes and expectations for what they will learn and how the team will support their learning. By setting individual learning goals, teachers give shape to those hopes. By sharing those goals, they have a better chance of providing one another the support they may need.

PROCEDURE

In advance: Team members will each need a copy of the Reading Apprenticeship Teacher Practice Rubric (Appendix C).

- Team members individually read and Talk to the Text of the *main goals* in the rubric, not the subgoals.
- Individuals then choose *one goal* to read more closely. They Talk to the Text on the subgoals for that goal, including ideas about which of those many subgoals they would like to work on and what support they might need to do so.
- Partners share their notes about the goal and subgoals they chose, why they chose them, and the supports they would like.
- If time allows, team members share their goals with the whole group, noting similarities and differences and ways that team members hope to be supported.