

EDU 5321/6321: READING PRACTICUM 4-6: HIGHER STEPS

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Location:

Initially, practicum takes place at the UURC, then moves to participating schools.

Course Description and Expectations

This course satisfies the Reading Practicum 4-6 requirement for Elementary Education, Special Education, and Early Childhood Education majors, and supplements ED PS 5320 Reading Methods 4-6. Please note that Reading Practicum K-3 is a pre-requisite for this practicum.

This credit/no credit field practicum is designed to help pre-service educators develop an introductory understanding of the theory and practice of intervention for struggling students who have difficulty with upper elementary reading materials

By participating in the practicum, pre-service educators will extend their knowledge of the following topics: assisted reading at instructional level, word identification, advanced phonics instruction, phonological awareness, fluency development, comprehension, text structure, oral language and vocabulary development, textual scaffolding, motivation, and using assessment as a guide for pacing instruction

Most importantly, pre-service educators will be expected to use their knowledge of these topics to provide ongoing, one-to-one Higher StepsSM assessment and intervention for a struggling 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 Higher StepsSM certification.

Working with Minors & Your Background Check:

You are reminded that you should be a positive role model for minors and conduct yourself in a respectful, honest, and caring manner. You may not engage in abusive conduct toward a minor or any conduct of a sexual nature. We suggest that you never be alone with a minor.

All persons working with students at our Murray site or in field schools where they are not employed are required to provide the UURC with documentation of clearing a criminal background check. 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 by the course deadline will not be allowed to work with students.* **START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!**

If you are 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 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). Please check the following websites for the application and directions to complete this process:
<https://bci.utah.gov/criminal-records/criminal-records-forms/>

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

Textbooks & Materials

****Required –**

Each participant **must download and print** the Higher Steps Tutor Binder from the University of Utah Reading Clinic website: www.uurc.utah.edu. Click on the following tabs: “For Educators”, “U Steps Resources”, then to “Higher Steps” and “Tutor Binder”.

Each participant **must bring a Higher Steps Word Study Kit to the first day of training**. You may make your own word study kit, **or** you may purchase a pre-made 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 you are encouraged to shop around for the best price. The cost of a pre-made kit is \$77.00 plus tax.

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 begin the process ASAP. Go to: www.uurc.utah.edu. Click on the following tabs: “For Educators”, “U Steps Resources”, then to “Higher Steps” and “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 Higher 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

Each participant must bring a timer that counts both up & down (many cell phones have this feature) to both trainings.

Recommended - available on-line

Tyner, B. & Green, S. (2005). *Small-group instruction: A differentiated teaching model for intermediate readers, grades 3-8*. Newark, DE: IRA.

****Provided**

Texts and other materials for tutoring (with the exception of the word study kit & timer) will be provided by the participating school site.

Schedule

Session 1

Topics and Activities:

Introductions: UURC staff, 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 training schedule, tutoring schedule, placements, materials & expectations.

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.*

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

- assisted reading of text at instructional level
- text structure instruction for comprehension
- phonological awareness instruction
- systematic, explicit, advanced word study at instructional level
- oral language and vocabulary development through text content
- fluency work

Overview of Syllable Types, Higher Steps Lesson Plan, & the Advanced Word Study General Instructions.

Session 2 - Review of Expectations and Introduction of Advanced Word Study Component

Topics and Activities:

Review training schedule, tutoring schedule, placements, materials, & expectations

Review lesson plan, AWS scope & sequence, & syllable types

Modeling and Peer Practice of Intervention Component:

- word study focusing on syllable knowledge for identifying unfamiliar multi-syllabic words, anchored sorts, scoop & read, spelling

Lesson plan preparation & record-keeping:

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

Sessions 3+ - Intervention Practicum On-site in Participating Schools

Activities:

- provide intervention for a struggling student whose reading level is at least end 2nd
- intervention lessons last for 45 minutes
- 15 minute balance devoted to lesson planning, record-keeping, interaction with site tutors/supervisors
- complete a minimum of 21 full 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

This course (EDU 5321) is a requirement for the University of Utah's elementary education degree, which is required for recommendation for state elementary certification.

To receive credit for this practicum, educators must meet the following criteria:

- cleared background check (USOE)
- complete **at least** 21 full tutoring sessions with a struggling reader in an assigned, participating school
- maintain professionalism* throughout field placement
- earn a score of "satisfactory" on at least 2 of 4 possible formal observations conducted by UURC or school supervisor

"Students in this course are expected to meet the Fitness to Teach criteria located at:

<http://uite.utah.edu/documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf>"

*Pre-service educators are reminded that they are guests in participating schools and are asked to conduct themselves in a professional manner.

Professionalism for this field placement includes, but is not limited to:

- punctuality,
- displaying evolving attitudes toward teaching & learning that are supportive of all students and communities,
- refraining from abusive conduct toward a student or any conduct of a sexual nature,
- 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 complete and clear background check, 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 and 'no credit' for the course.

Academic Honesty

It is required that you are aware of the University of Utah policies as you will be held accountable to University of Utah standards. Please read the University of Utah Code of Student Rights and Responsibilities, <http://www.admin.utah.edu/ppmanual/8/8-10.html> which states in part, "In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating."

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, <http://www.sa.utah.edu/ds>, 581-5020 (V/TDD). CDS will work with us to make arrangements for

accommodations. Upon request, this information is available in alternative formats, such as cassette, Braille, or large print (copied from: www.hr.utah.edu/oeo/ada/guide/faculty/).

If you have already established accommodations with CDS, please provide me with this information as soon as possible and no later than the first week of class, so that I can provide a supportive learning environment.