



ED 541 Advanced Clinical Practice in Remedial Reading

2 credits

2:15 – 3:15 TWTh Week One, One day per week for remaining weeks

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Course Description

This course focuses on applying concepts from ED 540 to actual clinic work with a remedial reading student. Effective intervention in the area of reading requires a thorough understanding of the process of reading, knowledge of the variety of reading assessment tools available and the ability to tailor the development of a program of intervention to each child's specific needs and abilities. This course targets the latter skill and requires that each professional design an appropriate program for a remedial reader, and implement that program, making changes as necessary.

Text: Qualitative Reading Inventory, Leslie & Caldwell, 5th Edition, Allyn & Bacon

General Requirements

- Attendance at your tutorial sessions is required (see info later in this syllabus.) Attendance at team conference meeting each week is also required. If you miss more than 1 of these sessions it will influence your grade in the course.
- Administer the Qualitative Reading Inventory correctly
- Administer a reading interview and determine student interests.
- Send a letter home to parents prior to the first meeting time to inform parents that you are the child's tutor, to give parents a phone number where you can be reached, and the times/days you will be meeting.

- Write goals for the child's reading program based on your assessments of the child's interests, abilities and needs. All due dates are in the handout entitled "Procedures, Timelines and Due Dates"
- Journal/Lesson Evaluation: You will receive a format for the lesson plans and for the evaluation piece. On each **Friday afternoon** (by 4 pm) you will turn in the lesson plans for the NEXT week. These plans **MUST** include: goals, objectives, materials, and activities. If you are missing one of these components you will receive a 0 on the lesson plans for the week. I will return these plans with comments by Friday night so you will have time to change the lesson plan before you meet with the child. If you do not pick up the comments by Monday of the next week (in order to make revisions if needed) you will also receive a 0 on the previous week's plans. After you are done with each tutoring session you will evaluate the lesson. These evaluations of the past week are also due Friday afternoon by 4 pm.
- Schedule and conduct a parent conference at the end of the clinical sessions. Your supervisor will sit in on this conference to give you support, but you will conduct the conference.
- Write a final report in the form of a letter based on a format I will provide. This report will be given to the child's parent, possibly the classroom teacher and will become a part of the child's file here at MSU for use by future clinicians. Thus it is crucial that this report be thorough and well done. You must submit this report **three full days (72 hours)** before the parent conference. If this does not happen you will need to reset the time for your conference and this may affect your grade. You will then transfer the report/letter to MSU letterhead and submit a final copy **24 hours** in advance of the conference. You should give the report to the parent/s after you have discussed the report with them during the conference. You are required to pull all materials from the summer, including the parent report, the initial assessment, as well as all lesson plans and lesson evaluations, into the child's Reading Clinic folder in order to complete the course.
- Grading is based on points for particular assignments and on a more qualitative rubric that includes a significant emphasis on promptness, planning, teaching, and evaluation of the tutorial sessions.

Course Suggestions and Reminders:

- Meetings with children will occur, for the most part between 8 and 4. Occasionally we have a child who can only come at 5. It is important for you to list **all times you are available not just those you prefer**. We will then have more chance to match you with the age/or grade level child with whom you would like to work.

- Be certain you have a number for the parents and that you have my phone numbers – work, 858-3158; home, 852-5294. If the child is ill ask the parent to phone you, Dr. B-K or Judy Bacon (secretary, 858-3028) so you won't have to wait if the child is not coming. If you are ill or will be at all late you **MUST** contact the parent and then Judy Bacon. Failure to do so will impact your final grade and is a sign of a poor professional attitude.
- You will be assigned a room or location where you and the child will work. **If you leave that area you must leave a note on the white board outside the office to let us know where we may find you when we are observing.** You may work outside for awhile, use sidewalk chalk to play games occasionally. Please note the occasionally. We want the children to enjoy what they are doing but we also want the activity to support the goal and for the child to learn needed strategies. Outdoor activities can and have worked for the children but they do need to be productive.
- **Do not dismiss your child until you see the parent. WAIT WITH CHILD UNTIL PARENT ARRIVES.** If the parent is consistently late let your supervisor know so the problem can be addressed.
- Do not give the child stickers, candy, or other rewards. In addition to the obvious problems with this carrot and stick mentality, you may embarrass other clinicians who do not wish to motivate in such an extrinsic way. If the child is celebrating a birthday or some other special occasion or accomplishment, you may wish to honor in some special low-key way. Certificates specifically stating a child's accomplishments are acceptable as is some special activity.
- You may use tape recorders or other technology as needed to motivate and evaluate students. Please check equipment prior to use—you can't rely on it working so test it first.
- If the child you are tutoring has been in clinic before we will make the files available to you. Please remember that all information is confidential, and to be known only to you, the parent, and the university supervisor. **DO NOT** talk about child in public settings and when we discuss children in the team conference time you will not use the child's full name and everyone must treat that time and information as confidential.
- There will be a conference scheduled with the parent. The student is usually not present. The conference is to be held sometime during the last week. **IT is your responsibility to set up the conference time that will allow a supervisor, the parent and you to meet. All materials that will be given to parent must be checked before hand and must be ready prior to the conference.**
- You will be supervised during your sessions by Dr. Borden-King, Dr. Kana, Whitney Doubek, Cassie Skar, or Kristin Stratton-Moon, all practicing teachers completing their master's degrees.

M.Ed. Reading Concentration Competencies and Assessment

1. Candidates will formulate instructional plans based on diagnostic analyses for individual readers (Daily lesson plans)
6. Candidates will formulate instructional plans based on diagnostic analyses for individual readers (Goals based on Assessment)
7. Candidates will collaborate with other professionals to design appropriate reading interventions (weekly team meetings)

Specific Assignments

- 1) Administration of one informal reading inventory (100 points)
- 2) Clinical Work with Student
 - a) Goals based on assessments 40 points
 - b) Daily lesson plans
 - c) Daily lesson plan evaluations
 - d) Running Records
- 3) Weekly Team meetings
- 4) Draft Diagnostic Report
- 5) Final Diagnostic Report
- 6) Final Examination

Grading Scale:

94% - 100% = A (484 points)

87% - 93% = B (448 points)

80% - 86% = C (412 points)

ADA Statement

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

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