

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.