

**EDU 5641-030 or 6641-030**  
**ADVANCED ASSESSMENT AND INTERVENTION FOR**  
**STRUGGLING READERS: HIGHER 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: Higher Steps - approx. 50 hours
- 3 credit hours = \$300
- university transcript specifies credit/no credit; no letter grade
- 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 credit/no-credit 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 an end-of-second-grade level, but whose reading abilities are below grade level expectations. 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, 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, Higher 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 word study materials for conducting tutoring lessons. A master binder of black-line masters is available from the Higher Steps coordinator in each school. Participants also must bring a timer that counts up and down and 2 sharpies/magic markers.

### **\*\*Recommended\*\***

Tyner, B., & Green, S. (2005). *Small-group reading instruction: A differentiated teaching model for intermediate readers, grades 3-8*. Newark, DE: IRA.

### **Course Schedule**

#### **Clinical Session 1/Introduction & Advanced Word Study**

- overview of intervention model, overview of professional development model
- overview of reading development with emphasis on older, more advanced struggling readers
- relationship between word study scope and sequence and development of the ability to read words
- overview, modeling, and guided practice of closed syllable word study (module 1)
- importance of pacing with direct teaching, accuracy, and fluency instruction
- participants begin with advanced word study component for intervention model

Reading: Tyner & Green (2005). Chapter 3/The Evolving Reader Stage. In, *A differentiated teaching model for intermediate readers*.

DVD Session #1: closed syllable word study (module 1)

#### **Clinical Session 2/Advanced Word Study (continued)**

- overview of “faster track” and “complete” advanced word study scope and sequence
- participants from host site tutor students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice of closed-closed syllable word study (module 3)
- importance of word study pacing with direct teaching, accuracy, and fluency instruction

Reading: Tyner & Green (2005). Chapter 4/The Maturing Reader Stage. In, *A differentiated teaching model for intermediate readers*.

DVD Session #2: closed-closed syllable word study (module 3)

### **Clinical Session 3/Flexibility in Polysyllabic Words & Assisted Reading**

- participants from host site tutor singleton students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice using flexibility with 2-syllable words (module 8)
- review of word study pacing with direct teaching, accuracy, and fluency instruction
- review of assisted reading & word bank protocols
- introduce Higher Steps Triads
- participants add assisted reading and word bank components to intervention model narrative & expository text structures, using text structure to drive comprehension work.

Reading: Tyner & Green (2005). Chapter 5/The Advanced Reader Stage. In, *A differentiated teaching model for intermediate readers*.

DVD Session #3: assisted reading, flexibility with in words with 2 syllables, separated by 1 consonant (module 8)

### **Clinical Session 4/v-e syllables & Fluency**

- participants from host site tutor singleton students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice using v-e syllables (module 11)
- review of word study pacing with direct teaching, accuracy, and fluency instruction
- review of repeated reading protocols
- preparations for transition to Higher Steps Triads
- participants add fluency components to intervention model (beginning & end of lesson)

Reading: Tyner & Green (2005). Chapter 1/Intermediate reading instruction and the small-group differentiated reading model. In, *A differentiated teaching model for intermediate readers*.

DVD Session #4: fluency components

### **Clinical Session 5/Multi-Syllable Combinations**

- participants from host site tutor singleton students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification

- overview, modeling, and guided practice in providing instruction for multi-syllable combinations (module 12)

Reading: Tyner & Green (2005). Chapter 2/Components and activities for the small group differentiated reading model. In, *A differentiated teaching model for intermediate readers*.

### **Clinical Session 6/ Schwa**

- participants from host site tutor as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice with schwa syllables (module 14)
- review of word study pacing with direct teaching, accuracy, and fluency instruction
- triad participants begin providing assisted reading and word bank to triads

### **Clinical Session 7/Consonant-le**

- participants from host site tutor as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice using consonant-le syllables (module 16)
- review of word study pacing with direct teaching, accuracy, and fluency instruction
- triad participants add advanced word study (module 1) component to triad lesson

### **Clinical Session 8/Vowel Teams**

- participants from host site tutor as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice using vowel team syllables (module 18)
- review of word study pacing with direct teaching, accuracy, and fluency instruction
- discussion of issues related to Higher Steps Triad group formation
- triad participants add fluency component to triad lesson

### **Clinical Session 9/Forming Triads**

- participants from host site tutor as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- discussion of training & service delivery model for triads
- discussion of formation and maintenance of school intervention team

Reading: Tyner & Green (2005). Chapter 6/Assessing student performance. In, *A differentiated teaching model for intermediate readers*.

### **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 Higher Steps Trainer,
- completion of at least 4 of 6 possible formal observations conducted by a Licensed Higher Steps Trainer or a certified Higher Steps Tutor working in a support capacity under a Licensed Higher 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 DVD seminars on reading research/theory, and
- completion of at least 45 tutoring sessions with a Higher Steps student.