# **EDU 6101 Practicum Experience**

# Demonstration Lessons and Clinical Teaching Hours Syllabus

Annette Caldwell Simmons School of Education and Human Development Department of Teaching and Learning Learning Therapy Center 5236 Tennyson Parkway, 4-108 Plano, TX 75024

Phone: 214-SMU-READ (768-7323) E-Mail: learning.therapy@smu.edu

Fax: 972-473-3442

## **Demonstration Lessons**

In accordance with the Academic Language Therapy Association (ALTA) and International Multisensory Structured Language Education Council (IMSLEC), each course participant will submit a total of five/ten therapy demonstration lessons over the nine month/two-year training period.

The online coordinator will serve as each course participant advisor to answer questions, to critique demonstration lessons, and to provide support and guidance during the practicum.

- Practitioner/Teaching and Therapy
  - Five demonstration lessons will be submitted the first year in the following manner:
    - Three online video demonstration lessons will be captured by the Online Coordinator for submission to the advisor during the second (fall) semester
    - Two online video demonstration lessons will be captured by the Online Coordinator for submission to the advisor during the third (spring) semester
- Therapy

- Five demonstration lessons will be submitted the second year in the following manner:
  - Three online video demonstration lessons will be captured by the Online Coordinator for submission to the advisor during the fifth (fall) semester
  - Two online video demonstration lessons will be captured by the Online Coordinator for submission to the advisor during the sixth (spring) semester

Each demonstration lesson should meet the following criteria:

- Received by the date set by the intern and the advisor
- Reflect the MSLE curriculum
- Include all required reports and materials.

Materials to be included in the demonstration lesson consist of the following:

- Teaching/Therapy Demonstration Lesson Checklist/Grade Sheet
- Weekly Lesson Plan
- Daily Lesson Plan

After the advisor has reviewed and critiqued the demonstration lesson the course participant will receive a written report containing the following:

- An outline of the areas of strength in the lesson
- Suggestions as to how to further improve the lesson
- A grade sheet reflecting the progress of the course participant

# **Clinical Teaching Hours**

A. Purpose of Clinical Teaching Hours

To document the supervision by a qualified instructor the clinical teaching hours (CTH) for the Academic Language Therapy Association (ALTA), International Multisensory Structured Language Education Council (IMSLEC), and the

Learning Therapy Center Practitioner/Teaching and Therapy Certificate Programs at SMU.

## B. Goals of Clinical Teaching Hours

- 1. Monitor student's progress
- 2. Monitor course participant's progress
- 3. Offer support to course participants as skills develop
- 4. Help course participants identify student's strengths and weaknesses
- 5. Assist course participants in determining curriculum pacing
- 6. Develop and refine course participant's practitioner/teaching and therapy reporting skills

### C. Clinical Teaching Hours Requirements

Southern Methodist University Annette Caldwell Simmons School of Education and Human Development Learning Therapy Center Practitioner/Teaching and Therapy Certificate Programs are accredited by IMSLEC. As such we are bound to adhere to the educational criteria required by IMSLEC. The SMU guidelines regarding CTH are:

- A minimum of 90/700 CTH in direct service with a client is required. The direct service must consist of a comprehensive Orton-Gillingham language based curriculum.
- The Clinical Teaching Session (CTS) must encompass structured, sequential, multisensory language-based techniques, practices and procedures integral to the remediation of the written language processes of reading, spelling, writing and related communication/linguistic skills and learning strategies.
- Only CTS that are planned and directly taught by the course participant may be counted toward CTH.
- Each new situation must be approved by the CTB regarding CTH. With each situation, the course participant must utilize techniques that incorporate:
- 1. Sequential introduction of graphemes, phonemes, and concepts according to the graph in Foundations for Literacy by Aylett Cox.

- 2. Standard multisensory linkages to introduce new graphemes and phonemes.
- 3. Alphabetic Phonics reading and spelling cards/decks.
- 4. Criterion measures: Bench Mark Measures and/or Mastery Checks The 90/700 CTH under the supervision of a qualified instructor for teaching level (90) and for therapy level (700) should include:
- 1. A minimum of three therapy situations.
- 2. The curriculum must be started at least three times.
- 3. Experience working in advanced portion of the curriculum for therapy level.
- 4. Experience with a one-on-one therapy situation is recommended but not required.
- 5. A minimum of four therapy sessions per week is required for credit.
- 6. A minimum of 20 hours with an individual student/group must be completed before the teaching/therapy sessions can accrue towards the 90/700 CTH required for certification.
- Validation of Clinical Teaching Hours Requirement Form
   Due upon completion of all requirements

#### D. Procedures & Policies

Length of time:

Minimum time for CTH completion is three/six academic terms. Maximum time for CTH completion is 24/48 consecutive months from Learning Therapy Center Practitioner/Teaching and Therapy Certificate Program entry.