

**EDU 56/6644-030 or -040**

**Introduction to Higher Steps Intervention: Advanced Instruction for Intermediate-Grade Struggling Readers**

(see p. 7-10 for -030 and -040 differential requirements)

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**Schedule & Attendance:**

- Location: University of Utah Reading Clinic,  
5242 S. College Dr. Ste. 100  
Murray, UT 84123
- Educator Training Dates: June 12 and 13, 2018 (Tuesday & Wednesday)  
Clinic Dates: June 14 - July 26, 2018 (Tuesday, Wednesday & Thursday)
- Class will not be held on Tuesday, July 3, Wednesday, July 4, and Tuesday, July 24
- Time: 12:30pm – 4:00pm

Participants *must* be present for all 2 days of training, the last 2 days of clinic, and may not miss more than 2 clinic sessions. *No exceptions!* Participants who do not meet these attendance requirements will not receive credit for the course.

Your attendance is of the utmost importance because the UURC has recruited struggling readers to work with you every day. If you are absent, the child does not receive intervention.

**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 USOE 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 USOE Online License System because USOE 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!

### **Course Description and Expectations**

This graduate 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 early-third 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 mentored clinical experience.

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

The intervention model for this course, Higher Steps, is a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties, including English Language Learners.

Through tutoring, observations, discussion, 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 curriculum-based 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.

## **Textbooks & Materials**

### **\*\*Required\*\***

Each participant **must download and have immediate, ongoing access to** the Higher Steps Tutor Binder from the following link: [www.uurc.utah.edu/Educators/Resources](http://www.uurc.utah.edu/Educators/Resources).

Each participant **must bring a Higher Steps Word Study kit to the first day of training**, along with following required materials:

- timer that counts up & down (many cell phones have this feature)
- four (4) dry erase markers (different colors)
- one (1) black permanent marker
- package of 3x5 white, unlined index cards

You may make your own word study kit, **or** you may purchase a pre-made word study kit from University of Utah Print and Mail Services. The cost of making your own kit will vary from \$30-\$150, depending on where you laminate your materials, so we encourage you to shop around for the best price. The cost of a pre-made kit is approximately \$75; final cost is determined by University Printing Services.

If you choose to make your own kit, you will need to photocopy the cards on card stock, laminate, cut, and organize them. This process is time-intensive, so we suggest you begin ASAP. Go to: <http://www.uurc.utah.edu/Educators/Resources.ph> and download the Higher Steps Word Study Kit. ***Before you do anything, carefully read the instructions and then follow them in sequence.***

If you choose to purchase a pre-made Higher Steps Word Study kit, contact University Printing and Mail Services:

V. Randall Turpin Univ Serv Bld, RM 135 (at front desk)

Phone 801-581-6171

Fax 801-581-4359

[uprint@utah.edu](mailto:uprint@utah.edu)

Pre-made kits save time, but **you will need to sort, organize, and place the cards in envelopes BEFORE** you attend your first training! Many tutors purchase a small plastic container with a handle for easy storage and transport.

All required materials must be complete and ready to use on the first day of training and thereafter.

### **\*\*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**

### **Week 1/Overview, Assisted Reading, & Advanced Word Study**

Overview of Higher Steps: empirical research base, theoretical framework, issues in

reading difficulties, instructional issues related to English Language Learners, issues in professional development, overview of intervention model, and review of assessment for struggling readers.

Intervention Component: Assisted Reading

- modeling of assisted reading (preview, echo reading, prosody echo reading, comprehension work, rate and accuracy data collection),
- simulation of assisted reading component with peer,

Intervention Component: Advanced Word Study

- relationship between basic and advanced word study in terms of development of the ability to read words
- vowel sound cards
- overview of “1 year” and “2 year” AWS scope and sequence
- modeling and guided practice of AWS for module 1/closed syllable (direct teaching, accuracy, and fluency),
- modeling and guided practice: white board work, sort, memory, find & read, concept points, spelling procedure for one syllable words
- modeling of speed check for mastery

Clinical Practicum: each participant has the opportunity to tutor at least one student under mentor supervision. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

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

**Week 2/Advanced Word Study, Word Bank, & Fluency**

Intervention Component: Word Bank

- importance & difficulty of high frequency words
- modeling of flash presentation

Intervention Component: Advanced Word Study

- modeling and guided practice of modules 2 & 3/closed-closed with 2 or 3 consonants (direct teaching, accuracy, and fluency)
- modeling and guided practice: white board work, spelling procedure for multisyllabic words

Intervention Component: Fluency

- importance of and difficulties in building fluency
- modeling and peer simulation: timed repeated readings for fluency
- overview: double fluency - 2 separate fluency sessions sandwich lesson

Intervention Component: Assisted Reading

- narrative & expository text structures, using text structure to drive comprehension work.

Clinical Practicum: each participant has the opportunity to tutor at least one student in front of mentors. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

### **Week 3/Advanced Word Study, Rate & Accuracy Data**

#### Intervention Component: Assisted Reading

- rate & accuracy data review

#### Intervention Component: Advanced Word Study

- modeling and guided practice modules 5 (open syllable), modules 6, 7, 8 (closed/open combinations)
- modeling and guided practice: white board work, poison star, review of spelling procedures
- review of word study pacing with direct teaching, accuracy, and fluency instruction

Clinical Practicum: each participant has the opportunity to tutor at least one student in front of mentors. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

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

### **Week 4/Advanced Word Study & Assessment for Instructional Level**

#### Intervention Component: Assisted Reading

- modeling: how to handle errors “on the run” during assisted reading
- modeling and guided practice: comprehension work during assisted reading (importance of full sentence replies)
- narrative & expository text structures, using text structure to drive comprehension work

#### Intervention Component: Word Bank

- modeling: GPC, “2-2-2,” “Make-n-Break,” and white board work for troublesome high frequency words

#### Intervention Component: Advanced Word Study

- overview, modeling, and guided practice modules 10,11 (v-e syllables & combinations), and module 13 (r-controlled)

- review of word study pacing with direct teaching, accuracy, and fluency  
Instruction

#### Assessment for Instructional Level

- modeling: administering the Reading Level Assessment (RLA)
- interpreting results from the RLA

Clinical Practicum: each participant has the opportunity to tutor and assess at least one student in front of mentors. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

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

#### **Week 5/Advanced Word Study**

##### Intervention Component: Advanced Word Study

- modeling, guided practice modules 14, 15 (schwa), & module 16 (consonant-le)

Evaluation: overview: end of practicum evaluation

Clinical Practicum: each participant has the opportunity to tutor and assess at least one student in front of mentors. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

#### **Week 6/Advanced Word Study**

Assessment: overview, modeling, and guided practice administering instructional reading level assessment. Discussion of criteria for identifying instructional/intervention reading levels

Clinical Practicum: each participant has the opportunity to tutor and assess at least one student in front of mentors. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

#### **Week 7/Advanced Word Study**

Assessment: administering instructional reading level assessment

Clinical Practicum: each participant has the opportunity to tutor and assess at least one student in front of mentors. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, clarification.

## UNIVERSITY CREDIT REQUIREMENTS & CRITERIA

### **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/](http://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.

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### **Academic Honesty**

It is required that you are aware of the University of Utah policies as you will be held accountable to University of Utah standards. Please read the *University of Utah Code of Student Rights and Responsibilities*, <http://www.admin.utah.edu/ppmanual/8/8-10.html> which states in part, "In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating."

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Participants are reminded that they are guests in participating schools/clinics and are asked to conduct themselves in a professional manner. Professionalism for this practicum includes, but is not limited to:

- punctuality,
- displaying evolving attitudes toward teaching & learning that are supportive of all students and communities,
- demonstrating an openness to feedback and using such to improve performance,
- seeking advice when needed,
- exchanging contact information with site supervisor (i.e., cell and/or home phone, email address)
- communicating with site supervisor regarding any potential conflicts in the schedule (e.g., school vacation days)
- if absence results in a missed session, consult with site supervisor to arrange a make-up session that may be scheduled at the discretion of the school supervisor.
- meeting the Fitness to Teach criteria located at: <http://uite.utah.edu/documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf>

Significant and/or repeated failure to maintain professionalism may result in removal of the participant from the practicum.

EDU 56/6644-030 - Introduction to Higher Steps Intervention: Advanced Instruction for Intermediate-Grade Struggling Readers

To determine if this 3 **credit/no credit course (i.e., no letter grade)** applies to your school district salary schedule or to your university education program, please consult the appropriate district and/or university advisors. To earn credit, participants must satisfactorily meet the following criteria:

- meet attendance requirements,
- provide current, cleared background check documentation,
- satisfactorily tutor student(s) or observe as directed,
- conduct final assessments as directed,
- maintain professionalism throughout the practicum, and,
- participate in debrief/discussion of student progress.

Participants who fail to meet one or more criteria will not receive course credit.

Presentation of this course on university transcript to USOE earns 54 re-licensure points.

EDU 56/6644-040 - Introduction to Higher Steps Intervention: Advanced Instruction for Intermediate-Grade Struggling Readers

To determine if this 3 credit, **letter-graded course** applies to your school district salary schedule or to your university education program, please consult the appropriate district and/or university advisors. To earn credit, participants must satisfactorily meet the following criteria:

- attendance requirements,
- provide current, cleared background check documentation,
- satisfactorily tutor student(s) or observe as directed,
- earn a grade of .7 or better on tutoring and written case study,
- conduct final assessments as directed,
- participate in debrief/discussion of student progress,
- maintain professionalism throughout practicum.

Presentation of this course on university transcript to USOE earns 54 re-licensure points.

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

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

Written Case Study: 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 include the following information:

- your full name
- student identification or social security number
- semester and year you registered for the course (e.g., Summer, 2012)
- course name, course number, section number (e.g., Higher Steps EDU 5644-040)
- 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.

Your case study is due by 5pm, one week after the last day of practicum. We encourage you to submit your case study electronically to [kathleen.brown@utah.edu](mailto:kathleen.brown@utah.edu). If electronic submission is

