EDU 5634-040 or 6634-040
BASIC ASSESSMENT AND INTERVENTION FOR STRUGGLING READERS:
NEXT STEPS PRACTICUM

Professor: Dr. Kathleen J. Brown
                   Director: University of Utah Reading Clinic
                   office - 265-3951
                   email: kathleen.brown@utah.edu

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: Next Steps - approx. 50 hours
                   - 3 credit hours = $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 theoretical and practical knowledge of effective, research-based assessment and intervention for struggling readers of all ages who have reached a mid-G1 level, but whose reading abilities are below mid-grade three level. The course follows a "practicum model," in which participants 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, reading specialists, special educators, administrators, paraprofessionals, and English-Language-Learner (ELL) personnel.

Through tutoring, observations, reading and attendance at clinical sessions and seminars, participants will be expected to extend their knowledge of the following topics: reading development, phonological awareness, word identification, synthetic blending, decoding by analogy, basic English syllable structure, automaticity, fluency, assisted reading at instructional level, building/activating background knowledge, comprehension strategies, textual scaffolding, motivation, and using assessment as a guide for pacing instruction.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing, one-on-one assessment and intervention for at least one struggling reader. The instructional framework for this course, Next Steps, is a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties.

Textbooks & Materials

Participants must make and assemble all materials for conducting tutoring lessons. A master binder of black-line masters is available from the Next 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 Next Steps: empirical research base, theoretical framework, issues in beginning reading, issues in professional development, overview of intervention model, demonstration of assessment for struggling readers.

Assessment: overview, modeling, and assisted practice administering the Next Steps Screening Instrument (RLA), importance of using accuracy, rate, and comprehension in determining instructional/intervention levels

Seminar 1:   Prereading Foundations and the Role of Instruction
Reading: Morris, D. (2005). Chapter2/Assessment. In, *The Howard Street Tutoring Manual*.

Session 2/Intervention
Word Identification: relationship between word study scope and sequence and development of the ability to read words

Lesson Format: Overview, modeling, and practice of Next Steps Lesson: assisted reading of new text, word study, dropping down to independent level for fluency read, reading aloud to student for vocabulary and concept development

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

Session 3/Fast Follow-up
Word Identification: high frequency words & word banks, synthetic blending, blends and digraphs, mixed short vowels, closed syllable structure, speed checks to determine automaticity

Assisted Reading: determining instructional level, importance of vocabulary control in assisted reading for strugglers from mid-G1 to end-G2, echo reading as support

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 (Ehri, Juel, Chall, etc.)

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

Session 4/Sight Words, Synthetic Blending, & Short Vowel Automaticity
Word Identification: importance of sight vocabulary, using "Make-N-Break" & "Making Words" when difficulty persists with high frequency words and/or blending short vowel words, transition from mixed short vowels to more difficult vowel patterns, "vowel-consonant-e" syllable structure, open syllable structure, "r-controlled syllable structure, using speed checks to determine automaticity

Assisted reading: word study to book level correspondence, pacing, collecting accuracy and rate data as a guide to moving up or moving laterally in text level, echo and partner reading as support

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 (Ehri, Juel, Chall, etc.)

Reading: Morris, D. (2005). Chapter 5/Kurt, the Late first to Second Grade Reader. In, *The Howard Street Tutoring Manual*.

Session 5/Complex Vowel Patterns, **Fluency & Comprehension**
Word Identification: importance of sight vocabulary, vowel patterns, basic syllable structure, using speed checks to determine automaticity

Assisted reading: word study to book level correspondence, pacing, collecting accuracy and rate data as a guide to moving up or moving laterally in text level, echo and partner reading as support

Fluency development: rereading texts as a way to build fluency, prosody echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words

Comprehension: using questioning during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

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., Shankweiler et al.,)

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

Session 6/Complex Vowel Patterns, **Fluency & Comprehension**
Word Identification: vowel patterns, basic syllable structure, additional activities (Bingo, Go Fish, Matrix, Speed/Slap)

Assisted reading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, echo and partner reading as support

Comprehension: using questioning during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Fluency: rereading assisted texts as a way to build fluency, charting repeated reading data (rate and accuracy for 200 words), prosody echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words

Exit students performing at grade level: Who is ready to graduate mid-year? Using the RLA and teacher/tutor judgement as criteria

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 7/Complex Vowel Patterns, **Fluency & Comprehension**
Assisted reading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, echo and partner reading as support

Comprehension: using text structure to guide comprehension questions during assisted reading, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Fluency: rereading assisted texts as a way to build fluency, charting repeated reading data (rate and accuracy for 200 words), prosody echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use 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.

Seminar 5: Early Steps and Next Steps: Empirical Evidence

Session 8/Complex Vowel Patterns, **Fluency & Comprehension**
Assisted reading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, echo and partner reading as support

Comprehension: using text structure to guide comprehension questions during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Fluency: rereading assisted texts as a way to build fluency, charting repeated reading data (rate and accuracy for 200 words), prosody echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use 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 9/End-of-Year Assessment
Assessment: overview, modeling, and assisted practice administering informal end-of-year assessments (word identification, passage reading), discussion of criteria for identifying instructional/intervention levels

Course Credit Criteria
To receive 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 Next Steps Trainer,
- completion of at least 4 of 6 possible formal observations conducted by a Licensed Next Steps Trainer or a certified Next Steps Tutor working in a support capacity under a Licensed Next 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, and
- completion of at least 45 tutoring sessions with a Next Steps student.

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: Next Steps 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., Fall, 2013)
- course name, course number, section number (e.g., Next Steps EDU 6634-040)
- 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.

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, by June 15. 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.

Please note that we do not make special arrangements to post final grades early.

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."

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