Leading Systemic Capacity Building in Professional Learning Design

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Reading Apprenticeship
at WestEd

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www.readingapprenticeship.org
Introductions

On the index card on your seat:

- What question do you hope to have answered during this session?
- Write your name, your role, and school/district (if you would like to enter the raffle at the end of the session)
Session Outline

• How does Reading Apprenticeship support adolescent literacy development and the transformation of teaching?

• How can leaders at the state, district, and school levels support capacity building?

• What is Reading Apprenticeship’s impact?

• Learning Forward Survey
National Expertise, Local Partner

• Nonprofit education research, development and services agency
• Partner with educators in all 50 states
• Publish dozens of new publications and reports each year, available at www.wested.org.
How does Reading Apprenticeship support adolescent literacy development and the transformation of teaching?
The vast majority of students are capable of engaging in rigorous reading and academic work, with support.
To advance literacy development, students should be:

- Grappling, inquiring, raising questions
- Making meaning
- Building knowledge
- Identifying and solving problems
- Using evidence
- Reading complex, disciplinary texts
Inquiry-based Professional Learning that is...

- Strengths Based
- Collaborative
- Metacognitive
- Cross Disciplinary
- Evidence Based
The Reading Apprenticeship Framework

Metacognitive routines make normally *invisible* reasoning processes *visible* and available for assessment, modeling, and coaching during reading, problem solving, and inquiry activities.
Talk to the Text Routine

• *Old Man*, Ricardo Sánchez
• As you read, make notes about what you are thinking as you read.
• Share with a partner.
Consider one of these questions as you watch the video

What do you notice the teacher doing to support students' reading of complex disciplinary text?

What are students doing to put effort into reading complex text?
Reading Apprenticeship in Action

- English Language Development
- Grades 7 & 8 students
- Enrolled in ELD or ESL classes since school entry
- Unable to transition due to academic performance on standardized tests
- 85% tested out of ESL after Reading Apprenticeship class
Turn to a partner and share one thing you noticed

What do you notice the teacher doing to support students' reading of complex disciplinary text?

What are students doing to put effort into reading complex text?
The Reading Apprenticeship Framework

**Social Dimension**
- Creating safety
- Investigating the relationship between literacy and power
- Sharing text talk
- Sharing reading processes, problems, and solutions
- Noticing and appropriating others’ ways of reading

**Personal Dimension**
- Developing reader identity
- Developing metacognition
  - Developing reader fluency and stamina
  - Developing reader confidence and range

**Cognitive Dimension**
- Getting the big picture
- Breaking it down
- Monitoring comprehension
- Using problem-solving strategies to assist and restore comprehension
- Setting reading purposes and adjusting reading processes

**Knowledge-Building Dimension**
- Surfacing, building, and refining schema
- Building knowledge of content and the world
- Building knowledge of texts
- Building knowledge of language
- Building knowledge of disciplinary discourse and practices
Principles for professional learning and sustained teacher inquiry

• Take teachers’ convictions as a starting point for inquiry
• Engage in rigorous reading and metacognitive conversation with colleagues
• Practice inquiry activities to build capacity
• Experience Reading Apprenticeship routines and approaches as learners

Using Reading Apprenticeship to Support Maryland’s State Striving Readers Initiative
Maryland Striving Readers Comprehensive Literacy Grant

- Maryland’s State Comprehensive Literacy Plan (CLP)
  - advances literacy skills for all children from birth through grade 12.
- Subgrants
  - All 24 Maryland LEAs received sub-grants.
- Priorities
  - Emphasis on disadvantaged children;
  - Use of evidence-based strategies and interventions;
  - Alignment of literacy plans between language and literacy from birth to age 5 with kindergarten through grade 12.
2017 and Maryland’s Comprehensive Literacy Plan

- Instructional Leadership
- Strategic Professional Learning
- Continuity of Standards-Based Instruction
- Comprehensive System of Assessments
- Tiered Instruction and Intervention
State-Level Implementation Goals

• To support LEAs in analyzing the strengths and needs of the school and its community.
• To create a state-wide high-quality professional learning, birth to grade 12.
• Increase knowledge of effective, evidence-based instruction for ALL students.
• Provide professional learning for LEA staff on multi-tiered system of support to meet the needs of ALL students.
• To provide support for collaboration between LEAs and community-based early-childhood providers.
Additional State Mandates

**Equity COMAR (2019)**
- Provide the access and opportunity for all students to successfully read on level by the end of grade 2

**Ready to Read Act (2019)**
- A Screening and Interventions bill became Maryland law and requires all Kindergarten students be screened for reading difficulties including dyslexia. The bill takes effect on July 1, 2019 and school districts are required to have screening and interventions at the ready by the 20-21 school year.
Literacy Support for Educators

Literacy Workshops 2017

- Summer Symposium
- Essential Instructional Practices in Early Literacy

Literacy Workshops 2018

- Reading Foundational Skills: Phonological Awareness and the Alphabetic Principle
- Social Emotional Learning
Adolescent Literacy Support for Educators

Adolescent Literacy 2018

Reading Apprenticeship
• Four regional locations
• 3-day summer
• 2-day fall follow-up

Adolescent Literacy 2019

• Reading Apprenticeship
• Leading for Literacy
• Quality Teaching for English Learners (QTEL)
Adolescent Literacy Support for Educators Moving Forward

Adolescent Literacy 2020

• Reading Apprenticeship
• Leading for Literacy
• Quality Teaching for English Learners
• Small Group Coaching
• Science Institute
Baltimore County: How did we engage leadership prior to the cohorts?

The Department of Academics:

- Defined the Conditions of Creating a Culture of Literacy
  - Conducted walk-throughs and used the *Conditions* to develop School Progress Plans
- Collaborated to define disciplinary literacy in each content area
  - Expectations
  - Literacy Experiences
  - Sample Assessments
Baltimore County: How did we engage teachers?

• 30 middle schools and 30 high schools
• Invited a team of 4 – 5 teachers from every school; 200 teachers participated
  • Recommended the content teachers attended (science, social studies, math, arts, health/physical education)
• West Ed provided an initial 5 day training and 1 day follow-up coaching session
• Additional support during monthly Department Chair meetings
Our Story: Benefits and Challenges

Benefits
• Building Community
• Growth Mindset and Resiliency
• Responsive Instruction

Challenges
• Integration with Existing Curriculum
• Valuing Struggle and Process
Building Community

- Authentic student-centered learning environments
- Increased student-student talk / teacher-student talk talk
- Deeper understanding and valuation of learning differences
- Teachers get to know students as learners
- Improved formative assessment practices that attend to the social, personal, cognitive, and knowledge building needs of the students
- Equitable access to learning
Growth Mindset and Resiliency

**Teachers**
- Increase rigor in lessons
- Higher expectations for problem-solving
- Build schema through reading
- Allow students to engage in a productive struggle

**Students**
- Push towards understanding of difficult content
- Believe that knowledge acquisition and application is a process they can access
- Use schema to engage in new learning
Responsive Instruction

- Metacognitive conversation allows space for students to explore differences in:
  - learning styles
  - personal experiences
  - background knowledge

- Teachers focus on the unique processes of learning rather than common understanding of content

- Improved formative assessment practices that attend to the social, personal, cognitive, and knowledge building needs of the students
Challenges: Integration with Existing Curriculum

• Change is difficult—especially if the teacher has taught the existing unit for a number of years
  “Oh, I already do this!”

• Investment of time by developing the personal and social dimensions

• Implementation of the Reading Apprenticeship Framework requires a thorough examination of existing practices
Patience and Value Evaluation

• Establish learning community first

• Learning new methods to involve all learners in sharing

• Trust that developing metacognition will lead to knowledge building
What is Reading Apprenticeship’s impact?
Reading Apprenticeship Impact

- Recommended on Evidence for ESSA Website
- Designated a CASEL SELect Program
- Reached over 10,000 teachers and 2,000,000 students nationally since 2010
Randomized Control Trials Show Positive Impacts

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

- Reading Apprenticeship Introduction Live
- Reading Apprenticeship Introduction Online
- Deepening Reading Apprenticeship Classroom Practice
- Reading Apprenticeship Academic Literacy 9th grade course
- On-Site Coaching
- Teacher Leader Network
- Leadership and Sustainability Support
SESSION ID 3419 Feedback form here: http://kickup.co/2019LF

The questions that follow are designed to help you reflect on your professional learning experience. We appreciate your honest responses to these questions; they will be used to inform Learning Forward's program planning and improvement.

Results will be aggregated and shared with Learning Forward but your individual feedback will remain confidential.

ESTIMATED TIME: 3-5 minutes

Thank you!
Questions and Connections

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