Building Teacher Capacity for Disciplinary Literacy Teaching

- R&D in cycles with teachers
- 20 years of development
- 5 federally-funded studies

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Engaging Adolescents in Disciplinary Literacy

- Text-based problem solving capacities
- Discipline-based literacy practices
- Resilient learner identities
- **Dispositions for engagement in academic tasks**
Shifting the Balance of Teaching as Usual: Promoting Student Agency

From:
- Teacher interprets texts, has “right interpretations”
- Students focus on facts

To:
- Teacher frames reading as disciplinary inquiry
- Students interpret texts, pose questions
- Classroom conversations: “How did you figure that out?”
Example: 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.
Supporting Teachers to Succeed with Inquiry-Based PD

• Tap teachers’ disciplinary knowledge

• Practice “making thinking visible” with varied subject area texts

• Build on students’ strengths:
  “These kids can”
Proven Impact on Student Learning, Identity, Engagement, and Achievement

Students in treatment classrooms of biology teachers who had 10 days of Reading Apprenticeship PD had statistically significantly higher scores on science content and reading comprehension tests compared to control group students.
Learning from READI: Shifting Argument From Product to Process

READI argumentation principles + close reading instruction = Important gains for low scoring students
Leveraging System Support

- Site-based teams & Teacher Leaders
- Site Administrators-online course and meetings w/Site-based teams
- State level leadership for continuous improvement