

EDU 59/6960-030 or 040: TIER II READING INTERVENTION (Next Steps)

Instructors:

Dr. Kathleen J. Brown, Director
Julie Jaussi, Intervention Specialist (julie.jaussi@utah.edu)
Trina Robbins, Intervention Specialist (trina.robbins@utah.edu)
University of Utah Reading Clinic (UURC)
Phone: 801-265-3951 (office)

Location:

Initially, practicum takes place at the UURC, and then moves to participating schools.

Course Description and Expectations

This course satisfies the Tier II Reading Intervention Practicum requirement for the **USOE Reading Intervention Endorsement**.

This practicum is designed to help educators develop an understanding of the theory and practice of intervention for mid-level reading development. For normally-achieving readers, these phases occur during 1st and 2nd grades, however, many struggling readers in older grades maintain similar behaviors as a result of environmental and/or neurobiological problems.

By participating in the practicum, educators will extend their knowledge of the following: assisted reading at instructional level, word identification development, phonics instruction, phonological awareness, fluency development, reading and listening comprehension, text structure, textual scaffolding, oral language and vocabulary development, motivation, and using assessment as a guide for pacing intervention.

Most importantly, educators will be expected to use their knowledge of these topics to provide ongoing, one-to-one Next StepsSM assessment and intervention for a small group of struggling readers. Each educator will receive formal and informal coaching, observation, and feedback throughout the practicum.

Please note that this practicum does not satisfy requirements for Next StepsSM certification.

Textbooks & Materials

****Required –**

Each participant **must download and print** the Next Steps Tutor Binder from the University of Utah Reading Clinic website: www.uurc.org. Click on the following links: “For Educators”, then “U Steps Resources”, then “Next Steps” “Tutor Binder”.

Each participant **must bring a Next Steps Word Study Kit to the second training.**

Additional Kit is required to tutor a Next Steps Small Group. It is recommended that the second kit be of a different color (i.e. buff)

You may make your own word study kits, **or** you may purchase pre-made kits from University of Utah Print and Mail Services. The cost of making your own kits will vary from \$30-\$150, depending on where you laminate your materials, so you are encouraged to shop around for the best price. The cost of a pre-made kit is approximately \$70.

If you choose to make your own kits, you will need to photocopy the cards on card stock, laminate, cut, and organize them. This process is time-intensive, so begin the process ASAP. Go to: www.uurc.org. Click on the following links: “For Educators”, then “U Steps Resources”, then “Next Steps” “Word Study Kit” to download the full kit. ***Before you do anything, carefully read the instructions and then follow them in sequence.***

If you choose to purchase pre-made Next Steps Word Study kits, 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

Each participant will need two timers that count both up & down (many cell phones have this feature).

Recommended – available on-line

2. Morris, D.M. (2007). *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 participating school site.

Schedule

Session 1 - Overview

Topics and Activities:

Introductions: UURC staff, participants

Review value of clinical practicum for educators building the conceptual framework that informs reading instruction for the rest of your career.

Review expectations for educators: background check, number of tutoring sessions, word study kits, observations, readings, and criteria for earning university credit.

Note empirical research base for intervention models (Early Steps/Next Steps/Higher Steps)

- *Reading Research Quarterly, 1999; Elementary School Journal, 1984, 1990; Scientific Studies of Reading, 1996; Journal of Educational Psychology, 2001; Journal of Literacy Research, 2005.*

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

- assisted reading of 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.

Overview of intervention materials (controlled text & word study kit)

RLA (Reading Level Assessment) and placement of students.

Session 2 - Review of Expectations and Introduction of Intervention Components

Topics and Activities:

Review expectations

Modeling (Video) and Peer Practice of Intervention Components:

- word bank for high frequency words
- assisted reading with preview, echo reading, prosody echo, error prompts, rate & accuracy

Simulate Lesson Plan Preparation & Record-keeping:

- lesson plan is completed **prior** to lesson
- book log
- word study log
- attendance log

Recommended Readings Prior to Beginning Practicum:

Morris, D. (2005). Chapter 1/The Tutoring Model
Chapter 2/Assessment
Chapter 4/Beth: The Fledgling Reader

Recommended Readings During Practicum:

Morris, D. (2005). Chapter 5/Kurt: The Late-First to Second Grade Reader

Sessions 3 - Review of Expectations and Completion of Invention Components

Activities:

Modeling and Peer Practice of Intervention Components:

- word study focusing on vowel patterns for identifying unfamiliar single syllable words, anchored sorts, random check, memory, spelling, sentence stem
- fluency work with repeated readings

- provide intervention for a struggling students whose reading level is at least mid-first and no higher than end 2nd
- intervention lessons last for 45 minutes
- 15 minute balance devoted to lesson planning, record-keeping,
- complete a minimum of 30 intervention sessions

Sessions 4 – Review Complete Lesson, Vocabulary & Comprehension, and Data

Activities:

Modeling and Peer Practice of Intervention Components:

- word bank
- assisted reading
- word study focusing on vowel patterns for identifying unfamiliar single syllable words, anchored sorts, random check, memory, spelling, sentence stem
- fluency work with repeated readings
- provide intervention for a struggling students whose reading level is at least mid-first and no higher than end 2nd
- intervention lessons last for 45 minutes
- 15 minute balance devoted to lesson planning, record-keeping,
- complete a minimum of 30 intervention sessions

Vocabulary and Comprehension Overview

Data Using UURC Teacher Login

Impact on the Future

Use your tutoring experience to understand how reading develops and how instruction leads that development—even when students struggle. What you learn will help you be a better reading teacher in the future. And remember--even 20 or so tutoring sessions can make a significant difference in a student's reading ability. YOU can be the person who makes that difference for the child YOU tutor!

Evaluation for Course Credit

This course (EDU 56/6632-030 or 040) completes the USBE Tier II Small Group requirement for the Reading Interventionist Endorsement.

To receive credit for this practicum, educators must meet the following criteria:

- complete **at least** 30 full tutoring sessions with struggling readers
- earn a score of “satisfactory” on at least 3 of 4 possible formal observations conducted by UURC staff. Must pass final observation
- observations must include all three students
- each observation must be submitted on due date

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.