

**EDU 56/6632-030 or -040**

**Introduction to Next Steps Intervention: Basic Instruction for Struggling Readers**

(see p. 6-9 for -030 and -040 differential requirements)

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**Schedule & Attendance:**

- Location: University of Utah Reading Clinic,  
5242 S. College Dr. Ste. 100  
Murray, UT 84123
- Educator Training Dates: June 7 & 8, 2018 (Thursday & Friday)
- Clinic Dates: June 11 – July 3, 2018 (Monday through Friday)
- Time: 8:00am - 11:30am

Participants *must* be present for all of the 2 days of training, the last 2 days of clinic, and may not miss more than 2 clinic sessions. *No exceptions!* Participants who do not meet these attendance requirements will not receive credit for the course.

Your attendance is of the utmost importance because the UURC has recruited struggling readers to work with you every day. If you are absent, your students do not receive intervention.

**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 by the course deadline 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). 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!

### **Course Description and Expectations**

This course is designed to help educators develop in-depth theoretical and practical knowledge of effective, research-based assessment and intervention for struggling readers who are “stuck” between mid-1<sup>st</sup> and end-2<sup>nd</sup> grade levels. The course follows a practicum model in which educators build a conceptual framework for reading development and effective intervention through an intensive, mentored clinical experience.

The course is open to all educators, including, but not limited to: regular classroom teachers from any grade level, paraprofessionals, special educators, reading specialists, administrators, English-language-learning personnel, and university education students.

The intervention model for this course, Next Steps, is a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties. Through tutoring, observations, discussion, reading and attendance at clinical sessions, participants will be expected to extend their knowledge of the following topics: reading development, phonological awareness, word identification, synthetic blending, decoding by analogy, basic vowel patterns, automaticity, fluency, assisted reading at instructional level, building/activating background knowledge, comprehension strategies, textual scaffolding, motivation, assessment for instructional level, and using curriculum-based assessment as a guide for pacing instruction.

Most importantly, educators will be expected to use their knowledge of these topics to provide ongoing, one-on-one assessment and intervention for at least one struggling reader.

### **Textbooks & Materials**

#### **\*\*Required\*\***

Each participant **must download and have immediate, ongoing access to** the Next Steps Tutor Binder from the following link: [www.uurc.utah.edu/Educators/Resources](http://www.uurc.utah.edu/Educators/Resources).

Each participant **must bring a Next Steps Word Study kit to the first day of training**, along with following required materials:

- timer that counts up & down (many cell phones have this feature)
- one (1) black permanent marker (Sharpie)
- package of 3x5 white, unlined index cards

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 \$75; final cost is determined by University Printing Services.

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.ph> and download the Next 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 Next 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](mailto:uprint@utah.edu)

Pre-made kits save time, but **you will need to sort, organize, and place the cards in envelopes BEFORE** you attend your first training! Many tutors purchase a small plastic container with a handle for easy storage and transport.

All required materials must be complete and ready to use on the first 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.

### **Course Schedule**

#### **Sessions 1 and 2/Overview of Intervention & Review of Baseline Assessment**

##### **Reading:**

Morris, D. (2005). **Chapter 2/Initial Reading Assessment and Chapter 4/Beth, the Fledgling Reader**. *The Howard Street Tutoring Manual*. New York: Guilford Press.

##### **Topics and Activities:**

1. Introductions: UURC staff, participants.
2. Value of practicum vs. "sit-n-get."
3. Review schedule; noting importance of attendance.
4. Research base for Early Steps/Next Steps models.
5. Theoretical framework: consumption of text at instructional level, word identification automaticity, spelling, fluency training, comprehension and vocabulary development, instructional issues related to English Language Learners.
6. Overview of leveled books and vocabulary control (i.e., ES1 through NS 3.2).

7. Overview of word study kit and scope & sequence (i.e., onset vowels\*\*, vowel patterns\*\*\*).
8. Modeling of assisted reading and vowel sound cards [Features to integrate: instructional level text, echo reading, prosody echo, wording for error prompts, vowel sound card flash].
9. Assessment results/lesson plans for specific students.

### **Session 3/Intervention Practicum & Seminar**

#### Reading:

Morris, D. (2005). **Chapter 4/Beth, the Fledgling Reader** (pp. 114-138). *The Howard Street Tutoring Manual*. New York: Guilford Press.

#### Topics and Activities:

1. Tutor 2 students and receive on-line feedback.
2. Debrief student response to lesson in small groups with supervisor.
3. Review lesson format: vowel sound cards, assisted reading, & word study.
4. Debrief student response to lesson in small groups with supervisor.
5. Modeling and guided practice: word study check & ‘slap.’

### **Sessions 4, 5, 6/Intervention Practicum & Seminar**

#### Reading:

Morris, D. (2005). Review **Chapter 4/Beth, the Fledgling Reader** (pp. 114-138). *The Howard Street Tutoring Manual*. New York: Guilford Press.

#### Topics and Activities:

1. Tutor 2 students and receive on-line feedback
2. Debrief student response to lesson in small groups with supervisor
3. Ongoing modeling of lesson format as needed
4. Modeling and guided practice: rate and accuracy checks
5. Modeling and guided practice: echo reading, partner reading, prosody echo
6. Modeling and guided practice: how to handle errors “on the run” during assisted reading
7. Modeling and guided practice: word bank, “2-2-2,” and “Make-n-Break” for high frequency words
8. Modeling and guided practice: comprehension/vocabulary instruction during assisted reading (importance of full sentence replies)
9. Modeling and guided practice: timed repeated readings for fluency
10. Discussion: importance of succinct but thorough lesson plans

### **Sessions 7, 8, 9, 10/Intervention Practicum & Seminar**

#### Reading:

Morris, D. (2005). Finish **Chapter 4/Beth, the Fledgling Reader** (pp. 138-169). *The Howard Street Tutoring Manual*. New York: Guilford Press.

#### Topics and Activities:

1. Tutor 2 students and receive on-line feedback
2. Daily debrief student response to lesson in small groups with supervisor
3. Ongoing modeling of lesson format as needed
4. Modeling and guided practice: vowel vs. consonant, short vowel soundcards, stretchcards, blend-tapping, “What’s the vowel pattern? What’s the vowel sound?”

5. Modeling and guided practice: comprehension/vocabulary instruction during “read-to” portion of lesson (importance of full sentence replies from student)
6. Modeling: “flash” instrument for assessing word recognition automaticity
7. Discussion: word identification development (sight words, word study sequence, spelling)
8. Discussion: text levels (below and above primer)
9. Discussion: the relationship between word identification ability and text level
10. Discussion: the role of “teacher talk” during tutoring

### **Sessions 11, 12/Intervention Practicum & Seminar**

#### Reading:

Morris, D. (2005). **Chapter 5/Kurt, the Late-first to Second-grade Level Reader** (pp. 170-231). *The Howard Street Tutoring Manual*. New York: Guilford Press.

#### Topics and Activities:

1. Tutor 2 students and receive on-line feedback
2. Debrief student response to lesson in small groups with supervisor
3. Ongoing modeling of lesson format as needed
4. Modeling and guided practice: “Make-A-Word” (for all w.s. levels), BINGO, Poison Star, Oops!, Go Fish.
5. Modeling and guided practice: “flash” instrument for assessing word recognition automaticity
6. Discussion of fingerpointing within the context of reading development
7. Discussion: taking it back to the classroom & small groups

### **Sessions 13,14/Intervention Practicum & Seminar/Final Assessment**

#### Reading:

Morris, D. (2005). Review **Chapter2/Initial Reading Assessment**. *The Howard Street Tutoring Manual*. New York: Guilford Press.

#### Topics and Activities:

1. Tutor 2 students and receive on-line feedback
2. Debrief student response to lesson in small groups with supervisor
3. Modeling and guided practice: assessment of reading ability (oral reading accuracy, rate, comprehension) and assessment of word recognition automaticity (flash & untimed)
4. Modeling and guided practice: scoring and interpreting assessment according to benchmark and tutoring placement/bump-up criteria (What is the highest level for which student meets rate and accuracy criteria? This is student’s instructional level.)
5. Tutors complete student re-evaluation for parents re: student progress.

### **Session 15/Final Assessment**

#### Reading:

Morris, D. (2005). **Chapter2/Initial Reading Assessment**. *The Howard Street Tutoring Manual*. New York: Guilford Press.

#### Topics and Activities:

1. Review coding, scoring criteria (discuss role of accuracy, rate, comprehension, flash & untimed criteria)
2. Assess students
3. Score and interpret assessments (What is the highest level for which student meets rate and accuracy criteria? This is student's instructional level. 60% cut-off for flash instructional level)
4. Complete "exit documentation" (e.g., new lesson plan, book log, word study log, etc).

## UNIVERSITY CREDIT REQUIREMENTS & CRITERIA

### **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/](http://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.

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### **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."

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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.

Significant and/or repeated failure to maintain professionalism may result in removal of the participant from the practicum.

EDU 56/6632-030 - Introduction to Next Steps Intervention: Basic Instruction for Primary Grade Struggling Readers

To determine if this 3 **credit/no credit course (i.e., no letter grade)** applies to your school district salary schedule or to your university education program, please consult the appropriate district and/or university advisors. To earn credit, participants must satisfactorily meet the following criteria:

- meet attendance requirements,
- provide current, cleared background check documentation,
- satisfactorily tutor student(s) or observe as directed,
- conduct final assessments as directed,
- maintain professionalism throughout the practicum, and,
- participate in debrief/discussion of student progress.

Participants who fail to meet one or more criteria will not receive course credit.

Presentation of this course on university transcript to USOE earns 54 re-licensure points.

#### EDU 56/6632-040 - Introduction to Next Steps Intervention: Instruction for Primary Grade Struggling Readers

To determine if this 3 **letter-graded course** applies to your school district salary schedule or to your university education program, please consult the appropriate district and/or university advisors. To earn credit, participants must satisfactorily meet the following criteria:

- attendance requirements,
- provide current, cleared background check documentation,
- satisfactorily tutor student(s) or observe as directed,
- earn a combined grade of .7 or better on tutoring execution and written case study,
- conduct final assessments as directed,
- participate in training and debriefing sessions, and,
- maintain professionalism throughout practicum.

Participants who fail to meet one or more criteria will not receive course credit.

Presentation of this course on university transcript to USOE earns 54 re-licensure points.

Tutoring Grading Rubric: Tutoring during the practicum will earn pass +, pass -, or fail as UURC staff conduct formal and informal observations as needed.

The criteria are as follows:

Pass + = Satisfactory to strong tutoring execution for most of the practicum. Satisfactory to strong ability to analyze and respond to student performance. Satisfactory to strong preparation and management of tutoring materials. Satisfactory to strong ability to integrate trainer feedback into tutoring performance. Satisfactory to strong contribution to training and debriefing sessions.

Pass - = Less than satisfactory tutoring execution for most of practicum. Less than satisfactory ability to analyze and respond to student performance. Less than satisfactory preparation and management of tutoring materials. Less than satisfactory ability to integrate trainer feedback into tutoring performance. Less than satisfactory contribution to training and debriefing sessions.

It is important to note that failure to meet a majority of the criteria listed above under Pass + constitutes grounds for a score of Pass -."

Tutoring Grading Conversions: Pass + = 4.0/A

Pass - = 2.0/C



Written Case Study: Choose one of the students you tutored during the Next Steps practicum as the subject for a written case study. The case study should include:

*1. Summary and analysis of the student's foundation for reading success at baseline.*

This is more than simply "reporting the data." In addition to describing the student's baseline instructional level in passage reading, you must discuss his/her reading level in relation to chronological grade level in terms of oral reading accuracy, oral reading rate, and comprehension. Specifically, at baseline, where is this child in relation to where s/he should be?

*2. Summary and analysis of the intervention.*

Describe the intervention you provided for this child. Briefly describe each component (assisted reading, advanced word study and fluency work). Did any component seem to offer more difficulty or ease than others? Why? What, if any, adjustments did you make in the intervention?

*3. Summary and analysis of the student's reading abilities at posttest.*

After administering the posttest and analyzing the data, describe your student's reading abilities at the close of the intervention. Discuss your student's instructional level in passage reading and word recognition in relation to chronological grade level. If indicated, make specific recommendations for future instruction/intervention.

*4. Summary and analysis of your own teaching practices.*

As an educator, what have you learned about reading development and instruction/intervention from your practicum experience? How has this learning informed your practice? Provide specific examples.

This case study must be typed, double-spaced, and include the following information:

- your full name
- student identification or social security number
- semester and year you registered for the course (e.g., Summer, 2013)
- course name, course number, section number (e.g., Next Steps EDU 6632-040)
- your employing school and district (e.g., Sandy Elementary, Canyons School District)

This information may be placed on page 1; a separate cover page is not necessary.

The case study should be no longer than 7-10 pages in length. It must meet APA standards for writing style and mechanics. As such, students are encouraged to have their papers proofread for appropriate grammar, spelling, and punctuation.

Your case study is due by 5pm, one week after the last day of practicum. We encourage you to submit your case study electronically to [kathleen.brown@utah.edu](mailto:kathleen.brown@utah.edu). If electronic submission is not possible, you may bring a hard copy to the UURC (attention: Dr. Kathleen Brown), 5242 South College Drive, Suite 100, Murray, UT 84123. If you want your paper returned, please enclose a self-addressed, stamped envelope when you submit the paper. Papers that do not include a self-addressed, stamped envelope will be discarded.

