

EDU 6636-030 OR 6636-040
WORKING WITH STUDENTS WITH SEVERE READING DIFFICULTIES:
AN INTRODUCTORY INTERVENTION PRACTICUM

Instructors:

Dr. Kathleen J. Brown
Michele Blake, M.Ed, Licensed Wilson Trainer
Grace Craig, MA, Licensed Wilson Trainer
Holly Dean, M.Ed, Licensed Wilson Trainer
University of Utah Reading Clinic (UJRC)
5242 South College Drive (480 West), Suite 100, Murray, UT 84123
Email: kathleen.brown@utah.edu
michele.blake@utah.edu
grace.craig@utah.edu
holly.dean@utah.edu

Logistics:

- 9 credit/non-credit continuing education graduate hours (cost = \$350)
- 9 graduate credits, letter grade (cost = \$450)
- may apply toward degree with advisor's permission
- presentation of university transcript to USOE earns 162 re-licensure points
- prerequisite – Wilson Reading System Introductory Workshop (completed within the last five years)

Practicum Course Description and Expectations

This credit/non-credit or letter-grade continuing education graduate course is made possible through the Eccles Foundation, Crawford Foundation and the University of Utah Reading Clinic. It is designed to help educators develop introductory theoretical and practical knowledge of effective, research-based intervention for students with severe reading difficulties.

When environmental factors are ruled out, severe reading difficulties usually stem from phonological deficits, but may also result from deficits in processing speed and/or short term memory capability. Researchers estimate that these students may account for 2-10% of the school-age population. Students with severe reading difficulties typically require long-term, intensive intervention that focuses on developing phonemic awareness, word recognition automaticity, strategic knowledge for reading and spelling unfamiliar words, and the ability to use this knowledge while constructing meaning for text.

The course is open to educators of any rank and/or experience who have been accepted into a UJRC intervention practicum that focuses on students with severe reading difficulties. Participants may include regular classroom teachers from any grade level, special educators, reading specialists, administrators, paraprofessionals, English-language-learning personnel, and university education students.

Participants will extend their knowledge of the following topics—especially as they relate to students with moderate to severe reading difficulties: using ongoing assessment as a guide for pacing instruction, grasping the alphabetic principle, word identification development, phonological awareness development, automaticity, oral reading accuracy, oral reading rate, fluency, English syllable structure, and instructional techniques for teaching decoding, encoding, and phonological awareness.

Specific instructional techniques used in this practicum are grounded in cognitive research on the development of the ability to read words and research on effective practice for students with severe reading difficulties. Participants will apply introductory techniques in a practicum setting with one student and receive extensive mentoring throughout the school year.

Assessment of Direct, Multisensory Teaching / Lesson Procedures will be scored as procedures are observed. **Participant must score 3 or higher for all items** on observation form by the final observation. All other items must receive a score of 2 or higher. For reference, see WRS Steps 1-6 Practicum / Participant Study Guide.

Scoring Key			
1 = NOT DEMONSTRATED	2 = DEMONSTRATED PROCEDURES INADEQUATELY OR INCONSISTENTLY	3 = DEMONSTRATED MOST PROCEDURES MOST OF THE TIME	4 = DEMONSTRATED ALL PROCEDURES CONSISTENTLY / INDEPENDENTLY

Grades	Points	Explanation
A	4.0 / 100-95	Excellent performance, superior achievement
A-	3.7 / 94-89	
B+	3.3 / 88-86	Good performance, substantial achievement
B	3.0 / 85-83	
B-	2.7 / 82-77	
C+	2.3 / 76-74	Standard performance and achievement
C	2.0 / 73-71	
C-	1.7 / 70-68	
E	0.0 / 67-00	

Online Course (Steps 1-6) Descriptions and Expectations

This credit/non-credit or letter-grade continuing education graduate online course (lab) presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two with significant word-level deficits who are unresponsive to previous instruction. The Wilson Reading System® Intensive Instruction for the Non-Responsive Reader: Online Course (Steps 1-6) provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding. It also provides specific procedures to teach the concepts presented in the Wilson Reading System Steps 1-6, including instruction on the following syllable types: closed, vowel-consonant-e, open, consonant-le. The course includes additional topics on diagnostic teaching and differentiating instruction through pacing, high frequency word instruction, vocabulary instruction fluency instruction, dyslexia, listening and reading comprehension strategies, use of differentiated texts, and handwriting.

A multiple choice assessment will need to be completed after each section of the online course. A score of 80% or higher is required in order for the participant to proceed to the next section of the course. Participants should be fully prepared to take the assessment (25 questions) prior to clicking on the line. They will not be allowed to exit the test once they begin the assessment.

NOTE: Successful completion of both the Online Course (Wilson Reading System Steps 1-6) and Wilson Reading System Level I Steps 1-6 Practicum will result in Wilson Reading System Level I 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 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 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 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 <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*** -

- **WRS Starter Set** - one kit per educator (**Order #: 978-156778-159-5, approx. \$149.00**)

- Access to the Wilson Word identification and Spelling Test (**WIST**), available through Wilson from ProEd. We recommend that each district have access to one WIST kit for every 5 educators. A WRS Starter Set that also includes a WIST can be purchased at a discounted price (**Order Item #: WRSCERTSET – approx. \$399.00***).

*Prices are subject to change. Visit Wilson Language Training's online store <https://store.wilsonlanguage.com/> for current item prices. For ordering assistance contact WLT Customer Support at 800.899.8454.

- **Web-based only** – flexible document camera (i.e. HUE, \$50)

- Wilson Level I Practicum Course Reading:

♦National Institute of Child Health and Human Development. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: U.S. Government Printing Office. Retrieved from https://www.nichd.nih.gov/publications/pubs/prk_k-3/documents/PRFbooklet.pdf

♦Honig, A.S. (2007). Oral Language Development. *Early Child Development and Care*, 177(6-7), 581-613. Retrieved from http://www.researchgate.net/publication/234594690Oral_Language_Development

-Educational Landscape Laws Course Reading:

♦Ganschow, L., & Schneider, E. (2012). *At-risk students and the study of foreign language in school*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/1bg6ujdpw20xirpllenxfqi0zxst4h1o>

♦Rinaldi, C, Baker, D., & Higgins Averill, O. (2013). *The nexus of Response to Intervention (RtI) and the identification of specific learning disabilities (SLD): Guidelines for district-level implementation*. [Research Brief]. Waltham, MA: Urban Special Education Leadership Collaborative. Retrieved from https://www.urbancollaborative.org/files/nexusbrief.9-3.final_0.pdf

♦Chase, C.A. & Saddle, P. (2013). *Transitioning from high school to college: Help for students with learning disabilities*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/fqf4o5h0gz7dnts50vezw4c689d702h5>

♦Wilson, B.A. (2014). *Common core state standards and students with disabilities*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/jair7syzv0nb9muhhavmy3pyijf10994>

♦Wilson Language Training Corporation. (2014). *Wilson reading system alignment to common core state standards: English language arts*. Oxford, MA: Author. WRS Alignment to CCSS

- Wilson Level I Starter Set

- Wilson WIST (Word Identification & Spelling Test). Available at <http://www.wilsonlanguage.com/store> or call: 1-800-899-8454.

**Recommended* -

- ♦ Blachman, B. (1997). *Foundations of reading acquisition and dyslexia: Implications for early intervention*. Mahwah, NJ: Erlbaum.
- ♦ Birsh, J.R. (2005). *Multi-Sensory Teaching of Basic Language Skills*. Baltimore, MD: Brookes Publishing.

PRACTICUM COURSE SCHEDULE

Wilson Start-Up – Lesson Component Overview & Baseline Assessment

- history of research on severe reading difficulties—in particular, dyslexia
- clinical practicum as a form of professional development
- overview and modeling of a Wilson Level I intervention lesson
- overview of performance-based and standardized measures required for practicum student selection
- overview of Wilson & UURC requirements for Level I certification
- tour of Wilson Academy and steps 1-6 on-line course

Wilson Implementation Meeting 1

- step 1: highlight key points – decoding & encoding in CVC words
- baseword/suffix procedures
- lesson plans/posttesting
- diagnostic planning & teaching
- student mastery & pacing/progressing
- establishing good habits
- on-line course assignments

UURC Coaching Session 1

- decoding & encoding in CVC words: modeling, peer practice, Q&A with instructional techniques for WRS lesson parts
- model, peer practice baseword/suffix procedures
- review lesson plans/posttesting

Wilson Implementation Meeting 2

- step 2: highlight key points – decoding & encoding in CVC words with blends and overview of closed syllable & welded sounds (-ang, -ank, -ing, -ink, -ong, -onk, -ung, -unk)
- long form observation and participant study guide review
- expectations for student written work
- high frequency / sight word instruction
- vocabulary instruction
- comprehension S.O.S. part 9
- on-line course assignments

UURC Coaching Session 2

- review decoding & encoding CVC words with blends
- review of closed syllable
- review decoding & encoding welded sounds
- review high frequency / sight word instruction
- review vocabulary instruction
- model, peer practice comprehension S.O.S., part 9

Wilson Implementation Meeting 3

- step 3: demonstrate & practice multi-syllabic procedures for reading & spelling using syllable division rules (# of vowels, # of consonants between, scooping)
- schwa: procedures for reading & spelling (found in unaccented syllables in polysyllabic words, spelled a, e, i, o, or u, often found in prefixes & suffixes, spelling option for schwa)

- baseword/suffix: review procedures with –ed and –ing suffixes
- error correction & questioning
- multi-sensory structured language teaching / explicit systematic teaching / WRS
- comprehension S.O.S., part 10 /enriched & decodable text
- introducing vowel teams for decoding
- on-line course assignments

UURC Coaching Session 3

- model, peer practice closed syllables division rules
- review of schwa for reading & spelling
- model, peer practice comprehension S.O.S., part 10 / enriched & decodable text

Wilson Implementation Meeting 4

- step 4: highlight key points – syllable type: VCe
- model / practice WRS lesson parts for decoding & encoding with VCe syllable type
- developing reading fluency, accuracy vs. fluency procedures for reading & spelling
- end of training year process: WRS level I certification post-testing, administrative tasks
- application of skills
- on-line course assignments

UURC Coaching Session 4

- model, peer practice syllable division for combinations of VCe with closed syllables in 2 & 3 syllable words
- review accuracy vs. fluency procedures for reading & spelling
- review end of year forms, post-testing process

Wilson Implementation Meeting 5

- steps 5 & 6: highlight key points, demonstrate language concepts taught in WRS steps 5 & 6: open syllable, the letter y as a vowel, open syllable exception, additional vowel and consonant suffixes, words with two suffixes, consonant-le syllable, and consonant –le syllable exception.
- demonstrate WRS lesson part 1 / quick drill with all language concepts taught through step 6.
- administration practice for WADE, review of post-testing, administrative tasks
- implementation plans
- final feedback form / finalizing certification requirements
- on-line course assignments

- Wilson Level I Online Course Required Reading – Topics I:

-Diagnostic Teaching:

♦Sawyer, D.J., & Jones, K.M. (2009). *Testing and evaluation*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/43120w87h73lf16623erio4eifbhl66t>

-Differentiating Instruction: Pacing and Progression through WRS Curriculum:

♦Heritage, M. (2007). Formative Assessment: *What do teachers need to know and do?* *Phi Delta Kappan*, 89(2). 140-145. Retrieved from http://easlinstitute.org/wp-content/uploads/Heritage_formative_assessment.pdf

♦National Center on Response to Intervention. (n.d.). *Common progress monitoring omissions: Planning and practice*. Washington, DC: Author. Retrieved from <http://www.rti4success.org/sites/default/files/RTI%20ProgressMonitoringBrief1-Planning%20and%20Practice.pdf>

-High Frequency Sight Word Instruction:

- ♦No Articles

-Vocabulary:

♦Hart, B. & Risley, T.R. (1995). The early catastrophe: The 30 million word gap by age 3. In *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Brookes Publishing. Retrieved from http://www.aft.org/ae/spring2003/hart_risley

♦Lehr, F., Osborn, JI, Hebert, E.H. (2004). *Research-based practices in early reading series: A focus on vocabulary*. Honolulu, HI: Pacific Resources for Education and Learning. Retrieved from <http://files.eric.ed.gov/fulltext/ED483190.pdf>

-Fluency:

- ♦WRS Steps 1-6 / Fluency handout: [WRS Steps 1-6 Fluency](#) (found on the online course)
- ♦Page 2-12 Wilson/Fluency Basic Instructor Guide: [Fluency Instructor Guide Introduction](#) (found on the online course)

- Wilson Level I Online Course Required Reading – Topics II:

-Dyslexia:

♦Hudson, R.F, High, L.AI Otaiba, S. *Dyslexia and the brain: What does current research tell us?* The Reading Teacher, 60(6),506-515. Retrieved from <http://www.idonline.org/article/14907/>

♦Moats, L.C., & Dakin, K.E. (2012). *Dyslexia basics*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/3f36hzaedlnzq96v2xs6a4uqxc7fkwf>

♦Dakin, K.E., & Erenberg, G. (2008). *Attention-Deficit/Hyperactivity disorder (AD/HD) and Dyslexia*. [Fact Sheet]. Baltimore, MD: Author. Retrieved from <https://app.box.com/s/3t48u8ofwc9w3ml6yu11mydtzropz9ud>

♦Wilson, B.A. (2012). *Information and resources for adolescents and adults with dyslexia-it's never too late*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/a4mei3zexkxyghk21y4wslnluztmiu>

♦Eden, G.F. (2015). *Dyslexia and the brain*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/q2cijhwikwncohy3vmv747h04md633vn>

♦Schultz, J. (2013). *The dyslexia-stress-anxiety connection: Implications for academic performance and social interactions*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/q4mjeez1p8dy8ylb24dappq931r85xfz>

♦Gilger, J. (2013). *Gifted and dyslexic: Identifying and instructing the twice exceptional student*. [Fact Sheet]. Baltimore, MD: The International dyslexia Association. Retrieved from <https://app.box.com/s/7b1pme4nshqtq32uh1cll9mv9bmbf4pxz>

♦Shaywitz, S.E. (1996). Dyslexia. *Scientific American*, 275, 5, 98-104. Retrieved from http://dyslexia.yale.edu/Scientific_American_1996.pdf

-Comprehension Strategies: Comprehension S.O.S.:

♦Akhondi, M. Malayeri, F.A., & Samad, A.A. (2011). How to teach expository text structure to facilitate reading comprehension. *The Reading Teacher*, 64(5), 368-375. Retrieved from <http://www.centeroninstruction.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension>

♦Center on Instruction at RMC Research Corporation. (2012). *Informational text structure templates*. Portsmouth, NH: Author. Retrieved from <http://www.centeroninstruction.org/files/MD1%20Handout%204%20Text%20Structure%20K-5.docx>

♦WRS art 10 Staircase Handout- [COMP SOS WRS Part10 StaircaseOfTextComplexity](#) (found on the online course)

-Differentiation: Fine-tuning Your Wilson Instruction:

♦Adams, M.J. (2011). Advancing our students' language and literacy: The challenge of complex texts. *American Educator*, 34(4),3-12. Retrieved from <http://www.aft.org/sites/default/files/periodicals/Adams.pdf>

-Transcription Skills: Spelling & Handwriting:

♦Berninger, V.W., & Wolf, B. (2012). *Understanding dysgraphia*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/ew9gmxm2r63hrnhfshkr>

♦Moats, L.C. (2011). *Spelling*. [Fact Sheet]. Baltimore, MD: The International dyslexia Association. Retrieved from <https://app.box.com/s/phcrmtj4uncu6c6y4qzmzl8r41yc06r>

♦Gentry, J.R., & Graham, S. (2010). Creating better readers and writers. The importance of direct, systematic spelling and handwriting instruction in improving academic performance. [White Paper]. Columbus, OH: Saperstein Associates. Retrieved from

http://www.sapersteinassociates.com/downloads/Color%20copy%20National_Whitepaper.pdf

♦Reed, D.K. (2012). *Why teach spelling?* Portsmouth, NH: RMC Research Corporation, Center on Instruction Retrieved from <http://www.centeroninstruction.org/files/Why%20Teach%20Spelling.pdf>

♦Principles of Handwriting Instruction Wilson Cursive Manual pages 1-4 Wilson Cursive Introduction (found on the online course)

ONLINE COURSE COMPONENTS

Session 1: Lesson Plan Review

WRS Lesson Procedures/Examples

WRS Sample Start-Up Lesson

WRS Lesson Plan Review Assessment

Session 2: Skills Topics I

Diagnostic Teaching and Differentiating Instruction

High Frequency/Sight Word Instruction

Vocabulary Instruction

Fluency

Session 3: WRS Step 1: Setting the Foundation

Substeps 1.1-1.6

Assessment for WRS Step 1

Session 4: WRS Step 2: Blending/Decoding and Segmenting/Spelling Up to Six Sounds

Substeps 2.1-2.6

Assessment for WRS Step 2

Session 5: WRS Step 3: Decoding and Spelling Multisyllabic Words

Substeps 3.1-3.5

Assessment for WRS Step 3

Session 6: Assessment for Topics I

Assessment for Skills Topics I

Session 7: Skills Topics II

Dyslexia/Neurobiological Basis of Reading/Cognitive Processes Related to Reading Acquisition

Comprehension Strategies

Differentiation: Fine Tuning Your Wilson Instruction

Transcription Skills: Handwriting/Spelling

Session 8: WRS Step 4: Combining Syllable Patterns/Vowel-Consonant e

Substeps 4.1-4.4

Assessment for WRS Step 4

Session 9: WRS Step 5: Combining Syllable Patterns/Open Syllables

Substeps 5.1-5.5

Assessment for WRS Step 5

- Session 10:WRS Step 6: Suffix Endings (Unchanging Base words) and Combining Syllables/Consonant-le Syllable
Substeps 6.1-6.4
Assessment for WRS Step 6
- Session 11:Assessment for Skill Topics II
Assessment for Skills Topics II

Credit and Certification

To attain University of Utah credit and to be recommended for Wilson Level I certification, participant must demonstrate proficiency in lesson procedures, each criterion outline below and must earn a score of 3 or higher for all bolded items by the final observation. Participant must earn a score of 2 or higher on all other items. For reference, see WRS Steps 1-6 Practicum / Participant Study Guide. Also, participant must receive a grade of 80% or higher for each online assessment to successfully complete the online course.

Certification: Letter Grade

- cleared background check (USBE), if applicable
- complete all Wilson Level I practicum requirements,
- complete final observation with passing scores,
- complete Wilson Level I online course, earning 80% or higher on each assessment,
- submit completed pre-testing, post-testing, and practicum student report to Wilson trainer,
- attend at least 4 out of 5 *WRS*[®] Level I implementation meetings,
- attend at least 3 out of 4 UURC coaching sessions,
- submit case study on student (if taking course for **letter grade**) to UURC

Certification: Credit/Non-Credit

- cleared background check (USBE), if applicable
- complete all Wilson Level I practicum requirements,
- complete final observation with passing scores
- complete Wilson Level I online course, earning 80% or higher on each assessment,
- submit completed pre-testing, post-testing, and practicum student report to Wilson trainer,
- attend at least 4 out of 5 *WRS*[®] Level I implementation meetings,
- attend at least 3 out of 4 UURC coaching sessions

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.

Online Course (Lab) Completion Requirements

- Completion of all online course modules, including videos, activities, and assigned required reading.
- Participants will complete nine online assessments:
- Wilson Reading System Lesson Plan Review
- Step 1 • Step 2

- Step 3
- Topics I Steps 1-3
- Step 4 • Step 5
- Step 6
- Topics II Steps 4-6

The participant must receive a grade of 80% or higher for each assessment to successfully complete this course. These assessments are self-paced. Once an assessment has been submitted electronically, responses cannot be changed.

Case Study Guidelines: Intensive Intervention for Students with Severe Difficulties

If you are taking the course for **letter grade** the student you tutored during the practicum will serve as the subject for a **written case study**. The case study should include:

1. Summary and analysis of the student’s reading abilities at baseline.

This is more than simply “reporting the data.” Briefly describe the student’s educational history. Then, describe the student’s baseline reading abilities in both table and narrative form by drawing on data collected from standardized and performance-based measures: reading achievement (i.e., Woodcock Reading Mastery Test, Woodcock Johnson-R, Woodcock Johnson 3, or Wechsler Individual Achievement Test), accuracy with letter-sound correspondences, word reading for all syllable types, and word reading and spelling for high frequency words (i.e., WIST), and word recognition and phonemic segmentation fluency (i.e., TOWRE). In addition, you must discuss the student’s abilities in relation to chronological grade level. Specifically, at baseline, where is this child in relation to where s/he should be? Why?

2. Summary and analysis of the intervention.

Describe the intervention you provided for this child. Briefly describe each component: decoding (accuracy & fluency), encoding (decoding & fluency), vocabulary, high frequency word work, comprehension 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 in both table and narrative form. Discuss your student’s posttest performance on the same standardized and performance-based measures administered at baseline. If indicated, make specific recommendations for future intervention.

4. Summary and analysis of your own practice.

As a reading educator, what have you learned from this practicum experience about reading development, assessment, and intervention as they relate to students with severe reading difficulties? How has this knowledge informed your practice? Provide specific examples.

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

- your full name
- semester and year you registered for the course (e.g., Fall, 2016)
- course name, course number, section number (e.g., Wilson I, EDU 6636-040)
- 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.

This case study must be typed and double-spaced. It 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 August 1 of your practicum year. 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 next semester. 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.