

Reading Apprenticeship

Reading Apprenticeship is a professional development model and instructional approach for middle and high school educators. Designed to support both academic and social-emotional learning, Reading Apprenticeship gives teachers new ways to engage students with text and apprentice them into discipline-specific ways of reading, writing, talking, and reasoning. Students are explicitly supported to build identities as people who can solve problems and persevere with challenging texts. Reading Apprenticeship teachers regularly model discipline-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 as an integral part of teaching their subject area curriculum. As a result, students develop the literacy competencies, subject area knowledge, and the learner dispositions they need—for school, college, career, and life.

ESSA EVIDENCE RATING



Evidence Base

Reading Apprenticeship has been the subject of multiple large-scale studies in high school sciences, history, and literacy courses. In each study, teachers who participated in Reading Apprenticeship professional development made statistically significant gains in classroom practices supporting disciplinary literacy compared to control group teachers. Students whose teachers participated in Reading Apprenticeship professional development made statistically significant gains in reading comprehension and/or subject area achievement on standardized tests. These consistent findings make Reading Apprenticeship a trusted resource for supporting teacher development and student success.

Study	Summary of Impact	Context
<p>High School U.S. History and Biology¹</p> <p>Institute for Education Sciences, U.S. Dept. of Education 2006–2010</p>	<p>At the end of one year of instruction, treatment students were more than a year ahead of control students on standardized tests in history and biology. History students were also a year ahead on reading comprehension and English language arts.</p>	<p>RCT conducted with 159 teachers and in 99 high schools across California and Arizona that serve high proportions of African American, Latino, and English learner students.</p>
<p>Integrating Reading Apprenticeship and Science Instruction in High School Biology²</p> <p>National Science Foundation 2005–2008</p>	<p>At the end of one year of instruction, treatment students were more than a year ahead of control students on standardized tests in biology, reading comprehension, and English language arts.</p>	<p>RCT conducted with 87 teachers in 70 California high schools that serve high proportions of African American, Latino, and English learner students.</p>
<p>Reading Apprenticeship Academic Literacy Course¹</p> <p>Institute for Education Sciences, U.S. Dept. of Education 2005–2008</p>	<p>Findings demonstrated that the Reading Apprenticeship Academic Literacy Course had a positive and statistically significant impact on students’ reading comprehension scores—an effect size equivalent to a 63% improvement over and above expected year-to-year gains.</p>	<p>RCT conducted in 34 schools across 10 districts nationwide selected by ED’s Office of Vocational and Adult Education. Students selected were between 2 and 5 years below grade level on reading comprehension test scores.</p>

Study	Summary of Impact	Context
<p>Reading Apprenticeship Improving Secondary Education (RAISE)¹ Institute for Education Sciences, U.S. Dept. of Education 2010–2015</p>	<p>Students in Reading Apprenticeship classrooms reported significantly greater opportunities to share reading processes and problem solving, and indicated that reading instruction was more integrated into their content-area learning. RAISE had a positive and statistically significant impact on student literacy in science classes.</p> <p>RAISE had statistically significant impacts on teachers' use of core Reading Apprenticeship practices and on their confidence in delivering literacy instruction.</p>	<p>Two nationwide independent evaluations conducted in 274 schools with 1,964 teachers and nearly 631,565 students. One evaluation used a random assignment design with 42 schools in Pennsylvania and California. A second study used surveys, focus groups, and case studies to identify lessons from managing the scale-up across 4 of the 5 states.</p>
<p>Reading Apprenticeship Professional Development in Diverse Subject-Area Classrooms Carnegie Corporation of New York, William and Flora Hewlett Foundation, Stuart Foundation 2001–2004</p>	<p>Investigators report positive shifts in students' conceptions of reading, reading practices, and identities as readers; increased opportunities to reach fuller understandings of disciplinary concepts and literacy processes; shifts in strategy, agency, ownership, and identity; improved course grades, decisions to take additional academic classes, and score increases on standardized tests of reading comprehension.</p>	<p>Case study with 11 subject-area teachers in CA middle and high schools which serve highly diverse populations of students.</p>
<p>Increasing Student Achievement Schoolwide Through Reading Apprenticeship Carnegie Corporation of New York and Walter S. Johnson Foundation 2001–2004</p>	<p>Both schools exceeded target growth in Academic Performance Indicators across all three years implementing Reading Apprenticeship. Minority and Socio-economically disadvantaged students also exceeded their growth targets.</p>	<p>Case studies of 2 schoolwide implementations of Reading Apprenticeship in high schools serving highly diverse populations of students.</p>

¹ Meets WWC standards 3.0 without reservations

² Meets WWC standards 3.0 with reservations

Condensed Bibliography

Somers, M.-A., Corrin, W., Sepanik, S., Salinger T., Levin, J., and Zmach, C. (2010). *The Enhanced Reading Opportunities Study Final Report: The Impact of Supplemental Literacy Courses for Struggling Ninth-Grade Readers* (NCEE 2010-4021). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://ies.ed.gov/ncee/pubs/20104021/pdf/20104021.pdf>

Kemple, J. J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., & Drummond, K. (2008). *The Enhanced Reading Opportunities Study: Early impact and implementation findings* (NCEE report no. 2008-4015). Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. http://www.mdrc.org/sites/default/files/full_553.pdf

Corrin, W., Somers, M. A., Kemple, J. J., Nelson, E., & Sepanik, S. (2008). *The Enhanced Reading Opportunities Study: Findings from the Second Year of Implementation*. NCEE 2009-4036. *National Center for Education Evaluation and Regional Assistance*. <https://ies.ed.gov/ncee/pdf/20094036.pdf>

Fancsali, C., Y. Abe, M. Pyatigorsky, L. Ortiz, A. Hunt, V. Chan, E. Saltares, M. Toby, A. Schellinger, and A. P. Jaciw. (2015) *The Impact of the Reading Apprenticeship Improving Secondary Education (RAISE) Project on Academic Literacy in High School: A Report of a Randomized Experiment in Pennsylvania and California Schools*. <https://www.empiricaeducation.com/pdfs/RAISEfr.pdf>