

EDU 5633-040 or 6633-040
ASSESSMENT AND INTERVENTION FOR BEGINNERS
AT-RISK FOR READING DIFFICULTIES: EARLY STEPS PRACTICUM

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Logistics:

- on location in schools
- register fall semester/tutor all year/grade posts spring semester
- clinical sessions - 27 hours
- observations - 6 hours
- seminars - 5 hours
- intervention: Early Steps - approx. 50 hours
- 3 credit hours w/letter grade = \$400
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USOE earns 54 re-licensure points

Course Description and Expectations

This **letter-grade** continuing education course is designed to help educators develop in-depth theoretical and practical knowledge of effective, research-based assessment and intervention for beginning readers at-risk for reading failure. The course follows a “practicum model,” in which educators build a conceptual framework for reading development and effective intervention through a year-long, mentored tutoring experience.

The course is open to all educators, including, but not limited to: classroom teachers, literacy coaches, paraprofessionals, special educators, reading specialists, administrators, and English-Language-Learning (ELL) personnel.

Through tutoring, observations, reading and attendance at clinical sessions and seminars, educators will be expected to extend their knowledge of the following topics: reading development, phonological awareness, concept of word, word identification, synthetic blending, decoding by analogy, basic English syllable structure, automaticity, fluency, textual scaffolding, oral language development, building/activating background knowledge, comprehension strategies, and motivation.

Most importantly, educators will be expected to use their knowledge of these topics as they provide ongoing, one-on-one assessment and intervention for at least one beginning reader. The instructional framework for this course, Early Steps, is a compilation of effective, research-based assessment and intervention components, designed specifically for at-risk beginning readers.

Textbooks & Materials

Participants must make and assemble all materials for conducting tutoring lessons. A master binder of black-line masters is available from the Early Steps coordinator in each school.

****Recommended****

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

Course Schedule

Clinical Sessions & Seminar: Topics and Readings

Session 1/Baseline Assessment

Overview of Early Steps: empirical research base, theoretical framework, issues in beginning reading, issues in professional development, overview of intervention model, demonstration of assessment for at-risk beginning readers.

Assessment: overview, modeling, and guided practice administering the Early Reading Screening Instrument (ERSI), interpretation of scores in light of other child, home, and school factors

Reading: Morris, D. (1998). Assessing printed word knowledge in beginning readers: The Early Reading Screening Instrument (ERSI).

Seminar 1: Prereading Foundations and the Role of Instruction (Blachman, 2000; Scarborough, & Brady, 2002)

Reading: Morris, D. (2005). Chapter 2/Assessment. In, *The Howard Street Tutoring Manual*.

Session 2/Intervention

Print awareness: concept of word & directionality, voice to print match and expectations for precise pointing

Word Identification & Phonological awareness: helping students use initial phoneme identity as a rudimentary reading and spelling strategy

Lesson Format: Overview, modeling, and practice of Early Steps Lesson: repeated reading, word study, writing for sounds, reassembling sentence, guided reading of new book

Reading: Morris, D. (2005). Chapter 3/Atticus, the Emergent Reader. In, *The Howard Street Tutoring Manual*.

Session 3/Fast Follow-up

Print awareness: concept of word & directionality, voice to print match and expectations for precise pointing

Word Identification & Phonological Awareness: using initial phonemes, harvesting sight words, word bank, onset-vowel study, synthetic blending, blends and digraphs, writing for sounds (beginning, ending, and attempting medial sounds)

Clinic: each participant has the opportunity to tutor one student in front of mentor and peers. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 2: Reading Development: How Word Study and Text Change Along the Way (Beck & Juel, 1995, Ehri, 1999; Stanovich, 2000)

Session 4/High Frequency Words & Synthetic Blending

Word Identification & Phonological awareness: helping students use ending and medial phonemes during reading and spelling, synthetic blending, closed syllable structure, importance of sight vocabulary, word banks, using “Make-N-Break” and “Make-A-Word” when difficulty persists with high frequency and short vowel words, respectively.

Guided reading: word study to book level correspondence, pacing, moving up a text level, echo reading as support and the transition to independence

Clinic: each participant has the opportunity to tutor one student in front of supervisor and peers. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 3: Reading Development: How Word Study and Text Change Along the Way (Brown, 1999-2000; Fuchs et al., 2001)

Reading: Morris, D. (2005). Chapter 1/The tutoring model. In, *The Howard Street Tutoring Manual*.

Session 5/Chunking & Fluency

Word Identification & Phonological awareness: helping students use blending and chunking during reading and spelling, closed syllable structure, “Make-N-Break”, “Making Words,” dropping the word bank and sentence reassembly.

Guided reading: word study to book level correspondence, pacing, moving up a text level, echo reading as support and the transition to independence

Fluency development: rereading books from previous level, echo reading w/expression, the use of developmental prompts when students struggle with unfamiliar words.

Clinic: each participant has the opportunity to tutor one student in front of supervisor and peers. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Session 6/Fluency & Word Id Prompts

Word Identification & Phonological awareness: helping students use blending and chunking, solidifying short vowel foundation with mixed sorts, closed syllable structure, reducing “teacher talk” during lesson, providing developmental prompts when students struggle with unfamiliar words.

Guided reading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, echo reading as support and the transition to independence.

Fluency: partner reading, rereading books from previous level, echo reading w/expression, prompts and help during guided reading.

Exit students performing at grade level: Who is ready to graduate mid-year? Using the transition lesson as a litmus test.

Clinic: each participant has the opportunity to tutor one student in front of supervisor and peers. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 4: Profiles of Struggling Readers: Who Are They and What Do They Need? (Velluntino et al., 1996; Shankweiler et al., 1999, Brown, 2003)

Session 7/Transition Lesson

Word Identification: reviewing mixed, nonrhyming short vowels, moving to long vowel patterns, “vowel-consonant-e” syllable structure, Bingo, reducing “teacher talk” during lesson, dropping the sentence writing.

Fluency: partner reading, rereading books from previous level, echo reading w/expression, prompts and support during guided reading

Guided reading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, echo reading as support and the transition to independence, coping with longer books in 30 minutes.

Transition Lesson Format: guided reading, word study, fluency development.

Clinic: each participant has the opportunity to tutor one student in front of supervisor and peers. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 5: Early Steps and Next Steps: Empirical Evidence (Morris, Shaw & Perney, 1986; Brown, Morris & Fields, 2005; Santa & Hoen, 1999)

Reading: Morris, D. (2005). Chapter 4/Beth, the Fledgling Reader. In, *The Howard Street Tutoring Manual*.

Session 8/Comprehension & Vocabulary in Transition Lesson

Fluency: partner reading, rereading books from previous level, echo reading w/expression, prompts and support during guided reading.

Guided reading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, echo and partner reading as support and the transition to independence.

Transition Lesson Format: guided reading w/ focus on comprehension & vocabulary, word study, fluency development

Clinic: each participant has the opportunity to tutor one student in front of supervisor and peers. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Reading: Morris, D. (2005). Chapter 5/Kurt, the Late first to Second Grade Reader. In, *The Howard Street Tutoring Manual*, (also, Pressley, 2000; Blachowicz & Fisher, 2000)

Session 9/End-of-Year Assessment

Assessment: overview, modeling, and guided practice administering informal end-of-year assessments (word identification, developmental spelling, passage reading). Discussion of criteria for identifying instructional/intervention reading levels.

Course Credit Criteria

To earn letter-grade credit for the course, participants must satisfactorily meet each criterion outlined below:

- completion of at least 8 of 9 possible half-day clinical trainings, conducted by a Licensed Early Steps Trainer,
- completion of at least 4 of 6 possible formal observations conducted by a Licensed Early Steps Trainer or a certified Early Steps Tutor working in a support capacity under a Licensed Early Steps Trainer,

- earn satisfactory ratings for at least 2 of those observations, with 1 of those satisfactory ratings earned within the final 2 observations,
- completion of at least 4 of 6 possible peer observations,
- view 5 hour-long seminar DVDs on reading research/theory,
- completion of at least 85 intervention sessions with an Early Steps student, and,
- earn a grade of .7 or better on intervention execution and written case study.

Intervention Execution Grading Rubric: Intervention execution 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 - strong intervention execution for most of the practicum. Satisfactory to strong ability to analyze and respond to student performance. Satisfactory - strong preparation and management of intervention materials. Satisfactory - strong ability to integrate trainer feedback into intervention execution. Satisfactory - strong contribution to training and debriefing sessions.

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

Case Study Guidelines: Early Steps

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

Choose one of the students you tutored during the Early 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 abilities in foundational reading skills (concept of word, alphabet knowledge, phonemic awareness, and word recognition), you must discuss his/her abilities in relation to chronological grade level. Specifically, at baseline, where is this child in relation to where s/he should be? Is s/he at risk for reading difficulties? Why?

2. Summary and analysis of the intervention.

Describe the intervention you provided for this child. Briefly describe each component (rereading for fluency, word study, writing for sounds, guided reading). 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 posttest scores in passage reading, word recognition and spelling 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., Fall, 2007)
- course name, course number, section number (e.g., Early Steps SPED 6633-030)
- your employing school and district (e.g., Sandy Elementary, Jordan 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 university standards for writing style and mechanics. As such, students are encouraged to have their papers proofread for appropriate grammar, spelling, and punctuation.

Case Study Grading Rubric: The case study will earn pass +, pass, pass -, or fail.

The criteria for grading are as follows:

Pass + = 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.

Pass = 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.

Pass - = 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 "pass -."

Case Study Grading Conversions: Pass + = 4.0-3.7(A to A-) Pass = 3.3-2.0(B+ to C)
Pass - = 1.7-.7(C- to D-)

Your case study is due by 5pm, June 15th. We encourage you to submit your case study electronically to 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.

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.

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