

EDU 5641-040 or 6641-040
ADVANCED ASSESSMENT AND INTERVENTION FOR
STRUGGLING READERS: HIGHER 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: Higher Steps - approx. 50 hours
- 3 credit hours = \$400
- 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 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 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 intervention sessions with a Higher 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 - 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: Higher Steps

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

Choose one of the students you tutored during the Higher 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 **must** 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., Higher Steps EDU 6641-040)
- 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.

The case study should be 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 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.