ABSTRACT

Title: Accelerating Literacy through Self-Regulation, Collaboration and Persistence: Reading Apprenticeship in North Carolina

Type and Absolute Priorities: Mid-phase project that meets the strong evidence base required for Absolute Priority 1. The project addresses Absolute Priority 3, fostering knowledge and promoting the development of students’ academic literacy proficiencies and aptitude for social-emotional learning.

Project Description: WestEd seeks to improve the academic achievement and social-emotional learning skills (SEL) of high school students in rural and low-wealth North Carolina districts by engaging 600 educators in Reading Apprenticeship professional learning and leadership development.

Objectives and Outcomes:
Participating teachers and students will incorporate literacy and social-emotional learning practices into their classrooms. Students will improve their collaboration, problem solving, self-regulation, and develop positive academic mindsets, leading them to realize improved academic performance as measured by attendance, assessments, and completion of academic courses.

Numbers and grades served: About 600 teachers of history, ELA and science from 50 districts serving low-wealth students will participate. Participating teachers will serve an estimated 25,000 high school students, grades 9–10.

High need students are defined as students eligible for free and reduced-price lunch; those in underserved rural communities; those two or more years behind grade level reading.

Special Features and Partners: SRI will conduct the randomized controlled trial and the Western Region Education Service Alliance will serve as a local project coordinator. The proposal is supported by 55 North Carolina Districts, associations, and service agencies supporting 50 school districts.