

School Clinician Certificate Reading
Guideline to Qualification

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Manitoba Education and Early Childhood Learning

Updated January 2022

Certificate Qualifications

A person may qualify for a Manitoba Provisional Professional Clinician Certificate Reading where the person:

- a) holds an approved Master's degree in Education, in which he or she completed the approved courses in clinical reading and related areas; and
- b) has completed
 - (i) two years of clinical reading experience or of remedial reading experience,
 - (ii) one year of clinical or one year of remedial reading experience, or
 - (iii) two years of classroom teaching experience in Manitoba, primarily focused on literacy learning and diagnostic or specialized assessment, while holding a permanent professional teaching certificate, or approved teaching experience in a jurisdiction other than Manitoba while holding an approved teaching certificate issued by the jurisdiction.

The following 7 domains are cited as important standards for developing a skilled Reading Clinician:

1. **Foundational Knowledge** - Reading Clinicians demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they inter-relate and the role of literacy professionals in schools.
2. **Curriculum Instruction** - Reading Clinicians demonstrate foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
3. **Assessment and Evaluation** - Reading Clinicians understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
4. **Diversity and Equity** - Reading Clinicians demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5. **Learners and the Literacy Environment** - Reading Clinicians meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6. **Professional Learning and Leadership** - Reading Clinicians recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

7. **Practicum/Clinical Experience** - Reading Clinicians have the opportunity to apply theory and best practice in multiple supervised practicum/clinical experiences.

Additional Information is provided in Appendix A.

The approved Master's degree in Education with a specialization in Language and Literacy with a minimum of 30 credit hours can be completed via two routes:

1) Course Based Route linked to all 7 domains and includes:

- 18 credit hours of core requirements
- 12 credit hours of elective courses

2) Thesis Based Route linked to all 7 domains and includes:

- 18 credit hours of core requirements
- 3 credit hours of elective course work at the 7000 level
- 3 credit hours of 7000 level research methodology
- Successful completion of a thesis

Master's degree that meets Reading Clinician Certificate Qualifications

A Master's degree in Education, with a specialization in Language and Literacy to meet the Reading Clinician qualifications is available at the University of Manitoba.

Note: It is the applicants's responsibility to that the Master's degree and Reading Clinician Certificate Qualifications requirements are met.

Course-Based Route

Core Requirements

Eighteen (18) credit hours of university course work linked to the seven domains of knowledge and skills.

Course Number	Course Title	Credit Hours	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
EDUA 5012	Legal and Administrative Aspects of Schools	3	X						
EDUA 5800	Introduction to Educational Research	3	X						
EDUB 5400	Diagnostic and Remedial Techniques in Language Arts	6			X	X	X	X	X
EDUB 7060	Seminar and Practicum in Clinical Diagnosis	3			X	X	X	X	X

Elective Requirements

Twelve (12) credit hours of university course work linked to the seven domains of knowledge and skills.

Course Number	Course Title	Credit Hours	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
EDUB 7530	Curriculum Development and Implementation in Language and Literacy	3		X					
EDUB 7070	Classical Research in Reading	3	X						
EDUB 7090	Seminar in Reading Processes	3	X						
EDUB 7100	Language and Literacy Curriculum Inquiry in the Early Years	3		X				X	
EDUB 7180	Research in Written Composition	3	X						
EDUB 7190	Research in Language for Learning	3	X						
EDUB 7110	Research in Language and Literacy Development	3		X				X	
EDUB 7120	Curricular Issues in English Language Arts	3		X					
EDUB 7150	Seminar in Reading and Response in Literature	3				X			
EDUB 7142	Special Topics Courses	3	Courses with a focus on English Language Arts or Literacy and will vary each year with which domains it may cover.						

Thesis-Based Route

Core Requirements

Eighteen (18) credit hours of university course work linked to the seven domains of knowledge and skills.

Course Number	Course Title	Credit Hours	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
EDUA 5012	Legal and Administrative Aspects of Schools	3	X						
EDUA 5800	Introduction to Educational Research	3	X						
EDUB 5400	Diagnostic and Remedial Techniques in Language Arts	6			X	X	X	X	X
EDUB 7060	Seminar and Practicum in Clinical Diagnosis	3			X	X	X	X	X

Elective Requirements

Three (3) credit hours of university course work linked to the seven domains of knowledge and skills.

Course Number	Course Title	Credit Hours	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	Domain 6	Domain 7
EDUB 7530	Curriculum Development and Implementation in Language and Literacy	3		X					
EDUB 7070	Classical Research in Reading	3	X						
EDUB 7090	Seminar in Reading Processes	3	X						
EDUB 7100	Language and Literacy Curriculum Inquiry in the Early Years	3		X				X	
EDUB 7180	Research in Written Composition	3	X						
EDUB 7190	Research in Language for Learning	3	X						
EDUB 7110	Research in Language and Literacy Development	3		X				X	
EDUB 7120	Curricular Issues in English Language Arts	3		X					
EDUB 7150	Seminar in Reading and Response in Literature	3				X			
EDUB 7142	Special Topics Courses	3	Courses with a focus on English Language Arts or Literacy and will vary each year with which domains it may cover.						

Plus

Three (3) credit hours of 7000 level research methodology chosen in consultation with your academic advisor

And

Successful completion of a thesis

Thesis route students need 12 credits at the 7000 level. A maximum of 24 total credits is allowed to be taken in addition to a thesis.

(Course work in each of the 7 domains must be completed.)

Application Process and Credential Assessment

After completing a qualifying Master's degree in Education, with a specialization in Language and Literacy and your degree has been awarded, submit the application form, required documents and fee to the Professional Certification Unit The form is available on the website below:

https://www.edu.gov.mb.ca/k12/profcert/pdf_docs/clinicianapp.pdf

Please note: *The degree must be awarded on the transcript in order for an evaluation to be completed.*

An official transcript send by mail directly from your post-secondary institution to:

**Professional Certification Unit
P.O. Box 700 402 Main Street N.
Russell MB R0J 1W0**

Out of Province Credential Assessment

Credentials completed in another province outside of Manitoba would need to be evaluated for equivalency. The applicant would need to provide a description of their Master's degree in Education, with a specialization in Language and Literacy which may include a request for course outlines. Course work in all 7 domains must be completed.

Note: It is the applicants's responsibility to that the Master's degree and Reading Clinician Certificate Qualifications requirements are met.

Certification Fee

The non-refundable application fee payable in Canadian Funds (CAD) is

1. \$100 CAD for qualifying academic credentials completed within Manitoba
2. \$150 CAD for qualifying academic credentials completed within Canada outside Manitoba
3. \$200 CAD for qualifying academic credentials completed outside Canada

Extension of School Clinician Certificate Qualifications

A provisional school clinician certificate may be extended **once** to a maximum of 3 years.

Permanent School Clinician Certificate Qualifications

1. Satisfactorily complete the equivalent of 360 days of supervised clinical experience as a clinician in a Manitoba school while holding a valid provisional certificate. Supervision will include, but not be limited to, a minimum of 25 hours with direct a supervisor – supervisee contact on matters of case management, etc.
2. First and second year [School Clinician Supervision Reports](#). The supervising clinician name must be submitted to the Professional Certification Unit for approval prior to the start of employment. The supervising clinician is required to hold a valid Permanent School Clinician Certificate Reading.
3. Secure the recommendation of your supervising school clinician and superintendent. [Employer Recommendation for Extension of Provisional or Permanent School Clinician Certification](#).
4. An original current background check that consists of:
 - a. A **Criminal Record Check including a Vulnerable Sector Search**
 - i. Checks may be completed at your local Law Enforcement Agency in Canada.
 - ii. Residents of Winnipeg may complete checks using the [Winnipeg Police Service Online Criminal Record Check](#). Results must be shared DIRECTLY to “Manitoba Education and Training Professional Certification” through the online service to be considered original.
 - b. A **Manitoba Child Abuse Registry Check**
 - i. Information and application form are available [online](#).

NOTE: All background checks must be dated within 3 months of the date the Professional Certification Unit received the application and include all current and past full legal names that match your birth certificate and marriage certificate, divorce decree, or official name change document (if applicable). These checks become part of your file and are not returned.
5. Successfully complete the University of Manitoba course “EDUA 5012 Legal and Administrative Aspects of Schools for Clinicians” and provide an official transcript mailed DIRECTLY from the University of Manitoba to PCU.
6. Submit the [Application to Change School Clinician Certification Status](#) including the required \$ 25 fee by mail or fax to the Professional Certification Unit.

DOMAINS OF KNOWLEDGE AND SKILL FOR READING CLINICIAN

DOMAIN 1

1. Foundational Knowledge
Reading Clinicians demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
<p>Manitoba Reading Clinicians have a knowledge and active understanding of:</p> <ol style="list-style-type: none"> 1. The role of the Reading Clinician in schools; 2. The form , function and organizational aspect of education and schools through the lens of legislation, policy and public expectations; 3. An understanding and knowledge of the Public Schools Act, The Education Administration Act and other pertinent statutes; 4. Their roles individually and collectively and the impact upon the work of school personnel; 5. The Personal Health Information Act (PHIA) and the Freedom of Information and Protection of Privacy Act (FIPPA) are concepts that literacy clinicians gain knowledge of when taking EDUA 5012 – Legal and Administrative Aspects of Schools for Clinicians (required); 6. Reading Clinicians will have exposure to educational research practices and critical methods for evaluating evidence-based research in language and literacy during the EDUB 5800 course (required); 7. The analysis of research and research methods in written composition, process and pedagogy (EDUB 7180). This includes historical development, research and current trends in written composition specific to written expression from multiple viewpoints; 8. The major theories and concepts related to how language can support learning in all subject areas. Research specific to talking, reading and writing in EDUB 7190 supports critical analysis; 9. The link between critical analysis and theories and models of reading processes in relation to language vision, hearing, neurological development, cognition and motivation.

DOMAIN 2

2. Curriculum Instruction

Reading Clinicians demonstrate foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

Manitoba Reading Clinicians have a knowledge and active understanding of:

1. Depth and breadth in understanding, critically analyzing and designing meaningful literacy curriculum and instruction for all learners;
2. Using foundational knowledge to critique and implement literacy curricula;
3. Additional foundational knowledge on curriculum.

DOMAIN 3

3. Assessment and Evaluation

Reading Clinicians understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

Manitoba Reading Clinicians have a knowledge and active understanding of:

1. Exploring the relationship of literacy, learning and assessment in a variety of contexts and for a range of purposes;
2. Broader literacy theories and learning;
3. Providing opportunities to critically engage research, theory and practice in supporting literacy learning;
4. Assessing and evaluating diagnostic and remedial techniques;
5. The range of assessment tools that can be used to measure literacy achievement from a strength based approach;
6. Diagnostic data and how it can be used to support decision making about evidenced based instruction for individual students and inform small group instruction and /or differentiated instruction in a classroom setting;

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| <ol style="list-style-type: none"> 7. The purposes, formats, strengths and or limitations of information and norm referenced assessments and the cultural biases of various assessment tools; 8. Using the data to support decision making for literacy instruction in the area of word study, reading narrative and informational test, reading comprehension and written expression; 9. Ability to make sound decisions about instruction for the diverse programming needs for students K-12. |
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DOMAIN 4

4. Diversity and Equity
<p>Reading Clinicians demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.</p>
<p>Manitoba Reading Clinicians have a knowledge and active understanding of:</p> <ol style="list-style-type: none"> 1. Diversity and equity in relationship to language and literacy; 2. Literacy research, theories, pedagogies and conceptual frameworks relevant to understanding all forms of diversity; 3. Creating classrooms and schools that are inclusive and affirming to all learners; 4. Advocating for equity at school, district and community levels; 5. Literacy assessment practices and evidence based interventions; 6. Cognitive theory and the relevance to the design of norm referenced assessments; 7. Dewey's theory related to pragmatism and a hands on approach to learning and literacy; 8. Inclusive educational practices to differentiate instruction; 9. Literacy supports required to assist all students; 10. Diversity and equity from multiple perspectives; 11. Historical and philosophical trends in reading;

12. Concepts related to epistemological assumptions associated with reading and response to literature and how students process text;
13. Diverse learners, equity and support culturally responsive instruction.

DOMAIN 5

5. Learners and the Literacy Environment

Reading Clinicians meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Manitoba Reading Clinicians have a knowledge and active understanding of:

1. Engaging as readers, writers, speakers, listeners, viewers, and creators with a variety of multimodal tests;
2. Effective use and integration of digital technologies supported in an appropriate, safe environment;
3. Fostering growth for learners in a literacy rich environment;
4. Practical application of learning experiences individually and collectively to confidently and competently create meaningful learning experiences;
5. Developmental perspective and growth of literacy skills for students in the areas of word study, reading narrative and information text, reading comprehension and written expression;
6. Support the design and implementation of literacy strategies and skills from a balanced literacy perspective;
7. The variety of printed material and text that may be used to support learning from various sources (digital text, picture books, graphic novels, chapter books, narrative and information text, speech to text and text to speech technology);
8. Promote a positive, literacy –rich learning environment by addressing the use of multiple modalities of oral, kinesthetic, visual and written communications with a wide range of students;

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| <ul style="list-style-type: none"> 9. Multiple modalities approach to support a positive learning environment; 10. Collaborating with colleagues, divisional and/or provincial literacy leaders and administrators; 11. Effective team work to collaboratively support others with respect to the depth and breadth of literacy. |
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DOMAIN 6

6. Professional Learning and Leadership
Reading Clinicians recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.
<p>Manitoba Reading Clinicians have a knowledge and active understanding of:</p> <ul style="list-style-type: none"> 1. Developing and strengthening capacity to participate in and lead professional inquiry and learning; 2. Creating questions, engaging in various forms of research and sharing the learning; 3. Facilitating professional learning; 4. Adult learning strategies to collaboratively work with colleagues to assess instructional practices and interventions that may be used within and across classrooms for K-12.; 5. Leadership skills to facilitate working collaboratively, creating inquiry based projects in literacy, developing curriculum projects, topics or research; 6. Belonging to professional organizations such as the International Literacy Association and/or the Manitoba Council of Reading Clinicians.

DOMAIN 7

7. Practicum/Clinical Experience
Reading Clinicians have the opportunity to apply theory and best practice in multiple supervised practicum/clinical experiences
Manitoba Reading Clinicians have a knowledge and active understanding of: <ol style="list-style-type: none">1. Engaging to explore theory and practice in relationship to literacy and learning in a wide range of contexts;2. The diverse learning experiences as teachers to link the theories and approaches to practical application;3. Working individually or with small groups of students to assess students literacy, strengths and challenges;4. Developing literacy plans based on the data obtained from the assessment;5. Implementing small group instruction within a classroom and/or a setting outside the classroom.6. Self evaluation to ensure the diagnostic assessment process, the design of the literacy plans and the implementation of instructional interventions for work study, fluency, reading comprehension and written expression;7. Practical clinical experience in language and literacy to support skill development and knowledge of diagnostic testing and implementation of instructional plans and /or techniques associated with literacy interventions.

References

The descriptions for each of these standards have been obtained from the web pages of the International Literacy Association, Standards for the Preparations of Literacy Professionals (<https://literacyworldwide.org/get-resources/standards/standards-2017>).

READING (LITERACY) CLINICIAN REQUIRED GRADUATE COURSEWORK



*Please note that students, in consultation with their university advisor, have the option of an additional 18 credits in the course-based route. These additional credits can come from the list of courses above or as determined in consultation with the university advisor.

**Please note that students who choose the thesis route need 12 credits at the 7000 level. A maximum of 24 total credits is allowed to be taken in addition to a thesis.

COURSE-BASED ROUTE

CORE Requirements (18 credits)

Course Electives

(Minimum of 12 credits selected from the following)

- EDUB 7530 (3 credits)
Curriculum Development and Implementation in Language and Literacy
- EDUB 7090 (3 credits)
Seminar in Reading Processes
- EDUB 7070 (3 credits)
Classical Research in Reading
- EDUB 7110 (3 credits)
Research in Language and Literacy Development
- EDUB 7100 (3 credits)
Language and Literacy Curriculum Inquiry in the Early Years
- EDUB 7120 (3 credits)
Curricular Issues in English Language Arts Education
- EDUB 7180 (3 credits)
Research in Written Composition
- EDUB 7150 (3 credits)
Seminar in Reading and Response in Literature
- EDUB 7190 (3 credits)
Research in Language for Learning
- EDUB 7540 (3 credits)
Inal Seminar in Curriculum, Teaching, and Learning
- EDUB 7142 (3 credits)
Special Topics Course in CTL with a focus on English Language Arts or Literacy (must be approved by program advisor)

CORE COURSES (18 Credits)

- EDUA 5012 (3 credits)
Legal and Administrative Aspects of Schools
- EDUA 5800 (3 credits)
Introduction to Educational Research
- EDUB 5400 (6 credits)
Diagnostic and Remedial Techniques in Language Arts
- EDUB 7060 (6 credits)
Seminar and Practicum in Clinical Diagnosis

THESIS ROUTE

CORE Requirements (18 credits)

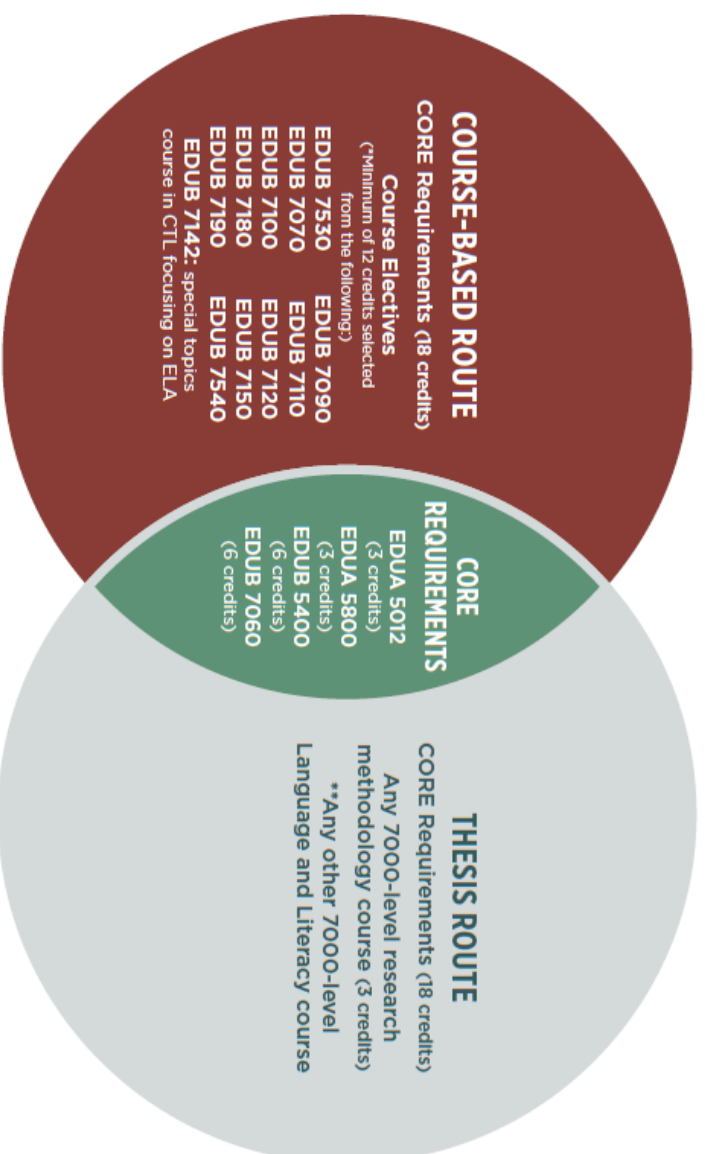
Any 7000-level research methodology course (3 credits)

**Any other 7000-level Language and Literacy course

Thesis Route Research Course (3 credits)

In consultation with your academic advisor, choose any 3 credit research methodology course.

READING (LITERACY) CLINICIAN REQUIRED GRADUATE COURSEWORK



COURSE-BASED ROUTE CORE Requirements (18 credits)

Course Electives
(*Minimum of 12 credits selected from the following)

EDUB 7530	EDUB 7090
EDUB 7070	EDUB 7110
EDUB 7100	EDUB 7120
EDUB 7180	EDUB 7150
EDUB 7190	EDUB 7540

EDUB 7142: special topics course in CTL focusing on ELA

CORE REQUIREMENTS

EDUA 5012 (3 credits)
EDUA 5800 (3 credits)
EDUB 5400 (6 credits)
EDUB 7060 (6 credits)

THESIS ROUTE

CORE Requirements (18 credits)
Any 7000-level research methodology course (3 credits)
**Any other 7000-level Language and Literacy course

COURSE-BASED ELECTIVE COURSES (Minimum 12 Credits)

EDUB 7530 (3 credits)
Curriculum Development and Implementation in Language and Literacy

EDUB 7090 (3 credits)
Seminar in Reading Processes

EDUB 7070 (3 credits)
Classical Research in Reading

EDUB 7110 (3 credits)
Research in Language and Literacy Development

EDUB 7100 (3 credits)
Language and Literacy Curriculum Inquiry in the Early Years

EDUB 7120 (3 credits)
Curricular Issues in English Language Arts Education

EDUB 7180 (3 credits)
Research in Written Composition

EDUB 7150 (3 credits)
Seminar in Reading and Response in Literature

EDUB 7190 (3 credits)
Research in Language for Learning

EDUB 7540 (3 credits)
Final Seminar in Curriculum, Teaching, and Learning

EDUB 7142 (3 credits)
Special Topics Course in CTL with a focus on English Language Arts or Literacy (must be approved by program advisor)

CORE COURSES (18 Credits)

EDUA 5012 (3 credits)
Legal and Administrative Aspects of Schools

EDUA 5800 (3 credits)
Introduction to Educational Research

EDUB 5400 (6 credits)
Diagnostic and Remedial Techniques in Language Arts

EDUB 7060 (6 credits)
Seminar and Practicum in Clinical Diagnosis

THESIS ROUTE RESEARCH COURSE (3 Credits)

In consultation with your academic advisor, choose any 3 credit research methodology course.

*Please note that students, in consultation with their university advisor, have the option of an additional 18 credits in the course-based route. These additional credits can come from the list of courses above or as determined in consultation with the university advisor.

**Please note that students who choose the thesis route need 12 credits at the 7000 level. A maximum of 24 total credits is allowed to be taken in addition to a thesis.