CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Special Education

Special Education 502MME
Reading/Language Arts Instruction for Diverse K-12 Students with Mild to Extensive Support Needs

Fall 2022, Mondays, 4:00-7:00

Educational Administration (EA) Building: 106 (TLC)

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Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among com munities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills.
2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
3. We value ethical practice and what it means to become ethical and caring professionals.
4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
6. We value creative, critical, and reflective thinking and practice.

Course Description

This course is designed to build understanding of the reading process and the reading performance of students with special needs. Candidates will explore the types of reading problems that may occur among students with mild to moderate disabilities and will apply instructional strategies germane to those reading problems. Emphasis is given to the use of informal procedures to identify areas of need, and the application of instructional techniques to remediate the identified areas. Approaches to the teaching of word recognition, word identification, fluency, phonemic awareness and reading comprehension are examined critically and applied in a tutoring context.

Required Texts

Copeland, S. R., & Keefe, E. B. (2018). *Effective literacy instruction for learners with complex support needs* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Diamond, L. & Thorsnes, B.J. (Eds.) (2008) *Assessing reading: Multiple measures* (2nd ed.). Novato, CA: Arena Press.

Goodwin, V & Spencer, S. (2015). Evidence-based reading intervention strategies for special educators. Palo Alto, CA: iBooks.
This text is available to our students at no cost from Box. It is an iBook, and is best read on an iPad or on a Mac computer. There is also a PDF version for PC.

Johns, J. (2008). *Basic reading inventory.* Dubuque, IA: Kendall/Hunt.
**OR comparable Informal Reading Inventory with instructor's approval

Students may receive and be held responsible for additional reading material provided during the semester.

Please check Canvas weekly for the most current list of required readings for each week.

Course Objectives

After completing this course students will be able to:

1. Demonstrate knowledge of the historical changes in the teaching of reading;
2. Demonstrate understanding of cognitive processes and models that attempt to explain reading and reading disability;
3. Describe the process of learning to read;
4. Discuss and summarize research findings regarding factors related to reading disability, the causes and correlates to reading disability, and the performance of poor readers;
5. Demonstrate understanding of focused intervention, and its role in increasing the reading outcomes of students with reading disabilities;
6. Administer and interpret a variety of informal reading assessments;
7. Use a variety of informal reading data to plan individualized reading instruction;
8. Plan and implement one-on-one evidence-based reading instruction to a student with a mild/moderate disability, and reflect on the efficacy of that instruction;
9. Develop and demonstrate professionalism, responsibility, effective communication, and high-quality preparation with students, colleagues and parents in the clinical setting;
10. Demonstrate knowledge of the role of phonological processes in word identification and evidence-based practices for teaching it;
11. Demonstrate understanding of evidence-based instructional strategies designed to facilitate word recognition;
12. Demonstrate knowledge of evidence-based instructional strategies designed to increase students' fluency and prosody;
13. Demonstrate knowledge of evidence-based instructional strategies designed to enhance comprehension of both narrative and expository texts;
14. Evaluate and apply evidence-based instructional techniques designed for students with mild/moderate disabilities who have severe reading problems.

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Prerequisites

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The following courses are pre- or co-requisites for SPED 502MME. These courses must be completed before registering in SPED 502MME. Exceptions can be considered by prior discussion with instructor.
Prerequisites for Education Specialist Credential Program: SPED 400 or SPED 541B, and SPED 406
Prerequisites for Dual Single Subject/Education Specialist Credential Program: EPC 420 and SED 521

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Tutoring, Clinic Expectations, and Collaboration

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TUTORING: All students in SPED 502MM will participate in a clinical tutoring experience in the Special Education Literacy Clinic (TLCC). The Special Education Literacy Clinic at CSUN provides individualized services to K-12 students referred by teachers, parents, and/or local schools. Tutoring will occur during class between 4:30-5:30, and 5:30-6:30 (as assigned). Students will use assessment data to create and monitor progress on individualized reading goals for their assigned child, and to prepare and implement evidence-based activities based on those goals. Students will also be responsible for completing tutoring planning documents each week, regularly collaborate with families, and provide a culminating report to families at the end of the semester.

COLLABORATION REQUIREMENT: Special education teachers need to be skilled at collaborating with a variety of stakeholders: co-teachers, parents, paraeducators, administrators, office staff, and other faculty members to name a few. This course gives you a chance to practice your collaboration skills during your planning, instruction and work in the tutoring clinic.

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Respectful collaboration is an important part of successful teaching.

Respectful conduct is expected at all times, when dealing with parents,
students, TLCC staff, your professor, and your colleagues in class.

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You will be expected to co-plan, co-teach, and co-assess with your partner throughout the semester, applying what you've learned about good collaboration skills, and taking into consideration each other's professional dispositions (listed below). You are also expected to collaborate effectively with other tutors, TLCC staff, and the teaching assistant. This includes:

- Effective listening
- Effective communication of your ideas
- Awareness of your partner's frame of reference and cultural perspective
- Maintenance of parity
- Timeliness
- Shared responsibility for the workload
- Building and maintaining respect and trust
- Maintaining the confidentiality and trust of your partner

Please note: these behaviors are expected at all times - in and out of the clinic, in email exchanges, and other communication.

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Professional Dispositions

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In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly

important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area. Dispositions identified as important within the Department of Special Education include:

A. **Personal Characteristics**
   Possesses integrity, accepts responsibility, is highly motivated, evidences high academic achievement, displays perseverance, takes initiative, exhibits self-control, shows maturity of judgment, is punctual and reliable, demonstrates warmth and advocacy for children, and presents a professional appearance and demeanor.

B. **Interpersonal Characteristics**
   Establishes rapport with others, assumes appropriate roles in the collaborative process, works well with others and communicates respectfully, demonstrates effective communication skills, values teamwork, demonstrates a respectful appreciation for diverse perspectives, demonstrates a commitment to achieving team goals, and seeks to develop and maintain professional workplace relationships.

C. **Commitment to professional growth**
   Responds appropriately to supervision, reflects on/evaluates strengths and areas for improvement, accepts constructive criticism and suggestions, displays interest and curiosity in the learning process, uses suggestions to improve skills and understanding, values life-long learning, strives to achieve competence and integrity, and is a self-directed learner.

D. **Commitment to diversity and social justice**
   Demonstrates cultural respect and understanding, believes in equal educational/vocational opportunity, displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals, advocates high and appropriate expectations for all students, and treats all people equally. Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

E. **Commitment to ethical practices**
   Maintains confidentiality, displays ethical behavior, is honest and trustworthy, abides by legal mandates and ethical responsibilities, uses sound, informed judgment. Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

Assignment Descriptions

Detailed guidelines and rubrics will be posted on Moodle.

1. **Assessment Plan & Draft**   **(20 points)**
   - For the first tutoring session, you and your co-teacher will create an Assessment Plan. The plan is worth 10 points.
   - Later in the semester, you and your co-teacher will formalize your results and turn in a draft (10 points) of your findings. This will later be included in your end-of-semester Tutoring Report.

2. **Lesson Plans – Due weekly for tutoring**   **(80 points)**
   The purpose of the weekly lesson plan is to help to plan, implement, and evaluate evidence-based reading instruction in your tutoring. All lesson plans are completed with your co-teacher, and you turn in only one copy for your team. For each tutoring session, you will reflect on formative data and plan the next week's activities using the document on Canvas.

- On the planning form, please summarize your student's outcomes from the previous session and reflect on their progress. For the first session, reflect on your assessment results and what you learned from the parent interview.
- Lessons will be graded on the **quality** of plan, use of formative data, and alignment with evidence-based practice.
- Lesson Plans are due PRIOR to class at the date/time specified by your professor. They will be returned to you before class so you have time to make adjustments before your lesson.
- Students who exhibit unprofessional behaviors in the lab, such as chronic lateness, chronic lack of preparation, or failure to teach the instructional activities approved by the instructor, may lose their points for that week.
- *Tutors may miss one tutoring session without it affecting their grade. Any subsequent absences will receive 0 points for their lesson.*
    - Tutors must work in ADVANCE with their co-teacher to ensure their lesson will be delivered, if possible.
    - It is recommended that each tutor prepare a "substitute plan" for their partner to deliver in case of absence.
- In case of a child's absence: Tutors will observe and do reflections on a pair of tutors assigned by the instructor. Each tutor will turn in a reflection on what they observed, including identifying the strengths of the lessons, things that could be improved, and a discussion about what they would teach next and why.
- *Due to restricted turn-around time, late lesson plans will receive zero (0) points but must still be turned in prior to your tutoring session for review.*

  Lesson Plan Timeline:
  - **Friday night:** New Lesson due
  - **Sunday night/Monday morning:** Instructor Feedback returned
  - **After Tutoring:** Reflection of previous lesson/data, and new plan

3. **Observation of your Co-Teacher**   **(10 points)**
   Observing and providing feedback to your co-teacher should be a weekly practice. Please always attend to your co-teacher's lesson and be prepared to give substantive feedback. For one lesson this semester (you choose) you will do a more comprehensive observation of your co-teacher. You will reflect on:
   - Lesson objective alignment with the semester goal
   - Use of evidence-based practices
   - Quality and effectiveness of instruction
   - Were Social/Emotional (SEL) issues addressed? If so provide feedback. If not, suggest where this might be added.
   - Was the lesson engaging and high interest? Consider UDL principles: Representation, Action/Expression, and Engagement.

4. **Reading Quizzes**   **(40 points)**
   The purpose of these quizzes is to promote careful reading and to provide opportunities for you to check your understanding of the course content. ***Reading quizzes are due before the time class begins each week and the points cannot be made up later.***

   - *Quizzes will be completed on Canvas. You may NOT collaborate or discuss your answers on these quizzes and exams! These are to be <u>individual</u> assessments of your understanding of course content and readings.*

5. **Collaboration**   **(20 points)**

Collaboration is a central component of good teaching. In addition to weekly collaboration with your co-teacher, you will also work closely the parent/guardian of your student.

1) Pre- tutoring (5 pts)
2) WEEKLY updates (designate 10 minutes before or after each tutoring session) (5 pts)
3) Mid-semester parent conference (5 pts)
4) Family Night (to present your Tutoring Report) (5 pts)

6. **Tutoring Report**   **(40 points)**
At the end of the semester a final report is required from all tutors. The report summarizes assessment results, progress toward the goal, and successful teaching strategies. The report will be shared with the family during the last regularly scheduled tutoring session. A draft of your assessment results will be turned in Week 7. Feedback will be provided, and the final version will be a part of your report.

Final Grades:

Lesson Plans	80 points
Assessment Plan and Draft	20 points
Observation of Co-Teacher	10 points
Reading Quizzes (8 @ 5 points each, lowest score dropped)	40 points
Collaboration Activities	20 points
Tutoring Report	40 points
Total	**210 points**

93 – 100%	A	78 - 79%	C+
90 - 92%	A -	73 - 77 %	C
88 - 89%	B+	*70 - 72%	C -
83 - 87%	B	*60 - 69%	D
80 - 82%	B-	*0 - 59%	F

*Passing grade of C or better. Students who earn a C- or below must repeat the class.
Current grades are available at all times by logging onto course Moodle site and clicking "grades".

IMPORTANT NOTES FROM YOUR INSTRUCTOR!

● **CSUN with A HEART:** If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (https://www.csun.edu/heart).

● **GENDER IDENTITY AND PERSONAL PRONOUNS**
  ▪ My name is Dr. Goodwin and I use the pronouns she, her and hers. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone's correct name or title, is a way to show respect.

● **BRAVE SPACE**: We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are grounded in evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others. More importantly, please use this class as an opportunity to practice respectful communication and to assert your own boundaries. Please see me at any time for assistance or support.

- **PERSON-CENTERED AND PERSON-FIRST LANGUAGE:** The CSUN Department of Special Education believes that a person is more important than a disability. Accordingly, use of Person-First Language is the norm for both speaking and writing, for students and faculty. For example, "children with learning disabilities" is considered more appropriate than "learning disabled children." However, the important principle in consideration of language is not using a correct formula, but rather respectful acknowledgement that personhood is valued above disability. This includes learning what the preferred language is for a particular person, and using language that aligns with how they self-identify. Many people prefer to self-identify other ways, and it is more important to respect each person's self-identification than to over-apply a standard when it is not wanted. Thus, we are moving toward a "person-centered" framework at CSUN rather than exclusively "person-first." Please see this article for more on person-centered language: https://radicalcopyeditor.com/2017/07/03/person-centered-language/

- **CANVAS Navigation:** This class requires regular use of Canvas. Turning in assignments, accessing assigned readings, and participating in online activities are all done through Canvas. Many classes in the credential program also require knowledge of Canvas. Canvas help is available on the left side of the page under "Help and Library Resources." Select "Search the Canvas Guidelines" for basic support, or use the Hotline of Chat functions with specific questions.

- **IMPORTANT NOTICE ON CSUN COMMUNICATION:** CSUN sends all official communications by email, including registration information. Please check your CSUN email *several times* a week. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN email to your Yahoo, Hotmail, or preferred address, go to www.csun.edu/account, log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester. ***All communications from your professor will come through that account***

- **EMAILING THE PROFESSOR:** due to the high level of email traffic at CSUN, all students are requested to attempt to resolve problems on their own **BEFORE** emailing the professor. Please make sure you have attempted all of the following:

  1. Contact Information Technology Help Center directly at (818) 677-1400 or http://www.csun.edu/helpdesk/ for trouble shooting with email, Canvas, or any other technology concerns. Canvas also has a dedicated Support Hotline and Chat functions on the Canvas homepage.
  2. Check with another student in the class for assignment or procedure clarification.
  3. Review Canvas and the syllabus for assignment or procedure clarification.

- **DEPARTMENT WRITING STANDARDS:** Writing requirements within the graduate program: ***This is a graduate course and students are expected to turn in papers and assignments of graduate quality.*** All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and are to be proof read before they are handed in. Please discuss individual concerns with your professor.
  - Assignments with an undue amount of errors in grammar, spelling, or sentence mechanics will not be graded. They will be given back to students to edit and resubmit, and will be graded as late.

- **CSUN POLICIES:** Students are responsible for following all published CSUN policies and procedures. Adding/dropping classes is not normally permitted after the first 3 weeks of instruction.
  - Cheating and plagiarism are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.

- **DISABILITY RESOURCES AND SERVICES:** Students with disabilities must be registered with CSUN'S Disabilities Resources and Educational Services (DRES) in order to receive accommodations. Accommodations will be honored in accordance with the Americans with Disabilities Act (ADA). The intent of the ADA is not to give a particular student an advantage over another, but simply to allow students with disabilities equal access to the course content, and to provide them an equal opportunity for success. Students may receive information about registering with DRES at the following website: http://www.csun.edu/dres/index.php.

Course Schedule

This schedule is subject to change with prior notice. Please check Canvas for updates each week.

Class	Date	Topics & Evidence Based Practices	Assignments Due
1 **In-person**	**9/29**	**Course Overview & Syllabus** **Elements of Evidence-Based Reading Instruction** ● National Reading Panel & the five essential elements of reading instruction	Complete the **Tutoring Preferences Survey** on Canvas this week.
	9/5	**LABOR DAY: No class**	
2 **In-person**	**9/12**	**Reading Foundations** *What are reading models and how do they help us teach? What are the causes and correlates to reading disabilities?*	**READ:** ● Goodwin & Spencer, Chapter Two: *Reading Foundations* ● Copeland & Keefe, Chapter One: *Literacy for All* **Reading Quiz 1**
3 **In-person**	**9/19**	**Collaborating to Teach Reading** *What constitutes best practice in collaboration, and how do we create effective collaborative relationships?* Collaboration & communication with families **Clinic introduction**	**READ:** ● Goodwin & Spencer, Chapter One: *Principles of Collaboration* **Reading Quiz 2** **SHARE Worksheets** – fill out and bring to class **Family Communication/Collaboration Goal** (in class)
4 **In-person** Rosh Hashanah (please discuss alternatives with professor as needed)	**9/26**	**Focused Reading Assessment** *What constitutes evidence-based practice in assessment for students with significant reading problems?* **Assessment Planning Sheet:** *Begin in class, finish at home.*	**Bring assessment books to class (CORE & BRI.)** ● *Zoom with your family this week to introduce yourself and interview about your student's needs. Please see the Collaboration Forms on Canvas.*

5 Self-paced class (Tutoring in-person or Zoom)	**10/3**	**Tutoring: Assessment, Session #1** ***Data-driven instruction: Using assessment to guide your teaching*** Meet with students, conduct assessments, and begin the process of interpreting the assessments.	***Assessment Planning Sheet** (BOX Friday before class)* ***Begin Assessment Summary** (first draft due week 7)* ***Begin Goal Proposal form** (Please note: this is a working document. Please begin it tonight, bring it to your 2:1 meeting)* *****Schedule Co-teacher planning meetings** (Google Doc on Canvas)* *****PREVIEW chapters in texts that align with your goal.**
6 Self-paced class (Tutoring in-person or Zoom)	**10/10**	**Tutoring Session #2** ***Language, Communication, Diversity, and Accessibility*** *How can teachers effectively address learning needs for a wide range of diverse learners?*	***Lesson Plan #1** (BOX Friday before class)* **READ:** • Copeland & Keefe, Chapter Two: *Developing Language and Communication* • Copeland & Keefe, Chapter Three: *Addressing Cultural and Linguistic Diversity* • Copeland & Keefe: Chapter Four: *Inclusive Literacy Instruction* • Copeland & Keefe, Chapter Five: *Creating Accessible, Rich, and Engaging Literacy Environments* ****Reminder: make sure you are communicating with your child's family each week.**
7 Self-paced class (Tutoring in-person or Zoom)	**10/17**	**Tutoring Session #3** **Reading Instruction: Comprehension (Pt. 1)** *What constitutes evidence-based practice in reading instruction for students who struggle to comprehend?*	***Lesson Plan #2** (BOX Friday before class)* **READ:** • Goodwin & Spencer, Chapter Seven: *Comprehension Instruction (Pt. 1)* • Copeland & Keefe, Chapter Six: *Getting the Point: Comprehension Instruction* **Reading Quiz 3** ***Due: first draft of your Assessment Summary (part of your final Tutor Report). This is a chance to get early-feedback on a difficult section.*** ****Reminder: make sure you are communicating with your child's family each week.**
8 Self-paced class (Tutoring in-person or Zoom)	**10/24**	**Tutoring Session #4** **Reading Instruction: Comprehension (Pt. 2)** ***What constitutes evidence-based practice in reading instruction for students who struggle to comprehend***	***Lesson Plan #3** (BOX Friday before class)* **READ:** • **Goodwin & Spencer,** Chapter Eight: *Strategy Instruction for Comprehension (Pt. 2)* **Reading Quiz 4** ****Reminder: make sure you are communicating with your child's family each week.**
9 Self-paced class **HALLOWEEN – no tutoring**	**10/31**	**HALLOWEEN – no tutoring** **Reading Instruction: Comprehension (Vocabulary)** *What constitutes evidence-based practice in reading instruction for students who struggle with vocabulary?*	***Lesson Plan #4** (BOX Friday before class)* **READ:** • Goodwin & Spencer, Chapter Six: *Vocabulary Instruction* • Copeland & Keefe, Chapter Eight: *Words, Glorious Words!* **Reading Quiz 5**

			Reminder: make sure you are communicating with your child's family each week.
10 Self-paced class (Tutoring in-person or Zoom)	**11/7**	**Tutoring Session #5** **Reading Instruction: The Alphabetic Principle and Phonemic Awareness** *What is evidence-based practice in emergent literacy and phonemic awareness instruction for students who struggle to decode?*	***Lesson Plan #5 (BOX Friday before class)*** **READ:** - Goodwin & Spencer, Chapter Three: *Introduction to the Alphabetic Principle* **Reading Quiz 6** **Reminder: make sure you are communicating with your child's family each week.**
11 Self-paced class (Tutoring in-person or Zoom)	**11/14**	**Tutoring Session #6** **Reading Instruction: Phonics (Pt. 1)** *What is evidence-based practice in phonics instruction & structural analysis for students who struggle to decode?*	***Lesson Plan #6 (BOX Friday before class)*** ' **READ:** - Goodwin & Spencer, Chapter Four: *Phonics Instruction* **Reading Quiz 7** **Reminder: make sure you are communicating with your child's family each week.**
Self-paced class (Tutoring in-person or Zoom) (Thanksgiving Week)	**11/21**	**Tutoring Session #7** **TUTORING REPORT GUIDELINES** **Reading Instruction: Phonics (Pt. 2)** *What is evidence-based practice in phonics instruction & structural analysis for students who struggle to decode?*	***Lesson Plan #7 (BOX Friday before class)*** **READ:** - Copeland & Keefe, Chapter Nine: What's the Word? Word Recognition Instruction ***Tutoring Report – DRAFT (as close to a final product as you can) is due next week. Please start working on it.*** **Reminder: make sure you are communicating with your child's family each week.**
12 Self-paced class (Tutoring in-person or Zoom)	**11/28**	**Tutoring Session #8** **Reading Instruction: Fluency** *What is evidence-based practice in fluency instruction for students who struggle to decode and comprehend?*	***Lesson Plan #8 (BOX Friday before class)*** - Goodwin & Spencer, Chapter Five: *Fluency Instruction* - Copeland & Keefe, Chapter Seven: *A Broader Approach to Fluency* **Reading Quiz 8** **Reminder: make sure you are communicating with your child's family each week.**
13 Self-paced class (Tutoring in-person or Zoom)	**12/5**	**Tutoring Session #9** **Work on Tutoring Report. Draft is due at the START of class (on 12/5). You will have one more opportunity to add anything that happens tonight.**	***Lesson Plan #9 (BOX Friday before class)*** *Tutoring Report first draft due to BOX. This is a GRADED draft, so please make sure you turn in a paper that is a finished product. Feedback will be substantive. Reports with excessive mechanics errors will be returned before feedback is given.* ***Make sure you look for feedback with plenty of time to make revisions before next week!***
14 Self-paced class	**12/12**	**Tutoring: Family Night!** **FUN closing activity with student and both tutors Presentation and discussion of Tutoring Report**	***Upload FINAL Tutoring Report to Canvas***

(Tutoring in-person or Zoom)		***Tutoring Report final version*** *– bring a copy for yourself and your student's family to review together.*	
15	**Final exam**	***No final exam to compensate for parental collaboration (outside of class) and 2:1 meetings with professor***	