

**Special Education 335/472/735: Assessment and Intervention  
for Students with Learning Disabilities (a.k.a. LEAP Clinic)  
Summer 2008**

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**Course Description:**

Supervised experience teaching in a summer clinic. Use of curriculum-based assessment to monitor academic, social, and behavioral interventions with students who are low-performing or learning disabled.

**Description of LEAP Clinic:**

The summer clinic is an academic and social remedial summer program for school-aged children from the ages of 5-18 who are underachieving in school. To be eligible for the clinic, a student must possess at least average intellectual abilities and be lacking in an academic area or a social/emotional/behavioral area.

**Location:** Roosevelt Elementary School See the *Assessment Manual (AM p. 2)* for a map.  
Eau Claire, WI 54703 839-2824

**Materials:** *Assessment Manual for LEAP Clinic* Purchase at first class.

<b>Course Objectives</b>	<b>WTS</b>
Students will interact with colleagues, supervisors, parents, custodial staff, and students in a professional and collaborative manner	10
Students will plan, organize, and deliver effective instruction to individuals or small groups of students.	3, 4, 7
Students will use techniques that result in a high degree of academic engaged time.	7
Students will apply effective behavior management techniques, including the appropriate use of positive interactions, the use of contingent and specific positive reinforcement and the use of proactive strategies to create and maintain a positive learning environment.	5
Students will develop and use informal assessments to diagnose student errors, provide corrections and remediation, evaluate instruction, and make instructional recommendations	8
Students will continuously monitor student progress using charts and graphs.	3, 7
Students will reflect upon effective practices in teaching children and adolescents with learning and/or emotional disabilities.	9
*Students will assume a leadership role in training, assessing, supervising/consulting, and/or facilitating a parent meeting.	10
*Students will apply effective written expression skills and critical thinking skills by writing a final summary report for selected children.	9

\*GRAD ONLY

All assignments should be turned in to the appropriate supervisor by the due date.

Course Requirements and Evaluation	Points	Due Date
<b>Assessment</b>		
1. Complete the <i>Summary of Placement Test Results</i> (6 x 8 color-coded index cards) correctly. Follow procedures, initial all assessments, and place in the student file on time. (AM p. 4-7)	10	June 11 (reading) June 12 (all others)
2. Complete appropriate pre and post assessments. Follow guidelines offered during training and seek assistance as necessary. Initial all assessments and place in file on time. (AM p. 8-9)	10	June 16 & July 17
3. Provide summary of progress and recommendations in report format (AM pp.14-15). Communicate about student progress at designated seminars.	10	July 17
<b>Progress Monitoring</b> ( <i>May be done in teams.</i> )		
4. Keep attendance for each child in your first group and report absences by placing a sticky note outside the door by 9:45 A.M.	5	Daily
5. Design a system to motivate academic progress or behavior (e.g., being on time, homework completion, home reading). Design individual charts for each student that can be included in the final report. Ask a peer to provide constructive feedback by completing the <i>Certificate of Approval</i> (AM p. 20)	10	June 23(begin) July 17 (completed)
6. <b>Instructional progress for all students must be monitored at least weekly.</b> Hand in Weekly Progress Reports and Group Progress Monitoring Sheets every Thursday to your advisor. Some group monitoring systems will be provided and some you will have to prepare yourself (depending on the curriculum that you are using.) (AM p. 15)	5	Weekly
7. Prepare weekly progress report for parents. (AM p. 16)	5	Weekly
<b>Lesson Plans</b>		
Write one lesson plan that provides enrichment or remediation to the published curriculum. Refer to lesson plan format. (AM p. 20-21)	5	July 10

**Reflection**

- |  |                |                   |
|--|----------------|-------------------|
| 8. Audiotape positive and negative interactions two times and evaluate your interactions using the form provided. Submit using the electronic version of the form. (AM p. 18-19)   | 15 x 2<br>(30) | June 26 & July 10 |
| 9. Write two clear and concise weekly reflections that make connections to your knowledge of effective teaching and learning. Focus on how teaching behavior affects student behavior and learning outcomes. Target areas for improvement. Set at least two goals and comment on your progress toward meeting those goals.   | 10 x 2<br>(20) | June 26 & July 14 |
| 10. Observe a peer and be observed. Evaluate him or her using an appropriate feedback form. Regardless of which form you use, specifically make a written comment on things that are going well and areas to work on. Conference with him or her individually. Both parties must initial the written feedback form to indicate that you have had a conference. (AM p. 27-29) | 10             | July 15           |

**Teaching Effectiveness**

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|--|----|----------|
| 11. Midterm supervisor evaluation of teaching practice. (AM p. 30)                   | 24 | June 30  |
| 12. Final supervisor evaluation of teaching practice (at exit interview). (AM p. 30) | 48 | Arranged |

- |   |    |                   |
|---|----|-------------------|
| 13. <b>Attendance</b> (8:30-11:45) (-2 for each full day absence or habitual tardiness) | 10 | June 16 – July 17 |
|---|----|-------------------|

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**Teacher Responsibilities:**

1. Follow Clinic Rules for Teachers. These rules are consistent with the teacher dispositions that have been adopted by the Teacher Education Programs at UWEC. (AM p. 3)
2. **Dress casually, but conservatively.** Shorts are fine, but no short-shorts, thigh-length skirts or tops that reveal your belly or cleavage.
3. Be in your classroom **before** students arrive (9:25, at least).
4. Turn **off** your cell phone before you enter the building. Exceptions will be made only for emergency situations.
5. Accept **supervision** and cleaning **duties**. Two teachers will be responsible for supervision of students before (9:15-9:30) and after (11:45-12:00) clinic hours. One teacher will be posted at the door and one on the playground. Everyone will need to sign up for at least four duties.
6. **Escort** your last class to the exit door.

7. **Conference** with colleagues and coaches who have observed you or who you have observed from 11:45-12:00. Participate in **seminars** (8:30-9:15) each Wednesday. Seminars may be convened on other days as necessary for small groups.
8. **Supervise** students during bathroom and drink breaks.
9. Give **small amounts** of **homework** daily (especially independent reading or social skills homework) to foster responsibility and study skills and to involve parents.
10. **Do not give edible rewards** (especially candy) unless cleared with Dr. Snider or Ms. Rubenzer. You are encouraged to use social reinforcers as much as possible. Stickers, notes home, etc. are fine. Please **DO** use the *Love that leap* note pads.
11. **Check out** all curriculum materials and return them in **good condition** at the end of the summer. Place a card in the index file whenever you borrow clinic materials.
12. **Avoid unnecessary copying.** Most workbook pages, homework assignments, observation sheets, and informal assessments have already been duplicated and are filed. If you need paper copies, fill out the copy request several days in advance.
13. **Attend daily.** Students and coworkers are counting on you. If you are unable to attend, call your co-worker and University instructor ahead of time.
14. **Plan ahead** so that you avoid a ‘mad’ rush for worksheets or other materials just before class.
15. **Help us plan ahead.** Fill out a duplicating request form if worksheets are running low. *Never never never* take the last one.
16. If two teachers are teaching collaboratively, they both must teach everyday. When one partner is not teaching, he or she should be engaged in activities such as (but not limited to): conducting individual checkouts, sitting next to distractible students, correcting and charting homework or independent reading from that group, preparing extra practice activities for students who struggle, reteaching, preparing enrichment activities or games, observing or videotaping the lead teacher, monitoring interactions, collecting on-task data for selected students, etc.
17. Stick to the **schedule** as others will be counting on you.

8:30 – 9:15	seminar and/or preparation
9:30-10:10	period #1
10:10-10:15	break
10:15-10:55	period #2
10:55-11:00	break
11:00-11:45	period #3
18. You are free to leave as soon as students leave unless you have playground duty. However, after clinic may be the best time to conference with coaches and colleagues. You are **professionals**. Professionals do what needs to be done. They don't punch a time clock.
17. Use the **Clinic Planning Guide** to ensure that you are submitting assignments in a timely fashion.

LEAP 2008

Maximum Points

Assessment of clinic students	(30)	_____
Progress Monitoring	(15)	_____
Motivational System	(10)	_____
Lesson Plan	(5)	_____
Two Audiotapes	(30)	_____
Peer Observation	(10)	_____
Reflection	(20)	_____
Mid-term Evaluation by supervisor	(24)	_____
Final Evaluation by Supervisor	(48)	_____
Attendance	(10)	_____
Total	(202)	_____

Grades will be based on the percentage of possible points earned with 90-100% being an A and 80-89% being a B. Teachers who are enrolled in SPED 472 will have additional responsibilities that add to the total number of possible points.

SPED 335

	SPED 335	SPED 472	SPED 735
A	182-202	227-252	263-292
B	162-181	202-226	234-262
C	141-161	176-201	204-233

### LEAP Clinic Planning Guide – Summer 2008

Monday	Tuesday	Wednesday	Thursday	Friday
June 9 AM Training	June 10 AM Training	June 11 AM* Assessment of students at Roosevelt (*Reading placement tests must be filed!.)	June 12 AM Training (*All remaining placement test results must be filed.)	June 13 All day Training 8:30-12:30 HHS 226 & 220 Preparation PM
June 16 Clinic begins	June 17  Due: Pre-test results	June 18  <i>8:30 Seminar</i>	June 19	June 20  No clinic.
June 23  Due: Progress monitoring charts and Certificate of Approval	June 24	June 25  <i>8:30 Seminar</i>	June 26  Due: Audiotape #1 Due: Reflection #1	June 27  No clinic.
June 30  Leadership Log (Grad only) Midterm Eval. by Supervisor	July 1	July 2  <i>8:30 Seminar</i>	July 3	July 4  No clinic.
July 7	July 8	July 9  <i>8:30 Seminar</i>	July 10  Due: Audiotape #2 Due: Last day to turn in lesson plan	July 11  No clinic.
July 14  Due: Reflection #2	July 15  Due: Last day to turn in peer observation	July 16  <i>8:30 Seminar</i>  Due: Last day to turn in videotape evaluation (Grad only)	July 17  Due: Post test Due: Summary reports  <b><u>Stay until 4:30</u></b>	July 18  Exit interviews at HSS

**SPED 475: Student Teaching in Special Education**  
**SPED 735: Assessment and Intervention for Students with Learning Disabilities**  
**Addendum**

<b>Course Requirements and Evaluation</b>	<b>Points</b>	<b>Due Date</b>
<b>Leadership (SPED 735 only)</b>		
1. Provide leadership and demonstrate effective instructional techniques through two or more of the following: <ul style="list-style-type: none"> <li>(a) mentor a less experienced colleague by observing and giving formal, written feedback to another clinic teacher that results in measurably improved performance</li> <li>(b) facilitate a child study team or problem solving team meeting that results in measurably improved behavior or academic progress</li> <li>(c) document outstanding academic achievement or generalization for students in one of the groups you teach</li> <li>(d) assist children/adolescents in setting and attaining goals</li> <li>(e) design and help to teach a unit of instruction for which we do not have a published curriculum (e.g., reciprocal teaching, algebra) that results in high rates of student learning.</li> <li>(f) start a home reading program for groups of students</li> <li>(g) design or help an undergraduate student to design a system to increase motivation for an individual or small group and design meaningful charts or graphs to monitor progress toward the goal. Systematically move from tangible (no candy, please) to social reinforcers by the end of the summer.</li> <li>(h) other (must be pre-approved)</li> </ul> Maintain a log of leadership and report as a separate section of your reflections. Points will be based on leadership log, supervisor observation, and peer evaluation.	40	Log – July 3 & 16
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<b>Videotape Evaluation (735 only)</b>		
3. Videotape yourself and evaluate your interactions and your teaching performance using an appropriate feedback form	10	Before July 16



Name \_\_\_\_\_

Below is a list of the skill areas we emphasize in the clinic and the programs we use to teach them. Please indicate the areas in which you are most interested in professional development. Number your first and second choice with a 1 and a 2. Optional: cross out one area that you have no interest in.

- \_\_\_\_\_ Beginning reading (*Reading Mastery*)
  
- \_\_\_\_\_ Remedial reading and fluency (*Corrective Reading—Decoding, REWARDS, Reading Success, fluency training*)
  
- \_\_\_\_\_ Writing (*Expressive Writing, Basic Writing Skills, High Performance Writing*)
  
- \_\_\_\_\_ Spelling (*Spelling Mastery, Signs for Sounds*)
  
- \_\_\_\_\_ Math concepts (*Corrective Mathematics, Mastering Word Problems Made Easy, Core Concepts Videodisc* in fractions, decimals and percents, ratios and word problems, addition/subtraction word problems)
  
- \_\_\_\_\_ Math facts (*Mastering Math Facts*)

Please indicate any of the above programs with which you are familiar and describe the extent of your experience and training with program.