

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

### **Instructors:**

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### **Location:**

Initially, practicum takes place at the UURC, and then moves to participating schools.  
Distance practicum offered in the Spring

### **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 1<sup>st</sup> and 2<sup>nd</sup> 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 Steps<sup>SM</sup> 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 Steps<sup>SM</sup> 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](http://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](http://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.

## **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 2<sup>nd</sup>
- 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 2<sup>nd</sup>
- 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 implementing feedback from previous observations.
- 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/](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.

### EDU 59/6960-030 or 040 Tier II Reading Intervention (Next Steps)

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 59/6960-030 or 040 Tier II Reading Intervention (Next Steps)

To determine if this 3 **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 combined grade of .7 or better on tutoring execution and written case study,
- conduct final assessments as directed,
- participate in training and debriefing sessions, 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 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: The students you tutored during the Next Steps Small Group practicum are the subject for your written case study. The case study should include:

1. *Summary and analysis of the students' foundation for reading success at baseline.* This is more than simply "reporting the data." In addition to describing the students' baseline instructional level in passage reading, you must discuss their reading level in relation to chronological grade level in terms of oral reading accuracy, oral reading rate, and comprehension. Specifically, at baseline, where is each child in relation to where s/he should be?

2. *Summary and analysis of the intervention.*

Describe the intervention you provided for each 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 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

