

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

(see p. 6-8 for -030 and -040 differential requirements)

**Instructors:** Dr. Grace T. Craig  
 Office: 801-265-3951 Cell: 385-208-1343  
 Email: grace.craig@utah.edu

Ms. Trina Robbins  
 Office: 801-265-3951 Cell: 801-573-8833  
 Email: [trina.robbins@utah.edu](mailto:trina.robbins@utah.edu)

**Schedule & Attendance:**

- Location: University of Utah Reading Clinic,  
5242 S. College Dr. Ste. 100  
Murray, UT 84123
- Educator Training Dates: June 9, 10 and 11, 2020
- Clinic Dates: June 15 - July 23, 2020 (Mondays through Thursdays)
- Time: 11:00am – 2:30pm

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, they do not receive intervention.

**Working with Minors: Your Background Check & Youth Protection Training**

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 and please ask for our help in avoiding such a situation.

All persons working with students at our Murray site 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. **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 <https://uite.utah.edu/students/background-check/>.

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/>

You must also complete the U of U Youth Protection Training prior to working with students. This training may be completed on-line: contact [youthprotection@utah.edu](mailto:youthprotection@utah.edu) and you will be directed as to how to proceed.

***Persons who have not completed these requirements by the first day of clinic may not be allowed to work with children.***

### **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 1<sup>st</sup> 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 from any grade level, literacy coaches, paraprofessionals, special educators, administrators, and English-Learner (EL) personnel.

The intervention model for this course, Early Steps<sup>SM</sup>, 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 and students with mild-to moderate learning disabilities.

By participating in this practicum, educators will extend their knowledge of: reading development, phonological awareness, concept of word, word identification, synthetic blending, automaticity, fluency, textual scaffolding, oral language development, building/activating background knowledge, comprehension instruction, motivation, and using curriculum-based assessment as a guide for pacing instruction.

Most importantly, educators will be expected to use their knowledge of these topics as they provide Early Steps<sup>SM</sup> assessment and intervention for a **small group of beginning readers**. Each participant will receive feedback and coaching throughout the practicum.

### **Textbooks & Materials**

**\*\*Required\*\***

1. On the first day of training, you must have an **Early Steps<sup>SM</sup> Tutor Binder**. You have two options for meeting this requirement:

- **Make your own.** If you choose this option, you will need to download, print, and 3 hole-punch all pages (approximately 70) from the following link: [www.uurc.utah.edu/Educators/USteps/Early Steps/Tutor Binder](http://www.uurc.utah.edu/Educators/USteps/Early Steps/Tutor Binder).
- **Purchase a printed, shrink-wrapped, 3 hole-punched Tutor Binder** from University Print and Mail Services, located at:

V. Randall Turpin Univ Serv Bld, RM 135 (at front desk)  
 Phone 801-581-6171;  
[uprint@utah.edu](mailto:uprint@utah.edu).

The cost of a pre-made Tutor Binder is approximately \$8; final cost is determined by University Printing Services.

2. On the first day of training, you must also bring an **Early Steps<sup>SM</sup> Word Study Kit**. You have two options for meeting this requirement

- **Make your own.** If you choose to this option, 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<sup>SM</sup> Word Study Kit. Before you do anything, carefully read the instructions and then follow them in sequence. 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.

- **Purchase a printed, shrink-wrapped kit with laminated and already cut cardstock** from University Print and Mail Services (see contact info above). 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.

The cost of a pre-made kit is approximately \$75; final cost is determined by University Printing Services.

3. Each participant must bring a **timer** that counts both up & down (many cell phones have this feature), one black permanent **marker** and one package of 3x5 white unlined **index cards**.

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

Recommended – available on-line

Morris, D.M. (2017). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.

\*\*Provided

Texts and other materials for tutoring (with the exception of the word study kit & timer) will be provided by the UURC.

Recommended Readings Prior to Beginning Practicum:

Morris, D. (2017). Chapter 1/The Tutoring Model  
 Chapter 2/Assessment

Recommended Readings During Practicum:

Morris, D. (2017). Chapter 4/Beth: The Fledgling Reader

## Course Schedule

### Pre-Clinic Training Session 1- Overview/Baseline Assessment

Introductions: UURC staff, participants

Discuss value of clinical practicum for practicing educators: building the conceptual framework that informs reading instruction and intervention for beginning readers, including English Learners and students with mild-to-moderate learning disabilities.

Review expectations: training schedule, tutoring schedule, background check, youth protection training, word study kit, student or tutor absence, communication with UURC supervisor, readings, and criteria for earning university credit.

Note empirical research base for intervention models (Early Steps<sup>SM</sup>/Next Steps<sup>SM</sup>/Higher Steps<sup>SM</sup>)  
- *Reading Research Quarterly, 1999; Elementary School Journal, 1984, 1990; Scientific Studies of Reading, 1996; Journal of Educational Psychology, 2001; Journal of Literacy Research, 2005.*

Overview of Early Steps<sup>SM</sup> Lesson Plan, Tutor Binder, Controlled Text & Early Steps<sup>SM</sup> Word Study Kit

Modeling and Guided Practice administering the Early Reading Inventory (ERI), interpretation of scores in light of other child, home, and school factors.

### **Pre-Clinic Training Session 2 - Intervention Model**

Lesson Format: overview, modeling, and guided practice of Early Steps<sup>SM</sup> Lesson: repeated reading, word study, writing for sounds, reassembling sentence, guided reading of new book, lesson planning

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, and its relationship to synthetic blending and eventual automaticity.

Theoretical framework: intervention models based on empirical evidence explaining delays in reading development & components of effective intervention:

- assisted reading of controlled text at instructional level
- text structure instruction for comprehension
- phonological awareness instruction
- systematic, explicit, advanced word study at instructional level
- oral language and vocabulary development through text content
- fluency work.

### **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, and 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, criteria for moving up a text level, echo reading as support and the transition to independence.

Clinic: each participant has the opportunity to tutor one or more students under the supervision 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, and clarification.

### **Week 2/High Frequency Word Instruction, Concept of Word**

Word Identification, Phonological awareness, & Spelling: help students use beginning, ending, and medial phonemes during reading and writing for sounds, harvesting high frequency words, importance of sight vocabulary, 'good' to 'trouble' word ratio.

Assisted Reading and Rereading: rereading books from current and previous level when indicated, factual and inferential comprehension work, handling oral reading errors "on the run," modeling full sentence replies.

Clinic: each participant has the opportunity to tutor one or more students under the supervision 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, and clarification.

### **Week 3/Onset-Vowel Instruction, Oral Blending, Comprehension**

Word Identification, Phonological awareness & Spelling: hitting the last sound hard during onset-vowel work, reducing "teacher talk" during routines, repetition of high utility vocabulary in word study for ELLs.

Assisted Reading, Rereading & Comprehension: word study to text level correspondence, pacing, moving up a text level based on concept of word ability, 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 one or more students under the supervision 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, and clarification.

### **Week 4 /Blending Across Closed Syllables**

Word Identification, Phonological Awareness & Spelling: closed syllable structure, helping students use blending/tapping to move across words, mixed, short vowel word study, remove sentence strip when concept of word is complete.

Assisted Reading, Rereading & Comprehension: word study to text level correspondence, pacing and moving up in text level based on "leader voice", use of developmental prompts for unfamiliar words in text.

Clinic: each participant has the opportunity to tutor one or more students under the supervision 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, and clarification.

### **Week 5/Moving Toward Independence**

Word Identification, Phonological Awareness & Spelling: consonant blends and digraphs, importance of short vowel and short vowel foundation, mixed short vowel protocols, repetition of high utility vocabulary in word study for ELLs.

Assisted Reading, Rereading & Comprehension: factual and inferential comprehension work, modeling full sentence replies, impact of narrative and informational text structure on comprehension instruction.

Clinic: each participant has the opportunity to tutor one or more students under the supervision 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, 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, tutors complete re-evaluation form for parents.

**Clinic:** each participant has the opportunity to tutor one or more students under the supervision 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, and clarification.

**Exit Documentation:** (e.g., new lesson plan, book log, word study log, etc.).

**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. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. 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.

**Attendance & Requirements**

The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first-class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor. PPM/Policy6 - 100III--O

**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."

**English Learners**

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

**Safety**

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

**Future Impact:**

- use your practicum experience to develop an enhanced conceptual framework for how reading develops and how instruction can lead that development, a.k.a. think about the students in your future classrooms
- remember that even two dozen tutoring sessions can make a significant difference in a student's reading ability and YOU can be the person who makes that difference for the children YOU tutor at the UURC

### **Evaluation for Course Credit**

All participants are reminded that they are guests at the UURC and are asked to conduct themselves in a professional manner. Professionalism for this UURC practicum includes, but is not limited to:

- punctuality,
- displaying evolving attitudes toward teaching & learning that are supportive of all students and communities,
- refraining from abusive conduct toward a student or any conduct of a sexual nature,
- demonstrating an openness to feedback and using such to improve performance,
- seeking advice when needed,
- exchanging contact information with UURC supervisor (i.e., cell and/or home phone, email address)
- communicating with UURC supervisor regarding any potential conflicts with the schedule,
- if absence results in a missed session, consult with UURC supervisor to arrange a make-up session,
- maintaining academic honesty <http://www.admin.utah.edu/ppmanual/8/8-10.html>, and,
- maintaining "Fitness to Teach" criteria (see <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 pre-service educator from the practicum and 'no credit/failing grade' for the course.

### **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, you must 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,
- tutor student(s) or observe as directed, including implementation of feedback,
- conduct assessments as directed,
- participate in debrief/discussion of student progress, and,
- maintain professionalism as defined above throughout practicum.

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

### **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, you must 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 and youth protection training documentation,
- satisfactorily tutor student(s) or observe as directed, including implementation of feedback,
- earn a grade of .7 or better on tutoring execution and written case study,
- conduct assessments as directed,
- participate in debrief/discussion of student progress, and,
- maintain professionalism as described above throughout practicum.

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

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,
- semester and year you registered for this course,
- course name, course number, section number (e.g., Early Steps EDU 6643-040)

