

*Generative Scale-Up with
Flexible Fidelity:*
Building Scope and Scale
of Reading Apprenticeship
Over 25 Years

Ruth Schoenbach, WestEd/Strategic
Literacy Initiative, Co-Director

Generative Scale-Up

Develops through interaction:

- Core program principles and tools
- Local creative adaptation



Flexible Fidelity

- Fidelity to core principles
- Flexible adaptation to contexts



Strategic Literacy Initiative at WestEd

- A program of research & development
- Focus: improving academic literacy across subject areas
- Secondary and post-secondary settings
- National and international reach



One Problem for 25+ Years

To improve students' ability to engage with/learn from complex texts....



One Target Intervention for 25+ Years

By building subject area teachers' knowledge, beliefs and pedagogical capacities.

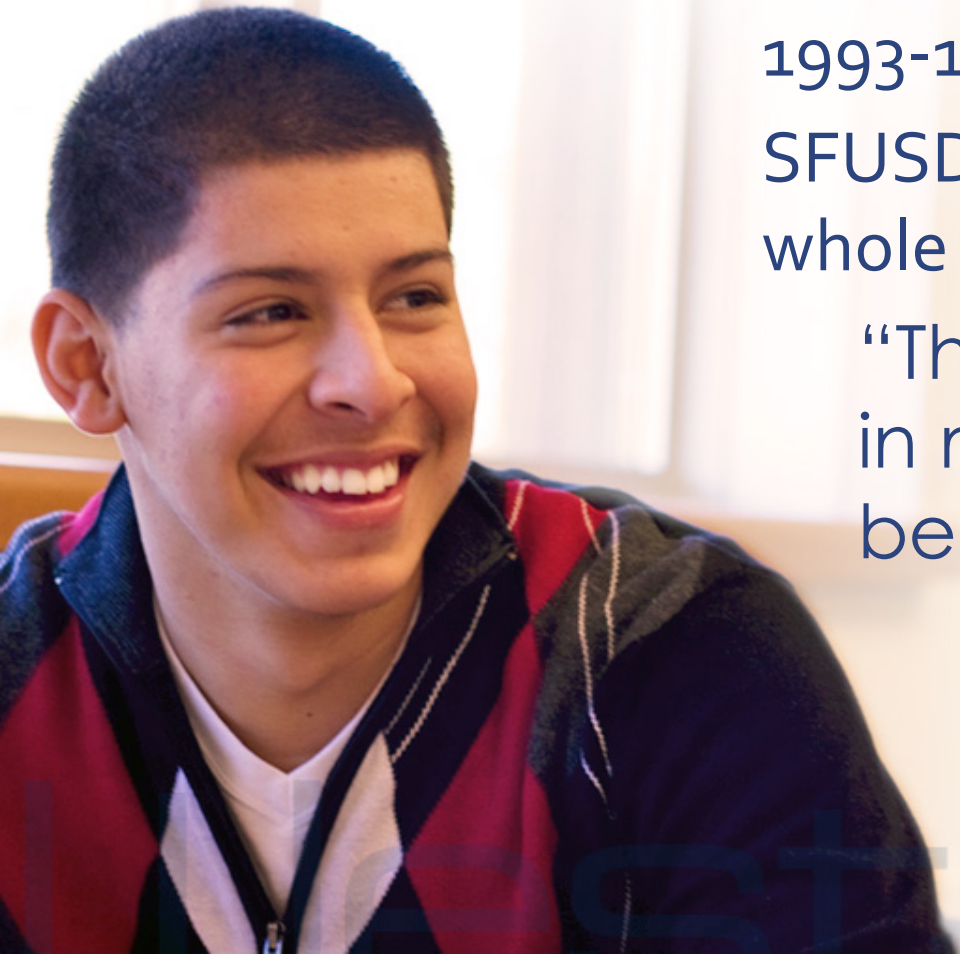


Origins: a “Variation” Issue

1993-1995:

SFUSD, Balboa High School
whole school reform:

“That student never talks
in my class, how can he
be so smart in yours?”



Making a difference in Secondary Content Teachers' Will, Skill, and Beliefs

- “It’s not my job.”
- “I’ve got too much content to cover!”
- “My students can’t do that kind of work.”

Cycles of Design-Based R&D: Researcher-Practitioner Collaboration

1995-1997: What are the causes of high school students' difficulties with reading comprehension?

Teacher-researcher 2-year study group: Why are our 9th grade students not more successful in our history, ELA and ELL classes?

Developed 30 student cases studies and “portrait of the problem”

The Reading Apprenticeship Approach to Academic Literacy



Transforming Teaching for Student Independence

- Academic dispositions
- Worthwhile literacy tasks
- Intellectual engagement
- Close reading to make meaning of complex texts
- Literacy as inquiry to build knowledge

The Reading Apprenticeship Instructional Framework

SOCIAL DIMENSION

- Creating safety to support collaborative problem solving in science & reading
- Investigating relationships between literacy, science learning and power
- Sharing science-related book talk
- Sharing science reading processes, problems, and solutions
- Noticing and appropriating others' ways of reading in science

PERSONAL DIMENSION

- Developing science reader identity
- Developing metacognition in science reading
- Developing fluency and stamina for science reading
- Developing confidence with a range of written science materials
- Assessing science reading performance and setting goals

COGNITIVE DIMENSION

- Getting the big picture
- Breaking down science reading
- Monitoring comprehension with written science materials
- Using science-specific problem-solving strategies to assist and restore comprehension
- Setting science-specific reading purposes and adjusting reading processes

KNOWLEDGE-BUILDING DIMENSION

- Mobilizing and building on prior science knowledge structures
- Developing science knowledge
- Developing knowledge of science vocabulary
- Developing knowledge and use of the text structures of science curriculum materials
- Developing scientific discourse
- Developing scientific reasoning

Teachers Build Students' Dispositions, Knowledge and Skills

- Apprenticing students in the affective domain
- Curiosity, tolerance for ambiguity
- Self-monitoring, self-regulated learning
- Persistence, stamina, confidence



Teachers Build Students' Dispositions, Knowledge and Skills

- Text knowledge and strategies
- Disciplinary knowledge
- Cognitive strategies
- Reasoning abilities



What Kind of Professional Learning Can Support this transformation?

- Inquiry-based
- Collaborative
- Metacognitive
- Cross-disciplinary



How is this Professional Learning Structured?

- School-based teams
- Professional learning
- Follow-up online
- On-site team meetings or coaching



Reading Apprenticeship Impact: *Thirteen Studies from 1995-2018*

- 6 qualitative and quasi-experimental studies from 1995-2004 carried out by our internal research team
- 6 randomized control studies (RCT) conducted by external evaluators from 2005 to 2018
- Project READI (Reading Evidence & Argumentation in Disciplinary Instruction)- Science RCT

Randomized Control Trial Impacts

- Scores on state-mandated comprehension, ELA, and Subject Area tests (science, history)
- Increased positive learner identity
- Increased use of problem-solving strategies with texts
- Demonstration of disciplinary thinking with texts



Cycles of Collaborative Inquiry, Dissemination, Refinement



1. Intensive R&D community: practitioners/researcher-designers—create knowledge-in-tools
2. Use tools in broader communities of practitioners
3. Test and revise/refine
4. Research/assess/evaluate

Cycles of Design-Based R&D: Researcher-Practitioner Collaboration

1995-1997: What are the causes of high school students' difficulties with reading comprehension?

Teacher-researcher 2-year study group: Why are our 9th grade students not more successful in our history, ELA and ELL classes?

Developed 30 student cases studies and “portrait of the problem”

Cycles of Design-Based R&D: Researcher-Practitioner Collaboration

1997-1999: Given what we learned through the case studies, how can we better support those 9th grade students?

Developed Reading Apprenticeship Academic Literacy Course

Developed and studied PD network using protocols and tools developed in teacher-researcher network

Cycles of Design-Based R&D: Researcher-Practitioner Collaboration

1998-1999: How can we best help teachers “see the forest” not the trees?

Developed Reading Apprenticeship Framework

Wrote *Reading for Understanding*—illustrating the framework through describing the Reading Apprenticeship Academic Literacy class

Cycles of Design-Based R&D: Researcher-Practitioner Collaboration

1999-2001: What would Reading Apprenticeship look like in science classes? In other subject area classes?

Science Teacher Leadership group R&D followed by similar working groups with history and math;

Produced new cases, examples of student work

Cycles of Design-Based R&D: Researcher-Practitioner Collaboration

2001-2003: How could we support pre-service teachers to learn to incorporate this approach?

Teacher Education R&D working group

Developed community of practice

Produced new protocols and

Rethinking Preparation for Content-Area Teaching

Cycles of Design-Based R&D: Researcher-Practitioner Collaboration

2007-2011: Could Reading Apprenticeship work in community college classrooms?

Community college R&D group-2 years

Faculty Leaders' Group-development and
dissemination

Developed online course for faculty

Cycles of Design-Based R&D: Researcher-Practitioner Collaboration

2010-2015: Could Reading Apprenticeship work at scale across 5 states?

State Coordinator on-going interaction for program and implementation improvement

Facilitator and PD staff interaction to improve ways of passing on “tacit knowledge” for facilitating inquiry-based professional learning

Cycles of Design-Based R&D: Researcher-Practitioner Collaboration

2013-2017: Could Reading Apprenticeship PD work in online and hybrid modes?

Design work with participants, SLI PD leaders, and web learning designers

Iterative development based on feedback from the field

Cycles of Design-Based R&D: Researcher-Practitioner Collaboration

2014-2017: Can Reading Apprenticeship be adapted for use in Community College STEM?

STEM Think Tank—6 STEM faculty working on a
continuum of integrating Reading Apprenticeship in
their STEM courses

Lessons Learned



- Helpful to name common misconceptions (NOT Reading Apprenticeship)
- Support facilitators in the delicate balance of supporting and challenging teachers
- Learn from and build on strengths of local contexts

Sample Iterative Refinement: Facilitating Teacher Learning

- Developers: designed PD with responsive changes in the moment, as well as after review
- Teachers on staff: revised PD design, more detail in facilitation notes
- Teachers as consultant facilitators:
 - More detailed facilitation notes
 - More protocols for preparing to facilitate
 - Balance/tension between “language we’ve learned works” and “making it your own.”



Challenges



- Desire for simple solutions
- Toxic Mutations
- Regime Change
- Project's funding for R&D cycles
- Schools' funding for in-depth professional learning

Resources on Reading Apprenticeship site



www.readingapprenticeship.org



Search this website ...



Contact Us

OUR
APPROACH

PROFESSIONAL
LEARNING

RESEARCH
& EVIDENCE

IMPACT
& STORIES

PUBLICATIONS
& DOWNLOADS

ABOUT US

Evidence-based Teacher Professional Learning to Improve Academic Literacy and Social Emotional Learning



What does it mean for you?

"I wasn't reading a book — I was simply skimming through text on a page. Connecting, picturing, summarizing...things I do naturally now, I didn't do then. I've developed as a reader."

(Sara, Grade 9)

[See more Success Stories](#)

What's New

[READ MORE WHAT'S NEW >](#)

Midwest Teachers Deepen Literacy Learning

POSTED ON FEBRUARY 5, 2018

Reading Apprenticeship professional learning across several states, and a presentation at the Wisconsin State Reading Association on 2/8.

Leadership to Transform Subject Area Literacy

POSTED ON NOVEMBER 30, 2017

Reading Apprenticeship authors have published an article in the November 2017 issue of Phi Delta Kappan.

Demonstrating Reading Apprenticeship Excellence

POSTED ON OCTOBER 31, 2017

Our Community College STEM Network was spotlighted in a recent report from the Campaign for College Opportunity.

Charlotte-Mecklenburg Schools Disciplinary Literacy Teaching Showcase

When: Tuesday, May 15, 2018
8:30 a.m. to 3:30 p.m.

Where: Spaugh Professional
Development Auditorium
Charlotte, North Carolina

Cost: Free!

Registration: [http://tiny.cc/cms-
may2018](http://tiny.cc/cms-may2018)

