

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 transforms instruction to engage students in new ways of reading, thinking, talking, and reasoning in supportive classroom environments. Students are explicitly supported to build perseverance and problem-solving capabilities for high-level literacy and deeper learning. Subject area teachers model discipline-specific literacy skills, help students build comprehension strategies, engage students in building knowledge by making connections to their own background knowledge, and provide ample guided, collaborative, and individual practice.

Evidence Base

ESSA EVIDENCE RATING



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 in Reading Apprenticeship classrooms made statistically significant gains in reading comprehension and/or subject area achievement on standardized tests. These consistent findings establish Reading Apprenticeship as a highly effective professional learning solution that results in teacher practice change and increased student success.

Study	Summary of Impact	Context
<p>Reading, Evidence, and Argumentation in Disciplinary Instruction (READI) Institute for Education Sciences, U.S. Dept. of Education 2010-2016</p>	<p>Students in Reading Apprenticeship intervention classrooms showed significantly higher performance in the comprehension of science information from multiple texts. Effect sizes from comprehension assessments showed that treatment students were 1.5 years ahead of control students.</p> <p>Study findings indicated that READI had significant impact on teachers’ practices and routines to support science text literacy, reasoning and evidence-based argumentation.</p>	<p>RCT conducted in 24 schools with 48 teachers and 964 ninth-grade biology students. The study used two reading comprehension assessments developed by the Educational Testing Service (ETS): Reading Inventory and Scholastic Evaluation (RISE) and the Global Integrated Scenario-Based Assessment (GISA).</p>
<p>Reading Apprenticeship Improving Secondary Education (RAISE)¹ Investing in Innovation (i3) grant, 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 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>

Study	Summary of Impact	Context
<p>High School U.S. History and Biology Institute for Education Sciences, U.S. Dept. of Education 2006–2010 (Meets WWC standards 3.0 without reservations)</p>	<p>After one year of instruction, Reading Apprenticeship students were well over 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 Biology National Science Foundation 2005-2008 (Meets WWC standards 3.0 with reservations)</p>	<p>After one year of instruction, Reading Apprenticeship 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 Course Institute for Education Sciences, U.S. Dept. of Education 2005–2008 (Meets WWC standards 3.0 without reservations)</p>	<p>Study 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 with 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>

Condensed Bibliography

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