

Abstract

Organization: Strategic Literacy Initiative (SLI) at WestEd

Project Title: Supporting Effective Teaching with Disciplinary Inquiry (SETDI)

Priorities: **Absolute Priority 1.2** (Providing teachers with evidence-based professional development) and **Competitive Preference 1** (Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields).

Project Goals:

- 1) Increase the number of highly effective middle and high school teachers serving high needs students by engaging 1,500 teachers in Reading Apprenticeship professional learning and science/engineering Inquiry Design Groups
- 2) Improve middle and high school students' reading comprehension and science achievement by increasing opportunities to collaborate and engage with more varied and challenging Science and Engineering tasks and texts
- 3) Build local capacity for sustained implementation and dissemination through teacher leader development, regional support and new tools

Project Description: This project will increase the number of highly effective middle and high school teachers, and thereby improve students' academic literacy proficiencies and achievement, particularly in science and engineering. We will accomplish this by providing Reading Apprenticeship professional learning to 1,500 middle and high school teachers, 500 of whom will be science and engineering teachers. The teachers will improve their effectiveness by enacting the research-proven Reading Apprenticeship framework and integrating disciplinary literacy into their content area teaching, improving the opportunities to learn for about 100,000 students during the grant period. SLI will also leverage resources and knowledge from prior work to engage science and engineering teachers in designing, testing and refining topic-linked text inquiries to support teaching and learning. We anticipate the impact of these activities will extend the reach of the project to thousands more teachers during the project period through open source dissemination and teacher leadership development.

Outcomes: 1,500 teachers will experience evidence based professional learning and integrate literacy practices into their content area instruction, increasing the learning opportunities of more than 100,000 students. Open source text-inquiries with teacher guides for middle and high school science and engineering teachers will be created and widely disseminated. 380 teacher leaders and regional partners will increase their knowledge of disciplinary literacy and deepen local capacity to sustain instructional improvement. A randomized controlled trial will examine the impact of the professional learning on student learning and achievement in science/engineering.

Key Partners: This project will serve high needs students in schools and districts located in seven states (CA, GA, MI, NY, OK, TX, WA). It builds local capacity for sustained implementation after the grant period through partnerships with LEAs, SEAs, and service agencies, including: Atlanta Public Schools; Los Angeles Unified regional STEAM Teams, the Oklahoma State Department of Education; Onondaga-Cortland-Madison BOCES, New York; IMPAQ Int., and The Texas Center for Educator Excellence.