Winter 2015

RED 6846 Practicum in Reading

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COLLEGE OF EDUCATION
GRADUATE DEPARTMENTAL COURSE SYLLABUS

"The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow."

Course Prefix and Number: RED 6846   **Credit Hours**: 3
Course Title: Practicum in Reading: Cambridge Schools Experience
Regular Instructor(s): Dr. Danielle Dennis   **Instructor Email:** dennis@usf.edu

Course Description:
This section of Practicum in Reading will take place in Cambridgeshire (UK) primary schools. Students in this course will focus on explicitly supporting novice teachers as they develop understandings of literacy teaching and learning.

Course Objectives and Goals:
The Cambridge Schools Experience is created through the lens of six themes. All program participants will focus on the same six themes, but will engage in work towards learning intentions specific to their development (i.e., undergraduate, Master's, doctoral). Since part of your role this summer is to support the development of novice teachers as teachers of literacy, you will receive a chart that identifies their learning intentions and required documentation (in a separate document). Below are the themes with your learning intentions and required documentation.

Textbook(s) and Readings:

Casey, K. (2006). Literacy coaching: The essentials. Portsmouth, NH: Heinemann.

Duncan, M. (2006). Literacy coaching: Developing effective teachers through instructional dialogue. New
     York: Richard C. Owens Publishers.

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse Publishers.

Recommended Texts:
Publication manual of the American Psychological Association, Sixth Edition (2010). Washington, DC:
     American Psychological Association.

This guide is *strongly* recommended, as all papers will be submitted according to this format- for this course and all other courses in the MA Reading Program.

Course Overview:
During the Cambridge Schools Experience (CSE), you will be learning how to coach novice teachers of literacy. You will select one small group of novice teachers to study for your case study, though you will work with all of the novice teachers participating in CSE. Each week, you will work with a different coach (Danielle, Brian, or Allison) at her/his respective school site, so you can observe varying methods of literacy coaching. You will also observe video coaching sessions with Danielle, and then plan with those students whose video coaching sessions you observed. You will then conduct a video coaching session with one or more novice teachers at the end of the experience.

Course Themes:

Themes	Learning Intention	Documentation
Theme 1: Observing literacy instruction	Noticing and naming elements of instructional talk by: • Mentor teachers • Content coaches • Novice teachers (coaches role in drawing attention to the literacy practices and helping them name them) What is my role in noticing and naming literacy strategies/practices of children/mentor teachers' use in the classroom? For novice teachers?	• T-chart with instructional talk one side, thoughts and questions on the other (instructional journal/data collection) • Instagram posts
Theme 2: Deeping my own understanding of literacy teaching and learning	What do I still question about literacy instruction? How do I use my knowledge of literacy teaching and learning to support the developing knowledge of novice teachers? What data will I use to begin answering these questions?	• Questions from t-chart • Conversation w/Danielle • Goals set for observations of teaching • Video #1 (coding and conversation) • Instagram posts
Theme 3: Becoming a teacher of literacy	What does it mean to support novice teachers in becoming teachers of literacy? What does it mean to develop as a literacy teacher educator?	• Instructional journal/reflection – including specific feedback for novice teachers • Lesson skill and competencies • Lesson expectations • Feedback and reflection • Video of planning w/novice teacher • Discourse analysis of planning video • Discussions coaches • Instagram posts
Theme 4: Being a responsive teacher of literacy	How do I support the planning and implementation of literacy instruction based on what novice teachers understand about literacy teaching and	• Instructional journal/reflection • Lesson skill and competencies • Lesson

		expectations
	learning? How do I reflexively support novice teacher ZPD?	• Feedback and reflection • Video of planning w/novice teacher • Discussions coaches • Instagram posts
Theme 5: Being a collaborative teacher	• What is my role in a co-teach partnership? • What is my role on a team? • What is my role in supporting a co-teach partnership? • What is my role in supporting a team?	• Instructional journal/reflection – including specific feedback for novice teachers • Lesson skill and competencies • Lesson expectations • Feedback and reflection • Video of planning w/novice teacher • Discourse analysis of planning video • Discussions coaches • Instagram posts
Theme 6: Piecing it all together		• RED 6846 Case Study

Evaluation of Student Outcomes:

Assignment	Description	Due Date
Instagram Posts	Instagram will be used as a space to post pictures or 15-second video clips and a brief, reflective description. **The purpose is** to share and document how you support novice teachers' development. You will also respond to posts **weekly in preparation for our seminar meetings**. We would like **each participant** to **post two times per week** over the course of the experience.	Ongoing
Instructional journal (including t-chart)	Instructional journal should be a record of your conversations with novice teachers (and mentor teachers), planning sessions, seminars, and	Ongoing T-chart w/questions in week 1

	observations of their teaching, as well as other data you collect and your own thoughts and reflections throughout. How you design this is up to you. T-chart (week 1) to include instructional talk on one side (of both mentor and novice teachers), and questions/thoughts about this talk on the other.	
Goals for Observation	As you develop your instructional journal, include your goals for observation of novice teachers. What do you want to look for? What do you want to practice? These goals are about your own learning.	Ongoing
Coding of Student Video	Students will turn in their first teaching video by the Friday of Week 1. You will receive a copy of the video for the student(s) in your case study. You will code the video using the same guidelines as Danielle (will be shared in Week 1). You will also sit in on the video discussion with the student(s). Your coding should be complete prior to this conversation.	Week 1-2
Evidence of: Planning w/students (skills & competencies, expectations)	How you collect this evidence is up to you. Should be examples of student planning based on your conversations and support. Particularly important that you keep evidence of planning for the planning video (below).	Ongoing
Video of Planning w/Novice Teacher	After you've participated in the student(s)' first video conversation, you will record an instance of you planning with the student. Provide the video to Danielle by the end of Week 3. Both of us will code the video using codes we agree upon in Week 1.	Week 3
Video of Feedback Session w/Novice Teacher	After the student teaches the lesson from the video planning session, you will provide the	Week 4

	student with explicit feedback about the lesson. Video this feedback session and provide to Danielle by the end of Week 3 (or beginning of Week 4). Both of us will complete a discourse analysis on the video and then have a conversation about our findings.	
Discourse Analysis of Feedback Session	See above.	Week 3-4
Case Study	(See document in Canvas)	July 15

Grading Criteria:

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 94-97	B = 84-86	C = 74-76	D = 64-66
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63
			F = 59 and below

Grades of C- and lower are not acceptable for graduate students. There is no grade forgiveness in graduate school.

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- **Disruption of the Academic Process**
- **Student Academic Grievance Procedures**

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