



READING APPRENTICESHIP 2018

Introductory Events

What if teachers learned how to apprentice students to their expertise as readers in their subject areas?

And what if students were explicitly supported to build identities as people who can solve problems and persevere?

Reading Apprenticeship encourages exactly this kind of teaching and learning. As a result, students develop the literacy competencies and learner dispositions they need—for school, college, careers, and life.

Charlotte-Mecklenburg Schools Disciplinary Literacy Teaching Showcase

Bring your district-and school level leadership teams to learn about how an entire urban district has taken on the challenge of integrating deeper literacy instruction into every content area at the secondary level. Everyone is invited to attend this FREE event featuring middle and high school educators—teacher leaders, site administrators, and district leaders—from Charlotte-Mecklenburg Schools.

Tuesday, May 15, 2018

8:30 a.m. to 3:30 p.m.

Location: Spagh Professional Development Auditorium, 1901 Herbert Spagh Lane, Charlotte, North Carolina, 28208

Cost: Free

Introduction to Reading Apprenticeship - Live

If you want to engage your students in challenging reading and understanding the concepts critical to your subject area, this is where you start. You will gain an understanding of the Reading Apprenticeship framework, learn new ways to get students active and collaborative, and practice teaching routines that help students articulate their thinking, culture, emotions and problem-solving strategies.

June 25-27, 2018

**Location: WestEd Headquarters
730 Harrison Street, San Francisco, California, 94107**

Cost: \$1,500 per person

Discount for teams of four or more:

\$1,300 per person

Introduction to Reading Apprenticeship - Online

A facilitated digital learning experience designed to introduce teachers to the Reading Apprenticeship framework and support their classroom practice through the school year. Course activities include professional reading, viewing classroom video, posting to online discussions, and trying out Reading Apprenticeship routines in your classroom.

Course 1

September 9–October 12, 2018


Course 2

October 28–December 16, 2018


Location: Online

Cost: \$450 per course/\$800 combined


Equipping Students for Disciplinary Literacy Success Through Reading Apprenticeship Across the Disciplines (RAAD): A Partnership Between Wisconsin CESA 1 and CESA 6 and WestEd's Strategic Literacy Initiative




**Welcome
to
our interactive session
on
Reading
Apprenticeship**




**Wisconsin Reading Apprenticeship Partnership
Introducing Today's Presenters**



- Darcy Budnik, CESA 1 Director of Teaching and Learning, RAAD Partner
- Anne Pagel, CESA 6 Literacy Coordinator, RAAD Partner
- Alissa Davis, 7th Grade Teacher and RAAD Teacher Leader @ Berlin Middle School, CESA 6
- Brenda Vela, 8th Grade Teacher and RAAD Teacher Leader @ Lincoln Middle School, CESA 1
- Mira-Lisa Katz, Associate Director, WestEd's Strategic Literacy Initiative/ Reading Apprenticeship




Equipping Students for Disciplinary Literacy Success Through Reading Apprenticeship Across the Disciplines (RAAD): A Partnership Between Wisconsin CESA 1 and CESA 6 and WestEd's Strategic Literacy Initiative

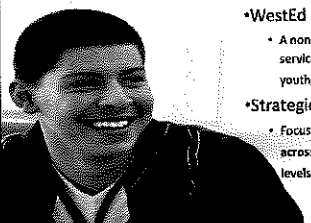


Session Agenda


- ◆ What is Reading Apprenticeship?
- ◆ CESAs 1 & 6 and WestEd Partnership
- ◆ RAAD Teacher Leaders Share Reading Apprenticeship Classroom Practices/Video Classroom Close-ups
- ◆ Hands-on, Interactive, Inquiry-based Reading Apprenticeship Activities
- ◆ Alignment between Wisconsin Statewide Goals & Standards and Reading Apprenticeship Approach
 - ◆ CESA 1
 - ◆ CESA 6
- ◆ Q&A, Open Discussion




WestEd's Strategic Literacy Initiative



- WestEd
 - A nonpartisan, nonprofit research, development, and service agency working to improve education for children, youth, and adults
- Strategic Literacy Initiative
 - Focused on improving literacy across subject areas at the secondary and post-secondary levels through Reading Apprenticeship




**The Reading Apprenticeship
Approach to Academic Literacy**




**Transforming Teaching for
Student Independence**


- Building academic dispositions
- Engaging in worthwhile literacy tasks and activities
- Fostering intellectual and socio-emotional skills and confidence
- Engaging students in close reading to make meaning of complex subject area texts
- Using an inquiry-based approach to build students' engagement and knowledge

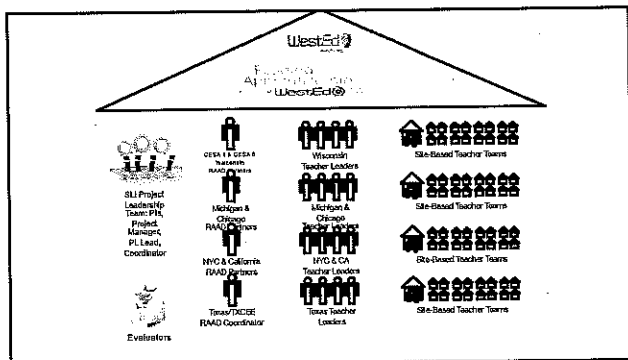


**Overview of RAAD 2015-2019:
WestEd Partnership with CESA 1 and CESA 6**




- Multi-year SEED grant funded by the U.S. Dept. of Education, Office of Innovation & Improvement (OII)
- SEED (Supporting Effective Educator Development) grants support evidence-based programs that prepare and develop effective educators
- RAAD is supporting 2000 secondary teachers with 7 partners in 6 states to improve literacy learning across disciplines for all students





Reading Apprenticeship Across the Disciplines Professional Learning Model



RAAD's Blended Learning Model


- 5 days of face-to-face PL (3 days in summer; 2 days in winter)
- Monthly synchronous online PLCs with WestEd facilitators (and asynchronous supporting activities)
- Monthly school team meetings led by RAAD Teacher Leaders
- Quarterly teacher leader meetings led by RAAD regional partners

WestEd
wested.org

Reading Apprenticeship Across the Disciplines in Wisconsin with CESA 1 and CESA 6

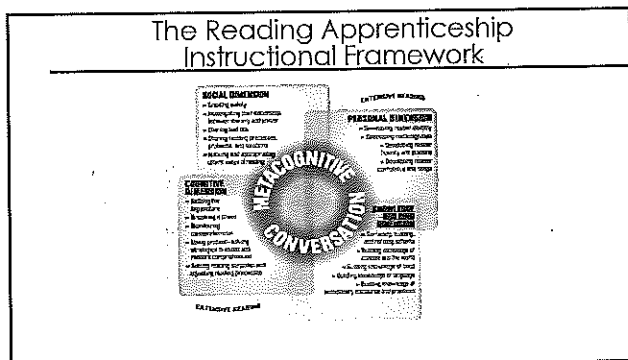
So... how do we get from professional learning institutes to improving students' academic literacy?

Strategic Literacy Initiative Framework and Program of Research & Development




Reading Apprenticeship Instructional Framework and Inquiry-based Teacher Professional Learning Model

- Ongoing R&D in discipline-specific literacy instruction
- Ongoing studies to refine and improve program impact for teachers and students



Reading Apprenticeship Professional Learning

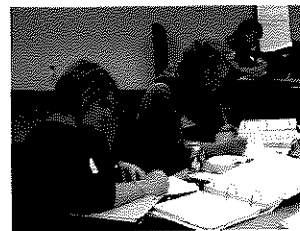
PL=Time to talk about teaching practice w/colleagues and WestEd facilitators



Reading Apprenticeship Professional Learning
PL=Time to discuss the unique challenges of teaching literacy within each subject area



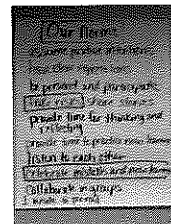
Reading Apprenticeship Professional Learning
PL=Time to reflect on teaching practice



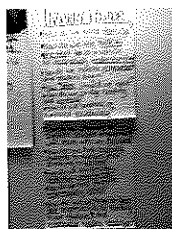
Reading Apprenticeship Professional Learning
PL=Time to collaborate w/school team colleagues within and across disciplines



Reading Apprenticeship Professional Learning
Teachers collectively set norms for professional learning



Reading Apprenticeship Professional Learning
Teachers develop their own Inquiry questions

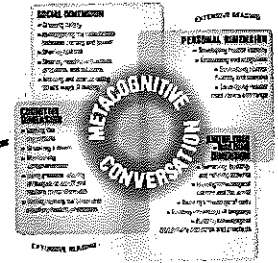


RAAD Teacher Leader
Alissa Davis
Berlin Middle School, CESA 6
Reading Apprenticeship Across the Disciplines

"You will never really get anywhere in life if you can't read. Words are humanity's way of expressing itself. Without them, we'd be pointless, just a dull page in life's story. Books can make people feel things like nothing else can. Words are what gave Hitler power. And words are how we survive. How could reading not be important?"

- A seventh grade student on the importance of reading

Changes from last year to this year...

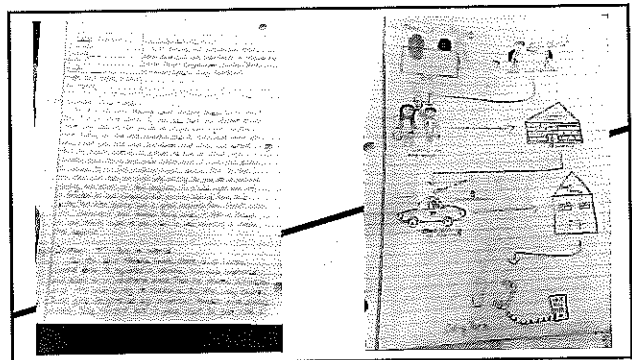
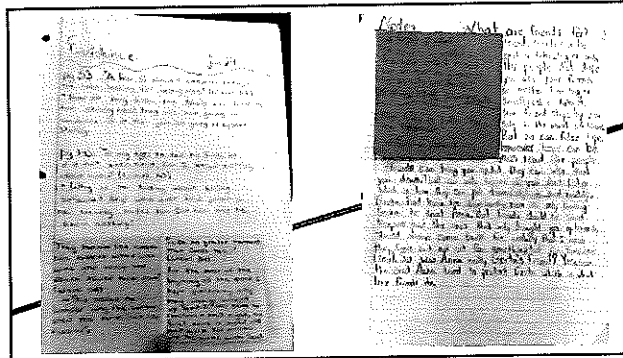
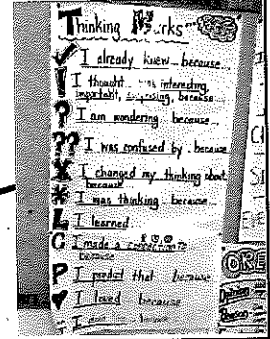


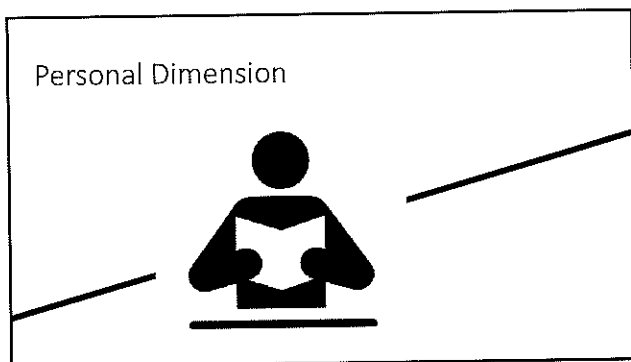
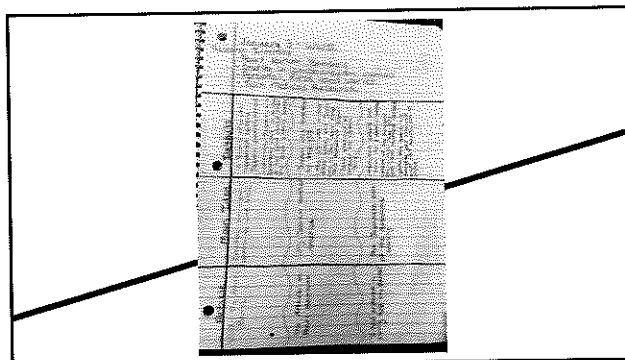
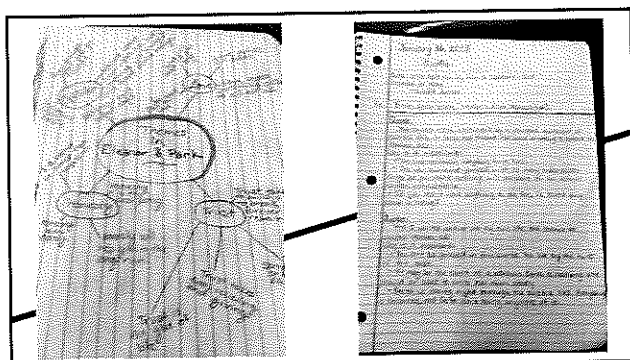
Social Dimension



Cognitive Dimension and Knowledge Building Dimension

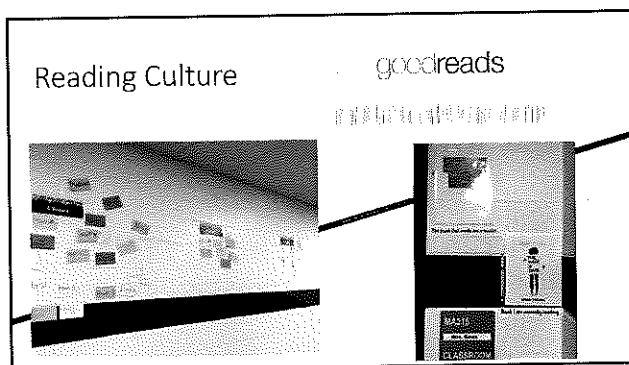
"You're the kind of reader who is ready for..."





Is reading important? Why or why not?

- "Yes, because you can learn different things you didn't even know. You can learn about how people are living and so much more." - Anna
- "Reading tells us about how humans have made a lot of mistakes and it teaches us not to make the same mistakes." - Jackson
- "Reading is important because a student who is literate is more likely to accumulate more wealth than someone who is illiterate." - Logan
- "Reading helps clear my mind and takes me to another place and time. It's my go to 'thing' when I'm sad." - Coral
- "Yes, because reading introduces you to different problems and personalities, and it almost give you more experiences. You can figure out how to solve problems you may have in future jobs." - Autumn Y.
- "Reading helps broaden your opinion and builds stamina." - Autumn P.



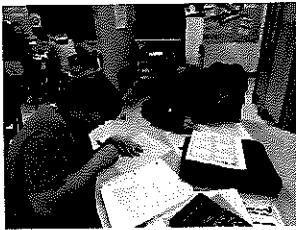
Test Data

Teacher	Grade	SGP* (103 of 104 Students) Median	Test Date	SS	GE
7th grade Davis	Davis, Alissa	7			
			Pretest	678	6.9
			Posttest	780	8.6
			Change	+102	+0.7

Alissa's Classroom Video of
Book Club Discussion

RAAD Teacher Leader
Brenda Vela
Lincoln Middle School, CESA 1
Reading Apprenticeship Across the Disciplines

Collaborative Work on a Social Studies Article
8th Grade, Lincoln Middle School



Social Studies/Science Classroom
Reading Strategies for Non-fiction Texts



Brenda Vela, Reading Apprenticeship Teacher
Leader at Lincoln Middle School, Kenosha, CESA 1



RAAD Teacher Leader
Brenda Vela
Lincoln Middle School, CESA 1
Reading Apprenticeship Across the Disciplines

Hands on Reading Apprenticeship Activity: Reading Strategies List

(We will do this as we would in a Reading Apprenticeship PL Institute.)
Please take a look at your handouts. For the next few minutes we will work with the text titled "Simplicity" and the "Reading Strategies List Notetaker."

◆ "Simplicity" text

◆ Reading Strategies List Notetaker

1. First, you'll read a couple of paragraphs on your own (don't feel you have to finish), *taking notes as you read* about what you are doing to make sense of the text
2. Second, you'll compare your notes with those of a neighbor or two, and discuss how you approached the task of making sense of this text
3. Third, as a whole group, we'll collaboratively create a Reading Strategies List (RSL)
4. Fourth, we'll discuss our observations about what we did and the RSL process
5. Fifth, we'll take a couple of minutes to jot down some classroom connections

Hands on Reading Apprenticeship Activity: Reading Strategies List

(We will do this as we would in a Reading Apprenticeship PL Institute.)
Please take a look at your handouts. For the next 20 minutes or so we'll be working with the text titled "Simplicity" and the "Reading Strategies List Notetaker."

◆ "Simplicity" text (see handout, also on screen)

◆ Reading Strategies List Notetaker (see handout, also on screen)

1. First, you'll read a couple of paragraphs on your own (don't feel you have to finish), *taking notes as you read* about what you are doing to make sense of the text
2. Second, you'll compare your notes with those of a neighbor or two, and discuss how you approached the task of making sense of this text
3. Third, as a whole group, we'll collaboratively create a Reading Strategies List (RSL)
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"Simplicity"

• SEE HANDOUT

Reading Strategies List We Generated

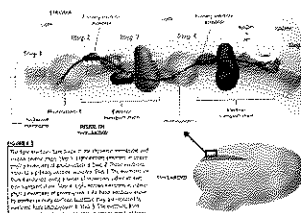
- Re-reading
- Skimmed first for unknown vocabulary, complexity...etc.
- Looked at word structure, language and knowledge
- Read title and author for clues about text
- Wondered about author's purpose and audience
- Asked questions
- Tried to simplify the text – simplifying terminology, rephrasing
- Accessed schema/knowledge about science
- Needed someone to "set the stage"
- Considered style of writing, phrasing, punctuation...etc.
- Reduce text to basic information

Hands on Reading Apprenticeship Activity: Reading Strategies List – Science Diagram

(We will do this as we would in a Reading Apprenticeship PL Institute.)
Draw a line across under your notes for "Simplicity" on the "Reading Strategies List Notetaker" and continue taking notes for this second text (see handout, also on screen).

1. First, you'll read the text on your own, *taking notes as you read* about what you are doing to make sense of it
2. Second, you'll compare your notes with those of a neighbor or two, and discuss how you approached the task of making sense of this science text
3. Third, as a whole group, we'll collaboratively create a Reading Strategies List (RSL)
4. Fourth, we'll discuss our observations about what we did and the RSL process
5. Fifth, we'll take a couple of minutes to jot down a classroom connection

Breaking Codes: Investigating Meaning with a Science Diagram



How do you read a science diagram?

What are the meaningful text signals and conventions?

Ex.: What does an arrow mean in the context of this text?

Reading Apprenticeship Across the Disciplines Partners' Perspectives

Darcy Budnik

CESA 1, Director of Teaching and Learning

RAAD Partner

Reading Apprenticeship in CESA 1

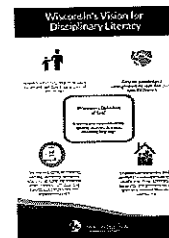
English Language Arts



Wisconsin DPI: Disciplinary Literacy

In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically, and perform in a way that is meaningful within the context of a given field.

Disciplinary Literacy



Reading Apprenticeship in Wisconsin

From a local/regional perspective, Reading Apprenticeship

- Offers teachers a common language to approach literacy across the disciplines
- Affords consistent yet flexible conversational and instructional routines that enable teachers to more effectively teach their subject areas and help students become strong and independent readers and thinkers
- Supports literacy growth over time through school teams
- Is both literacy growth over time for teachers and students
- Provides an instructional framework with four dimensions: personal, social, cognitive and knowledge-building to support the Whole Child

Reading Apprenticeship Across the Disciplines

Anne Pagel

CESA 6, Literacy Coordinator

RAAD Partner

Reading Apprenticeship in CESA 6

Reading Apprenticeship Across the Disciplines CESA 6 Partner Observations

- Principals/Administrators
 - Attend PD sessions
 - Attend School level meetings
 - Actively support RAAD implementation
 - Observations
 - On-going communication

Reading Apprenticeship Across the Disciplines CESA 6 Partner Observations

- Teacher Leaders
 - Lead the school level meetings
 - Come to a full day meeting 3x a year to share challenges and successes, explore new RAAD strategies and practices, and collaborate with other teacher leaders
- Teachers
 - Develop common language, practices and routines across the disciplines
 - School team meetings allow for collaboration, opportunities to share student progress and discuss challenges and successes
 - Four dimensions address the needs of the whole learner
 - RA is a framework to deliver ANY content using ANY curriculum
 - RAAD practices are just good practices that are sustainable



Reading Apprenticeship Instructional Framework and inquiry-based teacher professional learning model

Ongoing R&D in discipline-specific literacy instruction

Ongoing studies to refine and improve program impact for teachers and students

- Teachers learn to recognize and model for students the reading strategies they themselves use as expert readers in their subject areas
- Teachers engage students in understanding their own thinking processes—the power of metacognition
- Teachers integrate and accelerate students' subject area learning and subject area literacy
- Teachers foster learning dispositions of persistence, stamina, problem-solving, and collaboration
- Teachers turn the sustained work of learning back over to students, successfully helping students become more independent readers, thinkers, and learners
- Teachers plan lessons that incorporate all dimensions of the Reading Apprenticeship framework: social, personal, cognitive, knowledge-building

Efficacy Studies

- 2005-2008 ERO study of 9th grade course
- 2005-2008 NSF efficacy trials in biology
- 2006-2009 IES efficacy trials in history & biology

Studies & Implementation of Discipline-Specific PD

- 2010-2015 IS validation & scale up (RAISE) 5 states
- 2012-2016 IS development grant (RAISE – online)
- 2010-2015 IES Reading for Understanding grant (READI)
- 2013-2017 OR SEED grant (RAWC – blended learning model)
- 2015 CASEL (Collab. for Academic Social & Emotional Learning)
-Reading Apprenticeship is 1 of 9 Highly Effective Programs in US
- 2015-2019 OR SEED grant (RAAD – blended learning model)
- Our Website: www.ReadingApprenticeship.org/research-impact

- See it in action, Classroom videos at: readingapprenticeship.org/impact-stories/videos/classroom/
- Abundant reading of complex subject area text with in-class support
- A focus on comprehension
- On-going conversation about how students are thinking when they read
- Skilled coaching and modeling of effective thinking and reading processes
- Text-based discussion
- A climate of collaboration
- An emphasis on student independence

**Reading Apprenticeship
Across the Disciplines
Q & A Discussion**

Our Contact Information

- Darcy Budnik, CESA 1 dbudnik@cesa1.k12.wi.us
 - Anne Pagel, CESA 6 apagel@cesa6.org
 - Allisa Davis, Berlin Middle School adavis@berlin.k12.wi.us
 - Brenda Vela, Lincoln Middle School bvela@kUSD.edu
 - Dr. Mira-Lisa Katz, WestEd, Strategic Literacy Initiative mikatz@wested.org
- WestEd Strategic Literacy Initiative, Reading Apprenticeship
- readingapprenticeship.org
 - Follow us! www.twitter.com/readapprentice

**Reading Apprenticeship Across the Disciplines
THANK YOU FOR COMING!**

Our Contact Information

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- WestEd Strategic Literacy Initiative, Reading Apprenticeship
- readingapprenticeship.org
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Reading Apprenticeship

Helping students become better readers, writers, and problem solvers

New standards across the country are redefining literacy in practice-based, subject-specific ways. Students must comprehend increasingly complex text, think critically about what they read, and synthesize information from multiple sources. They must be able to construct text-based arguments and communicate clearly what they are learning. Not just in English class, but in every subject.

Doing literacy differently

Middle school, high school, community college, and college educators must learn how to support this new definition of literacy in their subject areas—in terms both of academic competencies and learner dispositions. Among the biggest challenges are widely held beliefs about our educators and the young people in front of them every day. Too often, we have heard, "These students can't," and "These teachers can't." The Reading Apprenticeship framework developed by WestEd offers a different vision.

An apprenticeship approach

What if teachers learned how to apprentice students to their expertise as readers in their subject areas? And what if students were explicitly supported to build identities as people who can solve problems and persevere? Reading Apprenticeship encourages exactly this kind of teaching and learning. As a result, students develop the literacy competencies and learner dispositions they need—for school, careers, college, and life.

Research Findings

Three randomized controlled studies—the "gold standard" in educational research—have measured Reading Apprenticeship effects on grade 9 reading comprehension and behavior, high school biology, and high school U.S. history. Among the findings:

- Teachers increase the effectiveness of their disciplinary teaching.
- Students build both reading and subject area competence.
- Students gain the dispositions to engage, problem solve, and persevere when faced with challenging academic texts.

Why Reading Apprenticeship works

Collaborative learning environments: When teachers invite students to approach, engage, and persevere in the hard work of understanding complex texts, students learn that exposing their thinking or confusion can lead to new levels of understanding. Reading

Apprenticeship shows teachers how to create classrooms in which students become more willing to take academic risks and develop, as a result, into more resilient learners.

Metacognitive conversations: In Reading Apprenticeship classrooms, students and teachers think and talk about how they learn, not only what they learn. As students encounter challenging text, they ask themselves "What do I know?" "What's confusing?" and "What can I do to understand this text and move forward?" By learning to surface the usually "invisible" thinking that goes on when they read, and to use that as a basis for individual and collaborative problem solving, students develop the capacity to take

control of their learning.

Reading happens: Instead of teaching around the text, lecturing, or summarizing for students, teachers engage students in multiple opportunities to actually engage with texts—to read—in class. They model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice within the subject area curriculum. When integrated, literacy learning and subject area learning amplify each other and accelerate students' success.

National Impact

Investing in Innovation (i3) RAISE validation grant (2010–2015)

Reaching 600,000 students, 2,000 teachers of English, biology, and history in 275 schools and five states through Reading Apprenticeship professional development.

Investing in Innovation (i3) i-RAISE development grant (2013–2016)

Translating Reading Apprenticeship professional development into an online course for science teachers to help increase the number of students who confidently pursue careers in science, technology, engineering, and mathematics.

IES Reading for Understanding (2010–2015)

Participating as key partner in federal research project to improve the nation's overall approach to literacy instruction in grades 6–12.

Community College (2006–ongoing)

Serving as a resource for hundreds of faculty across the country to accelerate students' path to credit-bearing courses and to increase persistence and retention in all courses.

In California, state funds support faculty participation in the online course "Reading Apprenticeship for Community College Faculty." In Washington, the state has worked through the Council on Basic Skills and the Workforce Education Council to promote and support the Reading Apprenticeship model.

➔ ReadingApprenticeship.org

CONTACT: Sharon Sáez, Partnership Development Director | WestEd, 300 Lakeside Dr, Oakland, CA 94612
ssaez@wested.org | 301.997.1891