EDU 5316/6316: READING PRACTICUM K-3: NEXT STEPS

Instructors:  Dr. Kathleen J. Brown, Director  
             Carrie Faulkner, Instructor  
             University of Utah Reading Clinic (UURC)  
             Phone:  801-265-3951 (office) 801-946-6800 (cell)  
             Email:  carrie.faulkner@utah.edu

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

Course Description and Expectations:
This course satisfies the Reading Practicum K-3 requirement for Elementary Education, Special Education, and Early Childhood Education majors. It supplements ED PS 5315/Reading Methods K-3 and is a pre-requisite for EDU 5321/Reading Practicum 4-6.

This credit/no credit field practicum is designed to help pre-service educators develop an introductory understanding of the theory and practice of instruction/intervention for the early phases of reading development. For normally-achieving readers, these phases occur during end-Kindergarten, 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, pre-service educators will extend their knowledge of: assisted reading at instructional level, word identification, phonics instruction, phonological awareness, fluency development, comprehension, text structure, oral language and vocabulary development, textual scaffolding, motivation, and using assessment as a guide for pacing instruction.

Most importantly, pre-service educators will be expected to use their knowledge of these topics to provide ongoing, one-to-one Next StepsSM assessment and intervention for a struggling reader. Each pre-service 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.

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 in field schools or at our Murray site are required to have a cleared criminal background check through the Utah State Office of Education BEFORE they begin working with students. For this reason, you must contact Kristen Lindsay at kristen.lindsay@utah.edu and request a code authorizing registration for this course. To receive this code, you must have already cleared your Utah Board of Education background check—the same background check required for EDU 1010, which is a pre-requisite for this course.

Students who have not completed a background check by the code deadline will not be allowed to register for this course.
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 first day of training. You may make your own word study kit, or you may purchase a pre-made 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 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 kit, 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 a pre-made Next 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

Each participant must bring a timer that counts both up & down (many cell phones have this feature) to both trainings.

Recommended – available on-line

**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 pre-service educators: building the conceptual framework that informs reading instruction for the rest of your career.

Review expectations for pre-service educators: background check, number of tutoring sessions, word study kit, observations, student or tutor absence, communication with site supervisor, readings, and criteria for earning university credit.

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

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)

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

Session 2 - Review of Expectations and Completion of Intervention Components

Topics and Activities:

Review expectations (see above).

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.

Simulate Lesson Plan Preparation & Record-keeping:
  - lesson plan is completed prior to lesson
  - book log
  - word study log
  - attendance log

Review Tutor Packet

Recommended Readings Prior to Beginning Practicum:
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+ - Intervention Practicum On-site in Participating Schools

Activities:
  - provide intervention for a struggling student 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, interaction with site tutors/supervisors
  - complete a minimum of 21 intervention sessions

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 5316) is a requirement for the University of Utah’s elementary education degree, which is required for recommendation for state elementary certification.

To receive credit for this practicum, educators must meet the following criteria:
  - cleared background check (USOE)
- complete at least 21 full tutoring sessions with a struggling reader in an assigned, participating school
- maintain professionalism* throughout field placement
- earn a score of “satisfactory” on at least 2 of 4 possible formal observations conducted by UURC and school supervisor

*Pre-service educators are reminded that they are guests in participating schools and are asked to conduct themselves in a professional manner. Professionalism for this field placement 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 professional advice when needed and/or appropriate,
- exchanging contact information with site supervisor (i.e., cell and/or home phone, email address)
- taking initiative in 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.
- maintaining academic honesty [http://www.admin.utah.edu/ppmanual/8/8-10.html](http://www.admin.utah.edu/ppmanual/8/8-10.html), and,

A pre-service educator who fails to meet one or more criteria (i.e., fails to complete required number of full tutoring sessions, fails to complete and clear background check, fails to earn 2 satisfactory scores from formal observations, fails to maintain professionalism) will not receive credit for the course.

Significant and/or repeated failure to maintain professionalism may result in removal of the pre-service educator from the field placement and ‘no credit’ for the course.

**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](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/oee/ada/guide/faculty/](http://www.hr.utah.edu/oee/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.