

EDU 5960/6960-030 and -040**Introduction to Early Steps: Small Group Intervention for At-Risk Beginning Readers**

(see p. 6-9 for -030 and -040 differential requirements)

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Attendance:

- Location: University of Utah Reading Clinic,
5242 S. College Dr. Ste. 100
Murray, UT 84123

Participants *must* be present for all 3 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.

Participants are responsible for sharing contact information with their students' parents. If situations arise that will cause the participant to miss a tutoring session, or to be late for a tutoring session, the participant must inform the UURC Trainer as soon as they occur.

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

Background Check

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 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!

Course Description and Expectations

This course is designed to help educators develop in-depth theoretical and practical knowledge of effective, research-based assessment and intervention for beginning readers at-risk for reading failure. For normally-achieving readers, these phases occur during Kindergarten and 1st grade, however, many struggling readers in older grades maintain similar behaviors as a result of environmental and/or neurobiological problems.

The course follows a “practicum model,” in which educators build a conceptual framework for reading development and effective intervention through an intensive, mentored clinical experience.

The course is open to graduate students and educators, including, but not limited to: classroom teachers, literacy coaches, paraprofessionals, special educators, reading specialists, administrators, and English-Learner (EL) personnel.

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

Through tutoring, observations, readings, and attendance at clinical sessions, educators will be expected to extend their knowledge of the following topics: reading development, phonological awareness, concept of word, word identification, synthetic blending, automaticity, fluency, textual scaffolding, oral language development, building/activating background knowledge, comprehension strategies, and motivation.

Most importantly, educators will be expected to use their knowledge of these topics as they provide ongoing, one-on-one assessment and intervention for a **small group of three or more beginning readers** and receive feedback and coaching as they do so.

Textbooks & Materials

****Required****

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

Each participant **must bring an Early 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)
- one (1) black permanent marker (Sharpie)
- 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.php> and download the Early 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 Early 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

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****

Morris, D.M. (2005). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.

Course Schedule

Pre-Clinic Training Session 1/Baseline Assessment

Overview of Expectations: background check, schedule, attendance, professionalism, word study kit, criteria for earning university credit/certification

Overview of Early Steps: empirical research base, theoretical framework, issues in beginning reading, instructional issues related to English Language Learners, issues in professional

development, overview of intervention model, demonstration of assessment for at-risk beginning readers.

Assessment: overview, modeling, and guided practice administering the Early Reading Inventory (ERI), interpretation of scores in light of other child, home, and school factors

Reading: Morris, D. (2005). Chapter 2/Assessment. In, *The Howard Street Tutoring Manual*.

Pre-Clinic Training Session 2/Intervention Model

Lesson Format: Overview, modeling, and practice of Early Steps Lesson: repeated reading, word study, writing for sounds, reassembling sentence, guided reading of new book

Print awareness: concept of word & directionality, voice to print match and expectations for precise pointing

Word Identification & Phonological awareness: helping students use initial phoneme identity as a rudimentary reading and spelling strategy

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

Pre-Clinic Training Session 3/Intervention Model (cont.)

Guided practice: each participant has the opportunity to simulate intervention components with peers and receive feedback from mentors. Simulation is followed by discussion of relevant instructional issues (e.g., pacing, text level, spelling errors) and opportunities for questions, remodeling, clarification.

Week 1/Execution of the Intervention Model

Assessment: participants will use the ERI to assess 2-4 beginning readers in letter name & sound knowledge, oral reading (if applicable), and phonemic awareness.

Word Identification, Phonological Awareness, & Spelling: help students use beginning and ending phonemes during reading and writing for sounds, stress initial phoneme in picture sorts.

Assisted Reading and Rereading: accurate finger-pointing in text, moving up a text level, echo reading as support and the transition to independence.

Clinic: each participant has the opportunity to tutor three or more students in a small group and receive feedback from UURC Interventionists. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

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

Week 2/High Frequency Words, Comprehension

Word Identification, Phonological awareness, & Spelling: help students use beginning and ending phonemes during reading and writing for sounds, stress initial phoneme in picture sorts, harvesting high frequency words, importance of sight vocabulary, word bank, ‘good’ to ‘trouble’ word ratio.

Assisted Reading and Rereading: accurate finger-pointing in text, moving up a text level, echo reading, rereading books from current and previous level when indicated, factual and inferential comprehension work, modeling short, full sentence replies.

Clinic: each participant has the opportunity to tutor three or more students in a small group and receive feedback from UURC Interventionists. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Week 3/Vocabulary

Word Identification, Phonological awareness, Spelling, & Vocabulary: hitting the last sound hard during onset-vowel work, reducing “teacher talk” during lesson, harvest high frequency words, importance of sight vocabulary, word bank ratio, repetition of high utility vocabulary in word study for ELLs.

Assisted Reading and Rereading: word study to text level correspondence, pacing, moving up a text level, echo reading as support, prosody echo, factual and inferential comprehension work, modeling short, full sentence replies, repetition of high utility vocabulary in text for ELLs.

Clinic: each participant has the opportunity to tutor three or more students in a small group and receive feedback from UURC Interventionists. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Week 4/Blending Across Closed Syllables

Word Identification, Phonological Awareness, Spelling & Vocabulary: closed syllable structure, help students use blending/tapping to move across words, mixed, short vowel word study, drop the sentence strip when concept of word is complete, harvest high frequency words, importance of sight vocabulary, word bank ratio, repetition of high utility vocabulary in word study for ELLs.

Assisted Reading and Rereading: word study to text level correspondence, pacing, moving up a text level, echo reading, use of developmental prompts for unfamiliar words, factual and

inferential comprehension work, modeling short, full sentence replies, repetition of high utility vocabulary in text for ELLs.

Clinic: each participant has the opportunity to tutor three or more students in a small group and receive feedback from UURC Interventionists. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

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

Week 5/Moving Toward Independence

Word Identification, Phonological Awareness, Spelling, & Vocabulary: blends and digraphs, solidify short vowel foundation with mixed, short vowel sorts, repetition of high utility vocabulary in word study for ELLs.

Assisted Reading and Rereading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, partner reading, use of developmental prompts for unfamiliar words, factual and inferential comprehension work, modeling short, full sentence replies, repetition of high utility vocabulary in text for ELLs, ‘problem’ in narrative story structure.

Clinic: each participant has the opportunity to tutor three or more students in a small group and receive feedback from UURC Interventionists. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Week 6/End-of-Clinic Assessment

Assessment: participants will use the ERI to re-assess 2-4 beginning readers in letter name & sound knowledge, oral reading (if applicable), and phonemic awareness.

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/).

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.

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."

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.

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

EDU 5660/6960-030 - Introduction to Early Steps: Small Group Intervention for At-Risk Beginning 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:

- attendance requirements,
- provide current, cleared background check documentation,
- satisfactorily tutor student(s) or observe as directed,
- earn a satisfactory score on 3 out of 4 formal observations, with one of those scores being earned for the last observation,
- conduct final assessments as directed,
- participate in debrief/discussion of student progress, and,

- maintain professionalism* throughout practicum.

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

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

EDU 5960/6960-040 - Introduction to Early Steps: Small Group Intervention for At-Risk
Beginning 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:

- meet attendance requirements,
- provide current, cleared background check documentation,
- earn a satisfactory score on 3 out of 4 formal observations, with one of those scores being earned for the last observation,
- 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, and,
- maintain professionalism throughout practicum.

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

Presentation of this course on university transcript to USBE 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: Your Early Steps small group will be the subject for a written case study. The case study should include:

1. *Summary and analysis of each student's foundation for reading success at baseline.*

This is more than simply “reporting the data.” In addition to describing each student’s baseline abilities in foundational reading skills (letter name/sound knowledge, phonemic awareness, oral reading (if applicable), and word recognition), you must discuss his/her abilities in relation to chronological grade level. Specifically, at baseline, where is each child in relation to where s/he should be? Is s/he at risk for reading difficulties? Why?

2. Summary and analysis of the intervention.

Describe the intervention you provided for your small group. Briefly describe each component (rereading for fluency, word study, writing for sounds, assisted reading). 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 each student’s reading abilities at posttest.

After administering the posttest and analyzing the data, describe each student’s reading abilities at the close of the intervention. Discuss each student’s posttest scores in letter name/sound knowledge, oral reading, word recognition and spelling 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., Early Steps EDU 6643-040)
- 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. 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.

Case Study Grading Rubric: The case study will earn pass +, pass, pass -, or fail. The criteria for grading are as follows:

