

EDU 5314/6314: READING PRACTICUM K-3: EARLY STEPS

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Location:
University of Utah Reading Clinic or a field location (e.g., Edison Elementary School, SLCSD)

Course Description and Expectations

This course is one of two courses that satisfy the Reading Practicum K-3 requirement, and is open only to undergraduate and graduate Special Education (Severe) and Early Childhood Education students. This course (EDU 5314), and the alternative course (EDU 5316), supplement ED PS 5315 Reading Methods K-3. Please note that EDU 5316 is a pre-requisite for Reading Practicum 4-6 (EDU 5321).

This credit/no credit field practicum is designed to help pre-service educators develop an introductory understanding of the theory and practice of instruction/intervention for the earliest phases of reading development. For normally-achieving readers, these phases occur during Kindergarten and 1st grade, however, many struggling readers in older grades maintain similar behaviors as a result of environmental and/or neurobiological problems.

By participating in this practicum, pre-service educators will extend their knowledge of reading development, phonological awareness, alphabet knowledge, letter-sound correspondence, concept of word, word identification, synthetic blending, automaticity, fluency, textual scaffolding, oral language development, building/activating background knowledge, comprehension strategies, and motivation.

Most importantly, pre-service educators will be expected to use their knowledge of these topics to provide ongoing, one-to-one Early StepsSM assessment and intervention for at least one at-risk beginning reader. Each pre-service educator will receive formal and informal coaching, observation, and feedback throughout the practicum. Please note that this practicum does not satisfy requirements for Early StepsSM certification.

Background Check:

All persons working with students at our Murray site, or at the Child & Family Development Center in the Alfred Emery Building at the U of U, or in field schools where they are not employed are required to provide the UURC with documentation of clearing criminal background checks at the state and national levels (i.e., Utah Bureau of Criminal Identification and the Federal Bureau of Investigation). Both types of clearance are required for educator licensing in the state of Utah. You may provide this documentation to the UURC via email, land mail, or by bringing it to the office. *Participants who do not meet this requirement will not receive credit for the course.* **START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!**

If you are a practicing educator, it is likely that you have already completed this process and have a record of such on the USOE CACTUS system. Visit the following website to view your records and obtain documentation: <https://www.uen.org/cactus/logon.do>. If the CACTUS system states that you do not need a background check at this time, please provide the UURC with that CACTUS message, and a copy of your current Utah educator license.

If you are a University of Utah student, you should use the USOE Online License System because USOE clearance within the last 3 years is required for all University of Utah education coursework (e.g., EDU 1010, admittance to the teacher certification programs). Instructions are provided at

<http://uite.utah.edu/background-check.php>. If you have already begun or completed this process, you do not need to provide us with documentation; we will be notified of your status.

If you are neither a practicing educator, nor a University of Utah student, you must still provide documentation of clearance from the Utah Bureau of Criminal Identification (UBCI) and the Federal Bureau of Investigation (FBI). Please check the following websites for directions on how to complete both processes: <http://publicsafety.utah.gov/bci/yourcrimrecord.html> and <http://publicsafety.utah.gov/bci/FBIcert.html>.

Thank you for your patience with this process that protects our students!

Textbooks & Materials

****Required****

Each participant **must download and have immediate access to** the Early Steps Tutor Binder from the following link: <http://www.uurc.utah.edu/Educators/Resources.php> Printing your own hard copies is optional.

Each participant **must bring an Early Steps Word Study kit to the second day of training**. You may make your own word study kit, **or** you may purchase a pre-made word study kit from University of Utah Print and Mail Services. The cost of making your own kit will vary from \$30-\$150 depending on where you laminate your materials, so we encourage you to shop around for the best price. The cost of a pre-made kit is approximately \$70.

If you choose to make your own kit, you will need to photocopy the cards on card stock, laminate, cut, and organize them. This process is time-intensive, so we suggest you begin ASAP. Go to <http://www.uurc.utah.edu/Educators/Resources.php> download the Early Steps Word Study Kit. ***Before you do anything, carefully read the instructions and then follow them in sequence.***

If you choose to purchase a pre-made Early Steps Word Study kit, contact University Printing and Mail Services:

V. Randall Turpin Univ Serv Bld, RM 135 (at front desk)
Phone 801-581-6171
Fax 801-581-4359
uprint@utah.edu

All required materials must be completed and ready to use on the second day of training and thereafter.

****Recommended****

Morris, D.M. (2005). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.

Schedule

Session 1 - Overview

Topics and Activities:

Introductions: Training staff and participants

Review value of clinical practicum for pre-service educators: building the conceptual framework that informs reading instruction for the rest of your career.

Review expectations for pre-service educators: background check, number of tutoring sessions, word study kit by 1st training session, observations, student or tutor absence, communication with site supervisor, readings, and criteria for earning university credit.

Note empirical research base for intervention models (Early Steps/Next Steps/Higher Steps)
- *Reading Research Quarterly*, 1999; *Elementary School Journal*, 1984, 1990; *Scientific Studies of Reading*, 1996; *Journal of Educational Psychology*, 2001; *Journal of Literacy Research*, 2005.

Explain theoretical framework for intervention models based on empirical evidence explaining delays in reading development & components of effective intervention:

- Overview of the Early Steps Reading Intervention Model
- Overview of assessment criteria for Early Steps candidates

Overview of intervention materials (controlled text & word study kit)

Session 2 - Review of Expectations and Intervention Components

Topics and Activities:

Review expectations (see above).

Modeling and Peer Practice of Intervention Components:

- Overview of each ES lesson component
- Rereading Familiar Books
- Word Study
- Sentence Writing
- Reading New book

Simulate Lesson Plan Preparation & Record-keeping:

- lesson plan is completed *prior* to lesson
- book log
- word study log
- attendance log

Review Tutor Packet

Sessions 3+ - Practicum

Activities:

- provide intervention for at-risk beginning reader.
- intervention lessons last for 30 minutes
- 15-30 minute balance devoted to lesson planning, record-keeping, interaction with site tutors/supervisors
- complete a minimum of 21 intervention sessions

Impact on the Future:

Use your tutoring experience to develop a conceptual framework for how reading develops and how instruction can lead that development, a.k.a. think about your future students.

Remember that even two dozen tutoring sessions can make a significant difference in a student's reading ability and YOU can be the person who makes that difference for the child YOU tutor.

Evaluation for Course Credit

To receive credit for EDU 5314, participants must meet the following criteria:

- meet attendance requirements for training and tutoring (at least 21 sessions),
- provide current, cleared background check documentation,
- tutor student(s) or observe as directed,
- conduct final assessments as directed,

- participate in debrief/discussion of student progress,
- maintain professionalism* throughout field placement, and,
- earn a score of "satisfactory" on at least 2 of 4 possible formal observations conducted by UURC supervisor.

A participant who fails to meet one or more criteria listed above will not receive credit for the course. Significant and/or repeated failure to maintain professionalism may result in removal of the participant from the field placement.

*Participants are reminded that they are guests in participating schools/clinics and are asked to conduct themselves in a professional manner. Professionalism for this practicum includes, but is not limited to:

- punctuality,
- displaying evolving attitudes toward teaching & learning that are supportive of all students and communities,
- demonstrating an openness to feedback and using such to improve performance,
- seeking advice when needed,
- exchanging contact information with site supervisor (i.e., cell and/or home phone, email address)
- communicating with site supervisor regarding any potential conflicts in the schedule (e.g., school vacation days)
- if absence results in a missed session, consult with site supervisor to arrange a make-up session that may be scheduled at the discretion of the school supervisor.

A pre-service educator who fails to meet one or more criteria (i.e., failure to complete required number of full tutoring sessions, fails to earn 2 satisfactory scores from formal observations, failure to maintain professionalism) will not receive credit for the course.

Significant and/or repeated failure to maintain professionalism may result in removal of the pre-service educator from the field placement.