

Mayville State University

SPED 351, Remedial Reading Practicum, (27621)

Fall 2025

2 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Yvonne H. Cannon

Contact Information:

Office: Education Building 116K

Email: yvonne.cannon@mayvillestate.edu

Work phone: 701-788-4829

Hours of Availability:

Monday-Friday: 9:00-Noon and 1:00-4:00

Not available on Wednesdays from 10:00 to 11:00 for Division Meetings

Not available on Thursdays from 1:00-3:45 for an on-campus class

Also available for meetings on other days and times by appointment.

Office Hours Meeting Link: [Yvonne's Zoom Room](#)

Instructional Mode: Online asynchronous

Course Dates: October 20, 2025 – December 14, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies

Required

[MSU Technology Requirements](#)

Wanzek, J., Al Otaiba, S., McMaster, K.L. (2020). *Intensive reading interventions for the elementary grades*. The Guildford Press.

Honig, B. Diamond, L. Gutlohn, L. (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement* (3rd ed.). Arena Press/Academic Therapy Publications Core, Inc.

Recommended

Diamond, L., & Thorsnes, B.J. (2018). *Assessing reading: Multiple measures*. 2nd Edition. Arena Press.

Websites to Reference APA 7th Edition and Bloom's Taxonomy

- [APA 7th Edition](#)
- [Bloom's Revised Taxonomy](#)
- [Purdue OWL](#)

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Use of Artificial Intelligence in this Course

You may use AI programs, such as ChatGPT or Microsoft Copilot, to help generate ideas and facilitate brainstorming. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Be aware that excessive use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Activities and assignments indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the course.

Any plagiarism or other form of academic dishonesty will be addressed in accordance with Mayville State University's policies and guidelines.

Course Description

Cross-listed with [EDUC 351](#). This course requires teacher candidates to apply research-based assessment, diagnostic, differentiated, and corrective reading strategies studied in [EDUC 350](#) in a field-based experience. Initial weekly faculty guidance prepares teacher candidates for field experience, where they will complete and analyze assessments, and plan and implement research-based interventions in reading instruction for a student assigned by the in-school mentor teacher. Pre and post-lesson observation conferences will be conducted by faculty and/or mentor teachers with teacher candidates throughout the field experience. Lesson planning, instruction, reflective journaling, and a case study analysis paper contribute to the skill development of teacher candidates in the specific area of instructional and corrective reading intervention.

Prerequisites: [EDUC 350](#) and Admission to Teacher Education. Cross-listed with [EDUC 351](#).

Additional Information:

- Background check and liability insurance required prior to beginning the field experience.
- Practicum is a total of 30 hours in the classroom with a Title I Reading Teacher, Interventionist, or Reading Specialist.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Special Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Recognize, understand, and respect the individual child's learning style, strengths, and weaknesses in the learning process (SLO 1, 3; INTASC 1, 2, 3, 9; CEC 2.1, 3.1; ND Reading Standards 1.1, 1.4, 1.7, 2.4, 2.5, 3.3, 3.7, 4A.3; ND SPED 2.1; ND EC 1b; ND ELED 50015.3d, 50015.4a).
2. Diagnose difficulties students have in the reading process (SLO 2,4; INTASC 8; CEC 3, 8, 10; ND Reading Standards 3.3, 3.4, 3.5, 3.6, 3.7, 3.8; ND SPED 4.1,5.1; ND EC 3b, 3c; ND ELED 50015.3a, 50015.3b, 50015.3c).
3. Initiate appropriate corrective procedures (SLO 2, 4; INTASC 2, 3, 4, 5, 6, 7; CEC 2, 3, 4, 5, 6, 7; ND Reading Standards 3.3-3.8 & 4A.1, 4A.2, 4A.3; ND SPED 1.3, 5.3, 5.4, 5.5, 5.6; ND EC 4b, 4c; ND ELED 50015.3c, 50015.3d, 50015.4a, 50015.4b, 50015.4c, 50015.4d).
4. Select appropriate remedial reading strategies to support the struggling reader (SLO 1, 2, 3, 4; INTASC 2, 3, 6, 7; CEC 2, 3, 4, 5, 6, 7; ND Reading Standards 4B.1-4B.7, 4C.1-4C.8, 4D.1-4D.4, 4E.1-4E.4, 4F.1-4F.5, 4G.1-4G.5; ND SPED 1.3, 5.3, 5.6; ND EC 4b, 4c; ND ELED 50015.3c, 50015.4a).
5. Develop and present lessons in corrective reading instruction that meet the needs of the learner (SLO 2, 3; INTASC 4, 5, 6, 7; CEC 2, 3, 4, 5, 6, 7; ND Reading Standards 4A.1-4A.3, 4B.2-4B.7, 4C.1-4C.8, 4D.1-

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4D.4, 4E.1-4E.4, 4F.1-4F.5, 4G.2-4G.5; ND SPED 2.1, 5.2, 5.3, 5.6; ND EC 4b, 4c; ND ELED 50015.3c, 50015.4a, 50015.4b, 50015.4c).

6. Demonstrate effective pre-service teaching practice (SLO 4; INTASC 4, 5, 6; CEC 1, 5, 7, 9, 10; ND Reading Standards ND Reading Standards 1.1-1.9, 2.1-2.5; ND SPED 1.1, 1.2, 1.3; ND EC 1b, 6d, 6e; ND ELED 50015.5a).
7. Critically reflect on the process of teaching (SLO 4; INTASC 9; CEC 1, 5, 9, 10; ND Reading Standards 4A.1-4A.3; ND SPED 1.3, 2.1, 2.2; ND EC 6e; ND ELED 50015.4d, 50015.4g, 50015.3c 5a).
8. Improve the quality of pre-service teaching through mentored teaching experiences (SLO 1, 2, 3, 4; INTASC 4, 5, 6, 7, 8, 9, 10; CEC 1, 9, 10; ND SPED 7.1, 7.3; ND EC 6d, 6e; ND ELED 50015.5a).
9. Complete a case study based upon the pre-service teacher's experience teaching a child in a remedial reading classroom setting (SLO 1; INTASC 9; CEC 1, 2, 3, 4, 5, 7, 8, 9; ND Reading Standards 3.1-3.8; ND SPED 4.2, 4.3, 5.2, 5.3; ND EC 1b, 3a, 3b, 4a, 4b, 4c; ND ELED 50015.3b, 50015.3c, 50015.3d, 50015.4c, 50015.4d, 50015.4g, 50015.5a).

Standards Alignment (Early Childhood Program Approval Standards-ND ESPB)

- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Program Learning Outcomes (SLOs) Addressed in this Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- SLO 1: Learner & Learning: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: Content: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.

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- SLO 3: Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4: Professional Responsibility: Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession will demonstrate instructional strategies that are developmentally appropriate for diverse learners.

SLOs/Professional Standards	Mastery Assignments and Assessments
SLO 1: Learner & Learning:	
SLO 2: Content	<ul style="list-style-type: none"> • Journal Reflections • Case Study (2 credit option)
SLO 3: Instructional Practice	<ul style="list-style-type: none"> • Lesson Plans • Lesson implementation and administration of ongoing student assessments.
SLO 4: Professional Responsibility	<ul style="list-style-type: none"> • Mentor teacher collaboration. • Mentor teacher formative and summative evaluations.

INTASC Standards

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)	
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making..
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context..
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Table created from InTASC standards retrieved from:

[InTASC Model Core Teaching Standards and Learning Progressions for Teachers](#)

Standards

[NDESPB Standards](#)

[CEC Standards](#)

[Knowledge and Practice Standards for Teachers of Reading](#)

[North Dakota Reading Standards](#)

[North Dakota Early Childhood Standards](#)

[NAEYC Program Standards](#)

Course Expectations

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- My preferred method of communication is email: yvonne.cannon@mayvillestate.edu. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4829. Emails received on weekends will be responded to on Monday.
- Reminder that you are able to schedule an appointment with me outside of the listed office hours.
- I will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. Students are accountable for all academic communication sent to their Mayville State University email address.
- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate, demonstrating a lack of planning and preparation (dispositions for student evaluation in the Teacher Education Program).
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review, so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. **Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.**

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- Any student product, such as an assignment or assessment that is emailed, will **NOT** receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.
- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

Instructor

The instructor of this course will:

- **Maintain** an active presence in the course both in class and other venues of communication.
- **Make periodic comments** to help keep a discussion on track.
- **Facilitate course activities** that help support and guide students through the course material and their endeavors to provide an effective learning experience.
- Whenever possible, the instructor will **respond to e-mails** by the following morning (M – F). If the email is sent on the weekend, note that the instructor may not respond until Monday.
- **Provide constructive feedback** (if requested) on all products and drafts within a week of their submission, but maybe sooner.
- **Correct assignments** in a timely manner.
- **Schedule individual meetings** to address concerns related to this course.

Student:

Active participation in the classroom and online discussions demonstrates your interest, engagement, and willingness to work with other students and the instructor in preparation for a teaching career. It is a recipe for successful learning. Here are some guidelines that will help you throughout this learning experience:

- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Check for assignment due dates and other scheduled learning experiences.
- **Actively participate in discussions and activities.** This is required to successfully complete this course. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for teachers/teacher education candidates in any professional preparation course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done, adding to the quality of your practicum experience.
- **Read all assigned readings and complete all activities as scheduled.** The responsibility for your learning is shared by both the student and instructor. It is the student's responsibility to be prepared able to 'recall' information from course readings so that concepts can be applied in the online activities and discussions developed by the instructor. "The effective teacher prepares, prepares, prepares" (Wong & Wong, 2009, p. 99). Teacher/teacher candidates' preparation for class is not only important to meet the learning objectives for the course but, more importantly, for their use of professional concepts/content in their future instruction.

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- **Online Posting:** Some assignments may be in the form of online discussion forums. These discussion boards will have questions stemming from readings, research, or other pertinent course information. Sign all postings and *use appropriate citation and reference* formatting when referring to any resources. **Reference to your readings is expected.** Substantive postings are postings that demonstrate *understanding and application of course content*, an extension of ideas, and possibly connecting to personal experiences. Online discussion forums are reviewed for the quality and application of content. Online discussions are a part of the graded work.
- **Professional Dress and Professional Interactions.** You are to dress like a professional anytime you enter your practicum site. You present an image of yourself to others and represent Mayville State University in all practicum experiences. Your interactions with others should be professional and respectful in both language and gesture. Attend all scheduled practicum meetings with your assigned student.
- **Absences** occur from time to time. If you must miss a class, you must take the following actions: 1) let your mentor teacher know and 2) email Dr. Cannon with the reason. Remember that **your mentor teacher is counting on you to adhere to your schedule** to work with your student. All absences from your practicum schedule will be recorded in Starfish.
- **Tardies:** Occasionally, a pre-service teacher might arrive a few minutes late to their assigned practicum. However, **after the second late arrival**, the student will need to schedule a meeting to discuss with Dr. Cannon. **Being on time is an expected disposition of the teaching profession.**
- **Weather or an event causes your scheduled practicum time to be canceled.** Make sure that you contact your cooperating teacher and make arrangements to make up the time lost with your student. This helps keep the class moving and on schedule as well as keeps you on track to complete the required hours.
- **Students** are held accountable for all academic communications sent to their Mayville State University e-mail address, as this is designated as the official communication method for the university.
- **It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam prior to 24 hours before the exam or assignment's due date.** This allows time for the instructor to respond to the question. If the communication is sent after 4 P.M. on Friday, the instructor may not respond before Monday.
- **Adhere to the code of student conduct** found in the MSU Student Handbook.
Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing others' work is the demonstration of an honest, trustworthy student. Violations of academic honesty include copying another student's assignment, having another person complete the work for you, using an author's ideas, or writing without properly giving that author credit, either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. **Programs to detect plagiarism may be used on submitted assignments.**

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Please note: Papers and presentations submitted where references are used but not cited within the text of the paper or within the slides of the presentation are considered as a form of plagiarism and will be reported in Starfish.

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers that include research references must include a working bibliography in APA format. The APA Formatting and Style Guide: [Purdue Owl](#).
- **Disability Support Services.** Students with disabilities who believe they may need accommodation in this class are encouraged to contact Disability Support Services (701-788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- **Writing Expectations.** Being able to express one's thoughts in a clear and well-thought-out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MaSU Writing Center for assistance with their writing.
- **Expectations/Protocol:** Students are to fulfill all requirements of the course. Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Students are expected to read course materials, have assignments completed by due dates, and participate in all aspects of this course in a professional manner.

Assignments and Assessments

- **Articles (Required Readings):** Weekly course preparation and work with assignments require researching and reading current articles on reading instruction and assessment. Articles referenced for the course may be part of assigned readings and referenced for discussions or for your final case study assignment. Articles students will be required to read for the class will be listed on Blackboard. Other articles will be researched by the student to serve the purpose they require in their practicum work.
- **Text (Required Readings):** Weekly course preparation and work with assignments require information from our text readings. Specific readings from our texts will be listed on Blackboard.
- **Discussion Posts and Responses:** Completion of course discussions with responses is required as part of the reflective learning process and will be an expectation of the course. Specific instructions and due dates for each post will be outlined each week on Blackboard. In-text citations and references will be required for discussion posts and responses.
- **Videos (Required by the Instructor):** Periodically, weekly course preparation may include viewing video demonstrations/information. Video links for these required viewings will be posted in Bb when assigned.
- **Assignments:** Completion of weekly course preparation and assignments is an expectation. These will be listed on Blackboard with coordinating due dates. Observation by Dr. Cannon will be scheduled once later in the semester and scheduled during the practicum time with the pre-service teacher's assigned student.
- **Assessments:** Completion of all journals, discussion board posts and responses, required log of hours, lesson plan submissions, and observation evaluations must be submitted to pass this

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course. If you are taking this course for 2 credits, the additional case study final project needs to be completed and submitted.

Evaluation and Grading

Grading Policies

- Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. Submit all assignments in Blackboard by designated due dates. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates.
- Please do not email your work. Submit your work within Blackboard. If you have difficulty submitting, please make the instructor aware of this through email or phone. As per university policy, work cannot be accepted via email and must be submitted in the LMS.
- Please plan ahead. Do not wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time to keep up with the pace of the course. Most of the assigned work in this course is at your own pace. **However, make sure to attend to the weekly discussion posts and responses.** These help you reflect on your experience and make connections with other pre-service teachers who are also enrolled in the course.
- **Grading Turnaround Time:** The instructor can be expected to have assignments, quizzes, and other submissions graded within a one-week to ten-day period from the due date. If the instructor needs extra time to grade assignments, quizzes, or other submissions due to more lengthy assignments or because of unforeseen circumstances, the instructor will inform the students of an appropriate timeline for completion.
- The student may request an extension on an assignment if the student sets up a meeting with Dr. Cannon **before the assigned due date.** While a request can be made, the professor has the final decision on whether to allow or deny the extension.

Attendance/Participation Policies

You are required to attend all scheduled intervention hours as planned by you and your mentor teacher. If you will be absent, you must notify Dr. Cannon and your mentor teacher so arrangements can be made with your contact students.

Grading Scale

A= 94 – 100%

B= 87 – 93%

C= 80 – 86%

D= 70 – 79%

F= < 70%

Breakdown of Grades

Assignments/Points/Due Dates		
Assignments	Total Points	Due Date

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Syllabus Discussion Board Statement	4	Due-10/22 by 11:59 P.M.
Weekly Discussion Posts (11 Total)	55 (5 points each)	Wk #1 Due 10/26 (11:59 P.M.) Wk #2 Due 11/02(11:59 P.M.) Wk #3 Due 11/09 (11:59 P.M.) Wk #4 Due 11/16 (11:59 P.M.) Wk #5 Due 11/23 (11:59 P.M.) Wk #6 Due 11/30 (11:59 P.M.)
Practicum Experience and Collaboration	132	Assessed weekly but graded in conjunction with mentor teacher's final evaluation. (End of the semester.) Due 12/14 by 11:59 P.M.
Lesson Plan Development	54	Submitted and graded x 3 Dependent upon practicum start dates (suggested due dates posted in BB). Final Lesson Plan Submission Due 12/14 by 11:59 P.M.
Comprehensive case study project	84	Last day of the regular semester week before finals week. The actual due date will be posted on Blackboard. Due 12/14 by 11:59 P.M.
School-Home Letters	22 (11 pts each)	First letter – 11/02 by 11:59 P.M. Second letter- 12/14 by 11:59 P.M.
Reflective Journal	28	Final submission due 12/14 by 11:59 P.M.
Total Points	379	

****Students must submit all assignment activities** to earn a grade of D or above, with no exceptions. Final documents are to be uploaded in two files: 1) The Case study paper with running records and other student assessment information as appendices 2) One continuous document that has the compiled lesson plans and reflective journal. **As per the Teacher Education Handbook, this course requires a minimum grade of a C.**

Assignment Descriptions

Syllabus Quiz 4 points

Reading through the syllabus carefully informs students of the course expectations, outlines, and protocols. Students are expected to refer to the syllabus throughout the semester to fulfill course requirements. After going through the syllabus, take the short 4-point quiz. **This is the enrollment verification activity for this course.**

Weekly discussion posts help to promote the collaboration of ideas and the implementation of strategies for struggling readers.

Practicum Experience and Collaboration 132 points

Accountability is an expectation for working professionals, and so it is an expectation of the MSU student to demonstrate this in the practicum experience. Teachers and students plan for interventionists who schedule a regular time to work with students. Being accountable to the student and the mentoring instructor demonstrates professional responsibility and is indicated on the teacher candidate dispositions document. **This practicum requires**

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30 hours of clinical teaching experience. Students are to plan for 30 hours and have the necessary flexibility in working with the mentor teacher's schedule and the student's schedule throughout the semester.

After teachers/teacher candidates begin their work in the school setting, the teacher candidates collaborate with their peers in online discussions and meetings with the EDUC-SPED 351 instructor to ask and answer questions, get and give support, and bring meaning to learning through dialogue and guided support. All learners will collaborate via online discussion forums. **Mentor teachers will complete 2 formative observations and 1 final evaluation for the practicum student to upload by the end of the course.**

Weekly Discussion Forums 55 points (11x5 points each)

*Online Discussion forums are a part of the practicum grade. There are several discussion questions, scenarios, or reflections for you to respond to throughout the semester. Discussion topics are completed in weeks 1-11 as they pertain to the experiences of each teacher/teacher candidate. If a written post is required, a substantive posting is expected with a **minimum of 150 words for your initial posting**. Each forum has unique requirements, so students are to make sure to read what is expected in each forum. Quality responses demonstrate deeper thought and conversation about any given topic in the forums. Making connections to prior experiences, studies, and using others to learn with and from is a foundational principle of learning.

The due dates for weekly discussion posts are listed in Bb. Each is worth up to 5 points. Late posts drop one point per day. Drop Boxes for Discussion Posts close 5 days after the due date and are no longer available for completion.

Lesson Plan Development 54 points

Submitted and graded 3x throughout the Reading Practicum experience

Developing lesson plans demonstrates accountability to the student and mentor teacher and is a necessary professional practice task. The teaching activities you plan each day should include sound rationale for why you are using them with your student. *Use the Lesson plan template* found on Blackboard for each day's lesson. Listen to the Yuja video on Using the Lesson Plan Template for guidance. Remediation often relies on repetition. You may be working with the same concept more than once with your student depending upon the student's response, but using different strategies and activities is critical (*and expected*) to support student understanding. Print and keep your lesson plans in a binder or folder so they are accessible for reference when you teach. You will provide a copy of your lesson plan for the mentor teacher each day. All materials necessary for teaching the lesson should be readily available and organized for any given lesson as soon as the elementary student arrives in the room.

- Lesson plans are to be electronically managed in a single continuous document. Use headings to differentiate the different weekly lesson plans. Ex: Week 1 Lesson Plans, Week 2 Lesson Plans, etc. Lesson plans are to be uploaded 3 times for the instructor to review during the practicum experience.

- 1) Meetings 1-4 with student
- 2) Meetings 5-8 with student
- 3) and the remainder of the lesson plans from the practicum experience

Use the grading rubric along with the assignment description above when preparing this assignment.

School-Home Letters: Introductory Letter and Summative Letter 22 points

Home-school communication is a priority for student achievement. For this assignment, you will compose two school-home letters written to explain your practicum experience to the student's family. These letters home are to provide all information you feel is necessary to give the family an understanding of your work with the student. Do not focus on everything about you. Focus on what parents need to know about your work with the student. The second school-home letter is not to contain any student assessment information that you have gathered. Letters will be discussed and reviewed in the course discussion for you to gather ideas to refine and complete your home-school letters.

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*Remember the audience for your letters. Many parents will not spend time reading a full-page letter. Write succinctly, yet personable and *professional*. Communication to student homes can be challenging when you need others to interpret information exactly as you intend.

Show your mentor teacher the letter you have created. With their approval, send it home with the student in an enclosed envelope.

School-home letters will be submitted in the discussion forum to share with each other for feedback. Then, after refining, upload your letters to the assignment area for grading. **Also, both letters are to be included as appendices in the case study project.**

Use the grading rubric along with the assignment description above and in the assignment area when preparing this assignment.

Comprehensive Case Study 84 points

Using your student subject from your practicum experience, develop a comprehensive case study paper that includes the following:

- An introduction to the paper
 - An academically written introduction is expected. If you are unsure what to put into an introduction, check the resources given above for APA style. Another source of support would be MSU's writing center.
- A description of the case study setting (maintain the anonymity of the school and town in your writing)
- A description and *analysis* of the case study participant (*use a pseudonym*). This is to include possible causes of the need for remediation, his or her learning history, sociocultural factors, student interests, learning resources available to the student, current teaching strategies used with the student in school, etc.
- The *assessment and diagnosis* of the student's reading abilities. (What was used to diagnose, and when was it used? What assessments did you use to gain information about the student? What are the strengths and weaknesses of the student as identified from the assessments that you have reviewed? How is the student being monitored? Etc.) This section should not only have a description of the assessments but **your understanding and analysis** of the results as they relate to your work with the student.
- The goals and objectives you developed for the student during your work with him/her.
- Remedial teaching strategies you employed. What remedial reading activities did you use? Why? How did the student work with them? What were their behaviors when you were working with them? Were you surprised at the student's response? Why? Were there any activities that you felt were either too easy or too difficult to be effective? Give specific *examples, explain, and analyze* your student's interactions and participation. *Add supporting evidence* (references that support your actions).
- A plan for continuing the student's remediation for the next school year. (This is a plan that you have created based on your work with the student and based on programming resources available to the student.)
- A Reflection of the practicum experience: a written, critical reflection of the challenges you incurred as well as the learning and insights gained during the practicum.

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- Conclusion
- Appendices (scan or cut/paste to include these in your composite paper):
 - Both School-Home Letters you created will be inserted in the appendices
 - The interest inventory you used with your student (completed)
 - 3-4 Oral Reading Fluency Assessments
 - The student's written recording from the hearing and recording assessment activity.

Make certain the case study participant remains anonymous throughout the paper, including the appendices!

- The Case Study paper is to be written in APA format.
- Remove all identifiers of your student so your student is protected and anonymous.
- An exemplar is provided on Blackboard. (An exemplar is essentially a tool that you can use to help guide the development of your own case study with your individual student. Look at the exemplar and see what has been included as well as what the narrative is telling us about the student.)
- Take academic responsibility and refer to easy and helpful websites listed in the syllabus to cite or reference any sources. Remember, 3 or more words used from a source must be cited /quoted and referenced to support academic honesty in writing.
- **Use the grading rubric along with the assignment description above when preparing this assignment.**

Reflective Journal 28 points

The reflective journal provides the teacher candidate an avenue to critically reflect on their teaching, student response to instruction, guidance given during the practicum experience as well as any other subject or idea that might spur reflection. Brookfield, (1995) reminds us that creating a connection between what we have learned (classroom theory) and experience (practicum) becomes foundational in building a teacher's guiding principles.

The electronic continuous reflective journal will include:

- * Title page to include: student name, mentor teacher's name, location of the practicum experience, course name and number, instructor's name, date
- * Headings (in bold): **Week 1** through **Week 8** (Or however many weeks you work with your student).
- * 2 entries per week using the day/date to begin. Ex: Monday, January 26th:
Well-written, substantive journal entries are expected to be written using a font size of 12 and in a double-spaced format. A minimum of 2-3 paragraphs per entry (1/2-3/4 page) will allow pre-service educators to relate reflections to their remedial reading course concepts, thereby gaining a deeper understanding of the remediation process. Write a reflection on what went well, what was interesting to you, and why? How did your student interact with the activities, and why do you think so? *Ask yourself questions, especially 'why' questions, and it will help you gain reflective thinking skills!* **A description is not a reflection.** The journal reflection should not simply be a recall of the steps of the lesson. That is already recorded in your lesson plan.
- Correlating your experience and findings with theory is how you will validate your practice, and critical reflection will support your growth in learning new or fine-tuning existing practices.
- * Cite resources where appropriate

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* Place a reference list at the end of your case study to include any references used within the journal. Anonymity is to be maintained for the students and mentors involved.

* Electronically submit your completed reflection journals 3x throughout the semester, equally spaced throughout your practicum hours,

Feedback on journals will be given upon submission dates. Final journal grading will be given upon final upload.

Use the grading rubric along with the assignment description above when preparing this assignment.

**** MaSU Students: You may wish to keep materials from this course for your electronic portfolio.**

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity that will validate student enrollment in this course. The only way to verify that a student has been in this course is if they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not completed, your enrollment in this course will be at risk. The designated enrollment verification activity for the course is the **“Syllabus Quiz”** located in the Welcome, Start Here! folder in our Blackboard course shell.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Starfish Early Alert and Connect System

This class will participate in [Starfish](#), which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe

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that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I will send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me, acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish. Please see the Starfish webpage for additional details.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but they are still responsible for learning the course material that was covered during their initial absence.

Course Timeline/Schedule

The timeline for this schedule is asynchronous and depends on the schedule set between the mentor teacher and the practicum student. All required activities, assignments, and hours that have specific due dates are listed on Blackboard. Please check Blackboard and reach out to the instructor of this course for any questions. Suggested pacing is as follows.

Course Schedule	
Students outside of the Mayville area will need to arrange their practicum experience, and therefore, they may be working on course components as soon as their work with the student begins.	
The text for this course: Wanzek, J., Al Otaiba, S., and McMaster, K.L. (2020), <i>Intensive reading interventions for the elementary grades</i> , Guildford Press, will be used to review concepts throughout the course. There are many suggested activities in this text that you may use for your work with your practicum student!	
Week	Content
Week 1 10/20-10/26	<p>Review Lesson Plan Template and example on Blackboard</p> <p>Review Case-Study Template on Blackboard</p> <p>Online Discussion Posts and Responses</p> <p>Preparation: Develop or locate the Student Interest Inventory</p> <p>Read/Review chapters 1 and 2 in your Reading Interventions Text.</p>
Week 2 10/27-11/02	<p>Read: Review Chapters 3-5 in your Intensive Reading Interventions text.</p> <p>View : Running Record video links found on Blackboard</p> <p>Review the “Hearing Recording Activity” Word document on Blackboard and view the Yuja Video: “Hearing Recording Activity.” You will complete this activity with your student and include it in your case study.</p> <p>Online Discussion</p> <p>Lesson Plan Submissions</p> <p>Preparation for work with your remedial student.</p>

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	Begin practicum work with your student. Complete Reflections.
Week 3 11/03-11/09	Read: Review Chapters 6-8 in your Intensive Reading Interventions text. Online Discussion Lesson Plan Submissions Reflections Preparation of Lesson Plans and work with your student.
Weeks 4-7 11/10-12/14	Online Discussions Lesson Plan Submissions and Reflections Preparation of lesson plans and work with remedial student Gather completed mentor instructor lesson evaluations Submit home-school letter 2 (do not send it home with your student unless your mentor teacher approves it).
Week 8 12/08-14	Online Discussion Lesson Plan Submissions Conclude work with remedial student if this has not been done. Verification of hours –MaSU/Mentor Teacher communication this week
Week 8 12/08-12/14	Arrange a final conference call or meeting as needed with the MaSU Instructor.

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