

Name _____ Date _____

School _____ District _____

1. What position do you hold in this school? _____

2. For what grade levels do you provide reading instruction? _____

3. In which UURC practicum did you participate this year? (Circle one.)
Early Steps Next Steps NS Triads Higher Steps HS Triads

4. **For the current year's practicum**, please list the full names, grade levels, and tutoring session totals (as of today) for the students for whom you provide intervention:

full student name	grade	total tutoring sessions to date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please circle the phrase & corresponding number that best illustrates your beliefs for the following statements. All information will be entered into the UURC database using participant number, not your name. Any information we use from this form will protect your anonymity.

After participating in an Early/Next/Higher Steps or Triads practicum...

5. I have deep knowledge about the specific reading problems typically encountered by struggling readers.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

6. I am very effective at providing intervention for a struggling reader in a one-on-one setting.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

7. I am very effective at providing intervention for struggling readers in a small group setting.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

8. I am able to identify my students' instructional reading levels precisely, using rate & accuracy criteria.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

9. I am very effective at providing assisted reading instruction in a one-on-one tutorial context.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

10. I am very effective at providing assisted reading instruction in a small group context.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

11. I am very effective at providing systematic, explicit phonics (word study) instruction in a one-on-one tutorial context.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

12. I am very effective at providing systematic, explicit phonics (word study) instruction in a small group context.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

13. I am very effective at providing fluency instruction in a one-on-one tutorial context.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

14. I am very effective at providing fluency instruction in a small group context.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

15. I have a deep understanding of beginning reading development (i.e., the phases that readers move through and the characteristics of each).

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

16. I can provide very effective reading instruction for students who read at or above grade level.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

17. I can provide very effective reading instruction for students who read below grade level.

1	2	3	4	5	6
<i>strongly disagree</i>	<i>disagree</i>	<i>mildly disagree</i>	<i>mildly agree</i>	<i>agree</i>	<i>strongly agree</i>

18. Do you plan to use UURC intervention with students in the future?

Yes No (circle one)

Why? _____

19. Have you transferred any UURC intervention components to other settings (e.g., small group, whole class, “outside the schoolday” tutoring)?

Yes No (circle one)

If you circled, “Yes,” briefly explain what components you use and how you use them.

20. In your opinion, what makes a UURC practicum an effective form of professional development?

21. In your opinion, what would make UURC practica and/or intervention more effective?

