Social-Emotional Learning Integrated with Academic Literacy Equals Secondary Students’ Common Core Success

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Introductions

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www.readingapprenticeship.org

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Science Teacher/Literacy Coach, New Haven Unified School District
New Haven Unified School District, CA.
Strategic Literacy Initiative (SLI) Program of Research and Development

Reading Apprenticeship Instructional Framework

Inquiry-based designs for teacher professional development

R&D in discipline-specific literacy instruction
Scope and Scale of SLI’s Work

- RAISE (i3 Validation Grant)
- iRAISE (i3 Development Grant)
- Community College
- Literacy Apprenticeship (SEED)
- Site-based Professional Development
Investing in Innovation Validation Grant

- 5 states: CA, IN, MI, PA, UT
- High School Science, History, English
- 2,800 teachers
- 400,000+ students
- Developing courses for facilitators, teacher leaders, state coordinators, administrators
Agenda

Section 1: Common Core, Learning Dispositions, and Literacy

Section 2: The Role of Metacognitive Conversation
Example from the Classroom

Section 3: Impact on Teachers and Students
Raising Our Sights

The nation must reach for high level literacy skills (Heller & Greenleaf, 2007).
Raising Our Sights

We need to move beyond a generalist notion of literacy learning, to identify and explore how to teach high level literacies in the disciplines (Shanahan & Shanahan, 2008).
CCSS Standards for ELA and Literacy in History/Social Studies, Science & Technical Subjects

Academic Disciplines Participate in Distinct Literacy “Practices”
- Specialized ways of reading, writing, speaking, and reasoning
- Multiple and distinct forms of text
- Valued reasoning processes
- Traditions of argumentation

In your district, is it expected that ELA teachers will address all of the above?
Section 1

Common Core, Learning Dispositions, and Literacy
Common Core Literacy Standards

Students who are college and career ready

- Demonstrate independence
- Build strong content knowledge
- Value, cite, and use evidence
- Comprehend as well as critique
Common Core Literacy Standards

Through wide and deep reading ... of steadily increasing sophistication, students gain

- a reservoir of knowledge, references, and images
- the ability to evaluate intricate arguments
- the capacity to surmount the challenges posed by complex texts
Common Core Literacy Standards

Through wide and deep reading ... of steadily increasing sophistication, students gain

- An appreciation of the norms and conventions of the discipline
- An understanding of domain-specific words and phrases
- An attention to precise details
- The capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts.
Next Generation Science Standards

Practice 1. Asking questions and defining problems
Preparing Students for Advanced Literacies

Many of our secondary students are *profoundly* inexperienced and unprepared to engage in academic literacies, but they are not beginning readers.

*Do you recognize this student?*
We Can’t Get There From Here

Teaching as Telling

• Teaching around the text
• Doing the intellectual work for students
• Putting students in passive modes
• Assigning and hoping for the best

Do you recognize this teacher?
To Advance Literacy Development, What Should Students Be Doing with Academic Texts?

• Grappling, inquiring, raising questions
• Making meaning
• Building knowledge
• Identifying and solving problems
• Using evidence
• Constructing and critiquing arguments
Please share some challenges that you face in thinking about supporting the new standards.
How Abby’s School is Tackling the Challenge

Abby Noche
Science Teacher/
Literacy Coach
Share-Out:
How Abby’s School is Tackling the Challenge

Abby Noche
Science Teacher/
Literacy Coach
Quick Pause

Quick review of the chat area
Questions and answers
Preparing Students for Advanced Literacy and CCSS

“Preparing students to read a text is perfectly reasonable, and it's compatible with the Common Core State Standards. But such preparation should be brief and should focus on providing students with the tools they need to make sense of the text on their own.”

What are “the tools students need to make sense of texts on their own”? 

- Resilience
- Growth orientation
- Grit and determination
- Self-efficacy
- Confidence
- Stamina

- Self-regulation
- Curiosity
- Persistence
- Agency
Socio-Emotional Learning: Non-Cognitive Factors that Matter

- Resilience
- Learning Strategies
- Mindsets
How Can We Develop Resilience and Positive Dispositions Toward Learning?

• Normalizing struggle
• Making the implicit explicit
• Affirming persistence and problem solving
• Giving praise focused on effort vs. intelligence
• Engaging in responsive dialogue
• Solving problems collaboratively

Do you or teachers at your site/in your district currently implement any of these? If so, please share in the chat which ones.
Fostering Engaged Academic Literacy for Adolescents

“When we ask students to learn something new, we ask them to become someone new”

(Feldman, 2004).

“[W]hen readers engage in literacy practices, they are also engaged in acts of identity”

(Norton, 2010).
The Reading Apprenticeship Approach to Academic Literacy

Transforming Teaching for Student Independence

• Building academic dispositions
• Engaging in worthwhile literacy tasks
• Fostering intellectual engagement
• Close reading to make meaning of complex texts
• Literacy as inquiry to build knowledge
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.
Pause to Review and Reflect

Quick review of the chat area
Questions and answers
Section 2

The Role of Metacognitive Conversation
Modeling and Mentoring with Metacognitive Conversation Routines

Turning the tables on what “counts”

What was confusing?
How did you figure that out?

• Think Aloud (Teacher Modeling, Partner Think Alouds)
• Annotation (Talking to the Text followed by Pair/Small Group Problem Solving)
• Reciprocal Modeling of Problem Solving Strategies (I do, we do, you do)
• Collaborative Meaning Making (reading and text-based discussion happens in the classroom)
• Gradual Release of Responsibility
Cindy Ryan
Dreher High School
Columbia, South Carolina

- Struggling readers identified for extra support class at transition to high school based on 8th grade assessments and teacher recommendation
- Reading up to 5 years below grade level
- Year-long course aiming to build students’ engagement with academic texts and tasks
Video Protocol

Watch the video in the main area (3 min.)

Plan B: Read the “classroom closeup”

Click the check when you are finished.

Reflection question following the video
As you watch, think about...

How does the teacher...

- invite students into metacognitive conversation?
- engage students to make meaning of complex text?
- build students’ learner dispositions?
Review the Video

Click on the link http://www.youtube.com/watch?v=lem8ID0LGUA

Plan B: Read the “Classroom Close-Up”

Please click the check when you are finished.
Quick Pause: Classroom Example

Quick review of the chat area

Questions and answers
Metacognitive Conversation in Abby’s Science Classroom
Quick Pause:

Quick review of the chat area
Questions and answers
“If you want to go fast, go alone. If you want to go far, go together.”
—African Proverb
Identifying Instruction that Fosters Learner Dispositions

Please share some thoughts you have on social-emotional learning, metacognitive conversation, and the Common Core.
Pause to Review and Reflect

Quick review of the chat area
Questions and answers
Section 3

Impact on Teachers and Students
Professional Development for Deep Instructional Changes of CCSS

Students ask text-based questions
Students interpret texts, negotiate multiple interpretations
Teacher frames reading as collaborative inquiry
Teacher and students foreground the process of figuring things out

Teacher asks text questions and tests comprehension
Teacher interprets texts, has right interpretations
Teacher frames reading as fact extraction
Teacher and students foreground knowing content and having correct answers
Evidence of Impact

2005-2008 – ERO study of 9th grade Reading Apprenticeship Academic Literacy course

2005-2008 – NSF efficacy trials in biology

2006-2009 – IES efficacy trials in history and biology
Proven Impact on Student Learning, Identity, Engagement, and Achievement

Students in high school biology and US history classrooms of teachers who had 10 days of Reading Apprenticeship PD had significantly higher scores on both content and reading comprehension tests compared to control group students.

Students in Reading Apprenticeship classrooms were more than one year ahead in reading.
Metacognitive Conversation – The Enabling Turn

Turning the tables – valuing the process of learning rather than (only) the products of having learned

Normalizing struggle – valuing confusion, demonstrating the work readers do to marshal resources and grapple

Supporting opportunities to engage in challenging (advanced) literacies within disciplines

Collaborating to make meaning of texts

Engaging in metacognitive inquiry and text-based conversation

= Guided apprenticeship: learning by doing
The Enabling Turn — Student Voices

“When I first started this class I was scared. I have discovered that I have the courage to read stuff that I couldn't read. I'm more confident. Also I need to work on spelling.”
The Enabling Turn —
Student Voices

“My reader identity is getting a lot more knowledge into it and that makes me feel like I am a smart young man who can do whatever I set my mind to and whatever people say will not hurt me because I know I have the knowledge to school them.”
Share-Out:
Impact on Students and Teachers

Abby Noche
Science Teacher/
Literacy Coach
Quick Pause:

Quick review of the chat area
Questions and answers
Thank You!
Resources

WestEd
www.WestEd.org

Strategic Literacy Initiative
www.readingapprenticeship.org

WestEd’s SchoolsMovingUp
www.schoolsmovingup.net