**Examples of District-wide Work with Reading Apprenticeship**

**2013-16**

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| Example 1  **Charlotte-Mecklenburg, NC District Contract**  Multi-year plan, tiered approach for sustained, meaningful teacher practice change and local capacity building focused on instructional leadership |

**CONTEXT**

Charlotte-Mecklenberg, a diverse district in North Carolina, is the 16th largest district in the United States, with almost 9,000 teachers. SLI began work with Charlotte-Mecklenburg in spring 2014 on a multi-year initiative, working with 8 groups of secondary teachers by zones. The district has several different kinds of federal grants helping them pay for a multi-year district-wide literacy improvement. Reading Apprenticeship at the secondary level is a coherent fit with their K-6 approach.

**I. Early Stage = Planning and Buy-In**

* 15 Admins, Coaches and Teacher Leaders visited exemplary sites
* Site administrators, district support providers and key decision makers participated in a **3 day introduction to Reading Apprenticeship** -- this experience mirrored the experience their teachers would soon have and built a strong base of support needed for district-wide roll-out

**II. Building Instructional Leadership**

* Training 6 Teacher Leaders from each of the 75 secondary schools: 3 Day intro & 2 Day winter session – cross-disciplinary PD
* Coaching follow up

**5-days of Cross-Disciplinary PD for 12 groups of 30-40 participants**

* 3 Reading Apprenticeship Institutes on each of 4 separate dates in summer
* 2 consecutive days of follow up training for 12 groups in Fall
* School teams consist of 6 teachers from each of 74 schools (middle and high) plus the site-based PDF from each school (for total of 7 participants from each school)

**Principals’ Online course**

* Available to 74 principals (up to 3 cohorts, max 25 per cohort)

**III. Capacity-Building & Coaching**

Goal: To apprentice, mentor and support Curriculum Leaders and PDFs in on-site coaching and collaborative support for participating Reading Apprenticeship teachers. Coaching cycles include inquiry meetings with leadership, site & CR visits, mentoring of Curriculum Specialists

* In cohorts of three schools each, faculties rotate hosting guided classroom visits. The visitors specifically observe for literacy practices that the host team and their faculty have been working on in advance
* Coaching days are focused on pioneers -- fast-track schools, who volunteer and want continued support. As the reform grows more schools will be brought into the coaching pool.

**IV. Scaling Up**

* All secondary classroom teachers will participate in 5 days of professional development in Reading Apprenticeship.
* By the third year, the teacher leaders on site will support ongoing professional collaborations within their subject areas that deepen implementation.
* Instructional leaders will continue to be supported in their leadership role as well as in their classroom implementation expertise through coaching and network / Integrated (cross-role) Learning Team meetings.

**MANAGEMENT, CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY**

Charlotte’s central office and administrative leaders have regular meetings with WestEd to plan, reflect, look at participation, and make any adjustments needed. Charlotte has integrated this project into its existing district systems for improvement, planning and accountability.

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| Example 2  **New York City's Middle School Quality Initiative (MSQI)**  2 years, MSQI Network as opposed to whole district, deeper discipline-specific work |

NYC wanted a partner that could improve both students academic performance as well as address social emotional learning factors. They identified Reading Apprenticeship as a fit and we began working with a subset of their 80+ middle schools in 2012.

**CONTEXT**

The Middle School Quality Initiative (MSQI) is the NYC Department of Education's focused effort to expand the number of middle schools that prepare students for college and career success. MSQI serves as the city's implementation plan for putting the Carnegie [*Reading Next*](http://www.all4ed.org/publication_material/reports/reading_next) report recommendations into action. The project has been guided by avision for literacy reform described in *Reading Next* and put into practice by a team of committed and experienced literacy leaders in the city. These five MSQI Core Pillars include: Reading Screening and Monitoring, CCLS Literacy Across the Content Areas, Strategic Reading Tutoring for All Students, Teacher Teams, and Continuous Professional Development.

**DOCUMENTS**

* *Framework for Helping Struggling Readers in the Middle Grades*

Web link: <https://sites.google.com/site/schools-nyc-gov-msqi-teams-edition-backup/home/the-msqi-team>

**FUNDING**

MSQI is supported by a combination of district PD funds, foundations, and federal

categorical funds

**SLI ROLE**

Provide PD: 2013 - 2015

* PD for Science & Social study teachers (10 Days, 3 groups of about 90 teachers)
* Coaching (5 days at 8 Manhattan schools; 5 Days at 4 Staten Island Schools)
* Planning & coordination (5 days with MSQI leadership)

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| Example 3  **New Haven Unified in Union City, CA (SF Bay Area urban district)**  **Race to the Top Grant – 2012-2015**  Example of work planned and funded together with large federal grant |

**CONTEXT**

The District used the RTT-D funds to build on and expand its comprehensive K-12 reform strategies, known as the Seven Essentials for Continuous Growth and Improvement, which focus on making sure students acquire critical literacy and mathematics skills across the entire grade spans.To this end, a key part of our Theory of Change is that student literacy development is a K-12 goal, not simply a K-3 goal.

The funds will help the District establish highly effective learning environments for all students, in which teachers instantly access a wide variety of educational tools, content and professional development aligned with the Common Core State Standards (CCSS) in literacy and mathematics. Since CCSS proficiency requirements are focused on mastery of high-level content standards, students will be required to demonstrate that mastery in a variety of ways, including verbal and written explanation, practical utilization of performance tasks and development of products such as papers, experiments and objects. We are beginning the fundamental shift in teaching and learning that CCSS implementation requires.Source: <http://www.nhusd.k12.ca.us/node/2073>

*Example of SLI New Haven contract pieces from 2014-15:*

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| **10 days of subject-specific Professional Development in Reading Apprenticeship in 3 groups** (ELA, History and Science teachers); grades 6-12  5 days in summer 2014; 2 days in Dec. 2014; 3 days in June 2015  Includes 6 facilitators, Reading for Understanding books for each participant, binders, materials   **10 days of on-site coaching for Logan participants in 2014-15 training**  2 day visits (Tu/Thu) X 5 times during school year  To include recursive collaboration groups in a cycle of inquiry: lesson planning, formative assessment of student work, deepening the metacognitive conversation  **15 days of on-site coaching for Middle Schools, Conley and Adult school.** To include collaboration groups in cycle of inquiry, in-class support and coaching, support of administrators, coaches and participants of 2014-15 training  3 day visits X 5 times during school year.  **5 full days of coaching and support with identified Teacher Leaders:**  These are early adapters, teacher leaders, potential demonstration classes in which participants build deep, advanced understandings of Reading Apprenticeship routines to serve as models for colleagues and staff.  To include: cycle of inquiry for lesson design, action research, formative assessment, data collection. Requires full day release for up to 20 participants. |

**DOCUMENTS/WEB RESOURCES**

* Webinar: Cyndy Greenleaf and NHUSD Science Teacher Abby Noche present "Social Emotional Learning Integrated with Academic Literacy Equals Secondary Students Common Core Success”

Web Link: <http://www.wested.org/webinar-social-emotional-learning-integrated-with-academic-literacy-equals-secondary-students-common-core-success/>

* External evaluators 2014 Report: The District completed 95% of activities in this project area. New Haven’s ambitious plan included intensive professional learning in the summer with follow-up site workshops and literacy and mathematics coaches at all sites. Focus groups with teachers indicate high levels of satisfaction with coaching support received. Of over 200 K-12 teacher participants, 90% rated Summer 2014 professional learning sessions highly and it was the highest rated of all of the districts professional learning options.

Web Link: <http://www.nhusd.k12.ca.us/userfiles/file/ESC/RTT-D/RTTD%20-%20Quarterly%20Report%20YR2,%20Q1%20%20-%2007_31_14.pdf>