Program Requirements and Prerequisites: (1) If you are in the 5-12 program, all courses are prerequisites, except ERDG 677, which may be taken before or after ERDG 623. (2) If you are in the B-12 program and taking ERDG 623 for 6 credits, the same applies; however, ERDG 620 for 3 credits must be taken after taking ERDG 623. (3) If you are in the B-12 program and are taking ERDG 623 for 3 credits, all courses in your program are required before taking ERDG 623. This is a 6 credit course for students enrolled in 5-12. For students enrolled in B-12 program, credits are 3-6 hours. Prerequisite: Rdg 600 or 601.

Practicum: 25 Hours

Course Description: Involves an intense small group inquiry with youth. Graduate students teach a small group, document and assess students’ literacy learning, and analyze instructional interactions drawing on theories of literacy development. Emphasis includes creating contexts for inquiry, text selection, responsive reading and writing instruction, and engaging with families. Graduate students develop communities of professional practice as they engage as responsive literacy coaches, analyzing teaching interactions, and offering reflections and possibilities for future instruction.

Attributes
- Literacy as Social Practice**
- Generate Productive Learning Communities**
- Engagement**
- Reciprocal Relationships Across Modes of Communication**
- Strategic Teaching to Promote Self-Extending Learning**
- Assessment of Literacies and Their Development**
- Research Based Professional Learning**
- Respectful Representation of Students, Families and Communities**

Attributes (continued)
- Critical Literacies and Equity*
- Disciplinary Literacy/Knowledge Building**
- Data Based Decision Making**
- Technologies and Digital Media*
- Materials, Resources and Media**
- Prevention and Intervention**
- Standards**

Core Content

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<tr>
<th>Literacy Practices and Academic Identities</th>
<th>Possible Assignments</th>
<th>Possible Readings</th>
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<tr>
<td>Reading/Writing to Learn</td>
<td>Distributed Cognition/Knowledge Building</td>
<td>Distributed Cognition/Knowledge Building in Literacy Coaching</td>
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<tr>
<td>Q: How do teachers assess student understanding of the relationship between evidence, details, and central ideas?</td>
<td>Q: How is student understanding of academic reading and writing enhanced by the work of literacy coaching PLCs?</td>
<td>Q: How is community knowledge informed by research?</td>
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2. Longitudinal audio and video assignments (If taking for 3 credits, two audio only)
   a. What is the evidence of student learning in two audio and 1 video analysis from the beginning, middle and end of the semester?
   b. What is the nature of instructional interactions over time? How did they influence students’ engagement with texts?

3. Final Culminating Report on Student Growth and Teacher Involvement in Growth
   a. What is the evidence of student learning at the beginning, middle and end of the semester?
   b. Do pre-post tests demonstrate similar results? Explain.
   c. How did interaction with students influence that which was learned? What is the evidence of this influence? What does it mean, in terms of students’ extended learning and your continued teaching?
   d. How did family interaction influence teaching and learning over time?

4. Individual Report to Families regarding beginning, mid-semester, and end-of-semester student learning


Q: How do families inform the work of teachers and PLCs?

**Range of Reading and Level of Text Complexity (CCSS IR 10)**

Q: What is a complex text?
Q: How do we teach reading with possibly frustrating complex texts?
Q: How do instructional routines support learners, including ELL learners?
Q: How do teachers assess student understanding of the relationship between evidence, details, and central ideas across texts, talk, and writing when texts may be too difficult to read, with ease, independently?

**Teaching Argumentative/Explanatory Essays**

*Craft and Structure: word choice, text organization, and point of view and style (CCSS IR 4, 5, 6)*

Q: How do teachers help students develop understanding of themselves as authors whose specific word choices, structure, point of view, & style enhance arguments?
Q: How can teachers use rhetorical knowledge to teach students to build an argument?
Q: How do instructional routines support learners, including ELL learners?
Q: How do teachers assess student understanding of rhetorical strategies they use as authors to structure arguments and explanatory writing?

**Family Engagement Assignments**

1. Introductory Letter to Families
2. Weekly engagements with family (phone, email, conference, note home, etc.) documented in a Family Log.
3. Final Reflection of Family Engagements: What have you learned over time? How has this knowledge informed your teaching?

**Coaching**

1. Coaching log
   A. Small group instruction section: interactions and possibilities
      1. Notes from teaching sessions
      2. How your feedback was used
      3. Resources shared among small group
   B. Seminar section (6 credits, only)
      1. Video tape lesson notes
      2. Resources shared by class
2. Final Reflection on Coaching (6-credit only)
   - How did your coaching change over time, based on analysis of small group and seminar notebook?


**PLC**


**Text Selection**


| **Integration of Knowledge and Ideas:** modal analysis, analysis of argument, and analysis of authentic documents (CCSS IR 7, 8, 9) | **Student Self Assessment of Program Attributes**
Drawing on all classes taken in your Masters program, discuss your growth regarding all attributes in the Master’s program. Make a separate heading for each attribute and discuss where you are now, in relation to those attributes, how courses and particular assignments and activities helped you to get to this point, and how you envision these attributes serving you in your current and future teaching.5 |
|---|---|
| Q: How do teachers help students decipher what makes a strong argument and decipher, also, how arguments made in different modalities may have a different impact on an audience.  
Q: How to teachers teach strong arguments?  
Q: How can teachers assess students’ progression toward making a strong argument in order to help students move writing forward? | |
| **Text Types and Purposes:** Writing argument and Writing explanatory texts (CCSS IW 1 and 2)  
Q: How do teachers teach writers to use evidence to support claims, including explanation of counterclaims, in their written arguments?  
Q: How can teachers help students maintain a focus on claims, counterclaims, and evidence in a writing workshop?  
Q: How can teachers assess student’s progression in writing an argument or explanatory essay to help students move writing forward?  
Q: How can teachers assess final products with feedback focusing on what works as well as helpful suggestions to motivate future writing? | |