EDU 5632-030/040 or 6632-030/040
Next Steps^{SM} Summer Practicum: Tier II Reading Intervention for Advanced Beginners
(see p. 6-8 for -030 and -040 differential requirements)

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Schedule & Attendance
- Location: Zoom virtual platform. Please arrange for Zoom access on your main and secondary
  devices. Your trainer will send you a meeting number by email to connect.

- Educator Training Dates: Instructors will communicate dates prior to the start of the semester.
- Clinic Dates: Instructors will communicate dates prior to the start of the semester.
- Times: To be announced

You **must** be present for all of 3 days of training, the last 2 days of clinic, and may not miss more than 2 clinic sessions. **No exceptions!** Educators who do not meet these attendance requirements will not receive credit for the course.

You are responsible for sharing contact information with your students' parents. If situations arise that will cause you to miss a tutoring session, or to be late for a tutoring session, you must inform the UURC Trainer and students' parents as soon as possible.

Your attendance and follow-through are of the utmost importance because the UURC has recruited struggling readers to work with you. If you are absent, they do not receive intervention.

Working with Minors: Your Background Check & Youth Protection Training
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 or speech toward a minor or any conduct or speech of a sexual nature.

You are required to provide the UURC with documentation of a cleared criminal background check. You may provide this documentation via email, land mail, or by bringing it to the office. *Educators 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!

   a. If you are **practicing educator**, it is likely that you have already completed this process and have a record of such on the USBE 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.

   b. If you are a **University of Utah student**, you should use the USBE Online License System because

USBE 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 https://uite.utah.edu/students/background-check/.

c. 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/

You must also complete the U of U Youth Protection Training prior to working with students. This training may be completed on-line: contact youthprotection@utah.edu and you will be directed as to how to proceed.

Educators who have not completed these requirements by the first day of clinic will not be allowed to work with children and will not receive credit for the course.

Course Description and Expectations

This course is designed to help educators develop theoretical and practical knowledge of effective, research-based assessment and intervention for struggling readers who are "stuck" between G1-mid and G2-end levels. Normally-achieving readers pass through this phase of reading development at expected rates, however, many struggling readers in older grades maintain beginning reader behaviors due to environmental and/or neurobiological factors.

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 graduate students, undergraduate students, and educators, including, but not limited to: regular classroom teachers from any grade level, literacy coaches, paraprofessionals, special educators, administrators, and English-Learner (EL) personnel.

The intervention model for this course, Next Steps^{SM}, is a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties, including English Language Learners and students with mild-to moderate learning disabilities.

By participating in this practicum, educators will extend their knowledge of: reading development, phonemic awareness, word identification, synthetic blending, decoding by analogy, basic vowel patterns, automaticity, fluency, textual scaffolding, oral language development, building/activating background knowledge, comprehension instruction, motivation, and using curriculum-based assessment for pacing instruction.

Most importantly, educators will be expected to use their knowledge of these topics as they provide Next Steps^{SM} assessment and intervention for at least one struggling reader. Each participant will receive coaching, observations, and feedback throughout the practicum.

Textbooks & Materials
**Required—

1. To complete the on-line practicum, you must have the following **technology** available and ready-to-go on the first day of training:

   - reliable internet connectivity

   - main device: computer with camera & microphone (e.g., pc w/ web cam or laptop/chromebook with internal camera) Note: no iPads for main device
   - second device: a document camera (e.g., IPEVO, Inswan, OKIOCAM, Hue) **or** flexible gooseneck holder for smart phone **or** iPad

   - access to Zoom on both devices

2. On the first day of training, you must have access to the Next **Steps^{SM} Resources (see link below).** At the first training, and thereafter, your trainer will specify which required binder materials you will need to download and print for you and your student.

   - https://uurc.utah.edu/Educators/Resources.php

3. On the first day of training, you must have a **Next Steps^{SM} Word Study Kit**. You have two options for meeting this requirement:

   - Make your own Word Study Kit. If you choose to this option, 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 and download the Next Steps^{SM} Word Study Kit. Before you do anything, carefully read the instructions, and then follow them in sequence. 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.

   - Purchase a printed, shrink-wrapped kit with laminated and already cut cardstock from University Print and Mail Services (see contact info above). 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.

   The cost of a pre-made kit is approximately $75; final cost is determined by University Printing Services.

4. On the first day of training, you must have:
   - a **timer** that counts both up & down (many cell phones have this feature)
   - 1 black permanent **marker** (e.g., Sharpie, Accent)
   - 1 dry erase **marker** & **eraser**
   - approx. 8"x11" **white board** (white paper in a sleeve protector & an old sock are sufficient)
   - 1 package 3x5 white unlined **index cards**

All required materials must be complete and ready to use on the first day of training and every day thereafter.

Recommended – available on-line

Morris, D.M. (2017). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*.
New York: Guilford Press.

Recommended Readings Prior to Beginning Practicum:
      Morris, D. (2017).   Chapter 1/The Tutoring Model

Recommended Readings During Practicum:
      Morris, D. (2017).   Chapter 2/Assessment
                        Chapter 4/Beth: The Fledgling Reader
                        Chapter 5/Kurt: The Late-First to Second Grade Reader

Course Schedule

Pre-Clinic Training Session 1/Overview/Baseline Assessment <u>Introductions</u>: UURC staff, participants.

<u>Discuss value of clinical practicum</u> for practicing educators: building the conceptual framework that informs reading instruction and intervention for struggling readers, including English Learners and students with mild-to-moderate learning disabilities.

<u>Review</u> <u>expectations</u>: training schedule, tutoring schedule, background check, youth protection training, word study kit, student or tutor absence, communication with UURC supervisor, readings, and criteria for earning university credit.

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

<u>Overview</u> of Next Steps^{SM} Lesson Plan, Tutor Binder, Controlled Text & Next Steps^{SM} Word Study Kit.

Pre-Clinic Training Session 2 - Intervention Model
<u>Lesson Format</u>: overview, modeling, and guided practice Next Steps^{SM} Lesson: high frequency word bank, assisted reading, word study, high frequency word sentence stem, repeated reading for fluency, lesson planning.

<u>Word Identification & Phonemic Awareness</u>: synthetic blending vs. unreliable word identification strategies, helping students use tapping as a strategy for blending and phonemic segmentation, importance of building sight vocabulary—especially for high frequency words.

<u>Theoretical framework</u>: intervention models based on empirical evidence explaining delays in reading development & components of effective intervention:
  - assisted reading of controlled text at instructional level
  - text structure instruction for comprehension
  - phonemic awareness instruction
  - systematic, explicit, advanced word study at instructional level - oral language and vocabulary development through text content - fluency work.

<u>Overview of RLA baseline assessment results</u>: relative importance of print-processing components (i.e., accuracy and rate) and comprehension, analysis of specific student abilities and relationship to first lesson plan.

Week 1/Execution of the Intervention Model
<u>Word Identification, Phonemic Awareness & Spelling</u>: closed syllable structure, helping students use blending/tapping to move across words, high frequency word bank, short vowel sound cards, mixed short vowel routines,

<u>Assisted Reading, Rereading & Comprehension</u>: echo reading, prosody echo, solo reading, accurate fingerpointing within the context of reading development, rate and accuracy checks for moving up a text level.

Clinic: each participant has the opportunity to tutor one or more students under the supervision of mentors. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Week 2/Sight Vocabulary, Comprehension

Word Identification, Phonemic awareness & Spelling: vowel vs. consonants, importance of sight vocabulary—especially for high frequency words, short vowel stretch cards, consonant digraphs & blends, determining mastery via word study checks, reducing "teacher talk" during routines.

Assisted Reading, Rereading & Comprehension: handling oral reading errors "on the run,", accurate fingerpointing in text, factual and inferential comprehension work, repeated readings to build accuracy and rate, repetition of high utility vocabulary in word study for ELLs.

Clinic: each participant has the opportunity to tutor one or more students under the supervision of mentors. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Week 3/Vowels, Comprehension, Vocabulary

Assessment: overview of the Flash word recognition automaticity instrument with attention to the difference between timed and untimed data.

Word Identification, Phonemic awareness & Spelling: fully analyzing troublesome high frequency words coupled with 2-2-2, Make & Break, determining mastery via word study checks, transition from mixed short vowel protocols to core vowel pattern protocols, focus on vowel patterns and relationship to vowel sounds.

Assisted Reading, Rereading & Comprehension: word study to text level correspondence, rereading books from current and previous levels when indicated, impact of narrative and informational text structure on comprehension instruction, modeling full sentence replies, use of developmental prompts for unfamiliar words in text.

Clinic: each participant has the opportunity to tutor one or more students under the supervision of mentors. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Week 4/End of Clinic Assessments

Assessment: participants will use the RLA and the Flash Instrument to re-assess students in oral reading accuracy, rate, comprehension and word recognition automaticity (timed and untimed), scoring and interpreting assessments, tutors complete student re-evaluation for parents re: student progress.

Assisted Reading, Rereading & Comprehension: role of "teacher talk" during text reading, overview of assisted reading and rereading protocols for small groups.

<u>Clinic</u>: each participant has the opportunity to tutor one or more students under the supervision of mentors. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

<u>Exit Documentation</u>: (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 <u>Center for Disability Services</u>, 162 Union Building, http://www.sa.utah.edu/ds, 581-5020 (V/TDD). CDS will work with us to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. 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.

Attendance & Requirements
The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first-class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor. PPM/Policy6 - 100III--O

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."

English Learners
If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/);theWritingProgram (http://writing--program.utah.edu/);theEnglishLanguageInstitute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Safety
The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Future Impact
- use your practicum experience to develop an enhanced conceptual framework for how reading develops and how instruction can lead that development, a.k.a. think about the students in your future classrooms
- 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 at the UURC

Professionalism

All participants are reminded that they are guests at the UURC and are asked to conduct themselves in a professional manner. Professionalism for this UURC practicum 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 UURC supervisor (i.e., cell and/or home phone, email address)
- communicating with UURC supervisor regarding any potential conflicts with the schedule
- if absence results in a missed session, consult with UURC supervisor to arrange a make-up session
- maintaining academic honesty http://www.admin.utah.edu/ppmanual/8/8-10.html
- maintaining "Fitness to Teach" criteria (see http://uite.utah.edu/_documents/www-ed-utahedu/programs/Fitness%20to%20Teach%20Final.pdf

Significant and/or repeated failure to maintain professionalism may result in removal of the pre-service educator from the practicum and 'no credit/failing grade' for the course.

Course Credit Criteria (EDU 5632/6632-030) Tutoring

Execution :

Tutoring during the practicum will earn Satisfactory-strong, Moderate-less as UURC staff conduct formal and informal observations as needed.

The criteria are as follows:

Satisfactory-Strong, 100% = 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.

Moderate-less, 70% = Moderate-less than satisfactory tutoring execution for most of practicum. Moderate-less than satisfactory ability to analyze and respond to student performance. Moderate-less than satisfactory preparation and management of tutoring materials. Moderateless than satisfactory ability to integrate trainer feedback into tutoring performance. Moderateless 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 100% constitutes grounds for a score of 70%.

It is important to note that failure to meet a majority of the criteria listed above under 100% constitutes grounds for a score of 70%.

To determine if this 3 credit, letter-graded course applies to your school district salary schedule or to your university education program, you must 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 and youth protection training documentation
- satisfactorily tutor student(s) or observe as directed, including implementation of feedback
- earn a combined grade of .7 or better on tutoring execution and written case study
- conduct assessments as directed
- participate in debrief/discussion of student progress
- maintain professionalism as described above throughout practicum

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

Letter Grade Course Criteria (EDU 5632/6632-040)

To earn letter-grade credit for the course, participants must satisfactorily meet each criterion outlined below.
- attendance requirements
- provide current, cleared background check and youth protection training documentation
- satisfactorily tutor student(s) or observe as directed, including implementation of feedback
- earn a combined grade of .7 or better on tutoring execution and written case study
- conduct assessments as directed
- participate in debrief/discussion of student progress
- maintain professionalism as described above throughout practicum
- **earn a grade of .7 or better on Intervention Implementation and Written Case Study**

Participants who register for letter-grade university credit must complete a written assignment, in addition to other practicum requirements.

Written Case Study: Your Next Steps^SM student will be the subject for a written case study. The case study should include:

1. **Summary and analysis of each student's foundation for reading success at baseline.** This is more than simply "reporting the data."

a. Describe student's baseline performance in foundational reading skills (letter name/sound knowledge, developmental spelling including phonemic awareness, oral reading rate/accuracy/comprehension (if applicable).

b. Discuss their performance in relation to chronological grade level expectations.

c. Are they at risk for reading difficulties? Why?

2. **Summary and analysis of the intervention.** Describe the intervention you provided component (rereading for fluency, word study, writing for sounds, assisted reading) including:

a. Description of tasks in the component.

b. Explain purpose of component.

c. Student response to the instruction including:

- 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 each student's reading performance at posttest.** After administering the posttest and analyzing the data,

a. Describe each student's reading performance at the close of the intervention.

b. Discuss each student's posttest scores in letter name/sound knowledge, oral reading, word recognition and spelling in relation to chronological grade level expectations.

c. If indicated, make specific recommendations for future instruction/intervention.

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

a. What have you learned about reading development and instruction/intervention from your practicum experience?

b. How has this learning informed your practice? Provide specific examples.

Your case study is due by 5pm, 2 weeks after the final day of your practicum. Please submit your case study by email to kelly.patrick@utah.edu. Dr. Patrick will evaluate your paper using the rubric above and respond to you with a paper grade and a final grade that will be entered with the U of U Registrar.

If you miss the deadline for paper submission, you will receive an "I" signifying "incomplete." After 1 year, the "I" will convert to an "E," – a final grade of "no credit."

Be aware that your grade may not post with the registrar until the semester following your paper submission. We cannot make "special arrangements" to post individual grades early— regardless of the reason.

Please keep a copy of your case study on file or hard drive until you receive your final grade.

Course grade = 25% case study grade and 75% practicum grade.

The criteria for grading are as follows:
93-100% (28-30 points earned) = Exceptionally strong summary and analysis of baseline results, intervention, and posttest results. Exceptional analysis of practicum's impact on own teaching. Superior academic writing style. No mechanical errors.

73-92% (22-27 points earned) = Satisfactory summary and analysis of baseline results, intervention, and posttest results. Satisfactory analysis of practicum's impact on own teaching. Satisfactory academic writing style. Very few, if any, mechanical errors.

60-72% (18-21 points earned) = Less than satisfactory summary and analysis of baseline results, intervention, and posttest results. Less than satisfactory analysis of practicum's impact on own teaching. Flawed academic writing style. Numerous mechanical errors. It is important to note that failure to meet any criterion constitutes grounds for an assignment to earn a lower score. For example, a case report that is satisfactory in meeting the first three criteria but evidences numerous mechanical errors may earn "Not Passing."

IT IS RECOMMENDED THAT YOU RUN YOUR CASE STUDY THROUGH A WRITING ASSISTANCE APP (E.G., GRAMMARLY) PRIOR TO SUBMISSION.

Case Study Grading Conversions:
93-100% (28-30 points earned)
73-92% (22-27 points earned)
60-72% (18-21 points earned)
Not Passing = below 60% (0-17 points)

Case Study Rubric

	Below expectations (0)	Approaching expectations (1)	Meets expectations (2)	Exceeds expectations (3)	Notes/Resources
1. Summary and analysis of the student's foundation for reading success at baseline.					
Description of student's baseline instructional level in passage reading.					
Discuss baseline oral reading accuracy, oral reading rate, and comprehension performance in relation to chronological grade level expectations.					
2. Summary and analysis of the intervention.					
Brief description of each component (assisted reading, advanced word study and fluency work)					
Explain the purpose of each component					
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 students' reading abilities at posttest.					
Discusses student's instructional level in passage reading and word recognition in relation to chronological grade level.					
If indicated, specific recommendations for future instruction/intervention are made.					
4. Summary and analysis of your own teaching practices.					
New learnings about reading development and instruction/intervention from practicum experience including how this learning informed your practice. Specific examples provided.					
5. Mechanics					
APA standards (style, grammar, spelling, etc.)				■	
5 pgs or less		■		■	APA Guidelines

Case Study		
Case Study total points (/31)		
Case Study percentage		
Case Study grade		

Course		
Tutoring total points (/93)		
Tutoring percentage		
Case Study percentage		
Course percentage		
Course grade		

Evaluation Procedures:

75% Tutoring   93 points
25% Case Study   31 points
_____
                      124 points

Grading Scale:
A = 94-100%
A- = 90-93%
B = 84-86%
B+ = 87-89%
B- = 80-83%
C = 74-76%
C+ = 77-79%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 59% and below