

**EDU 5641-030 or 6641-030**  
**ADVANCED ASSESSMENT AND INTERVENTION FOR**  
**STRUGGLING READERS: HIGHER STEPS PRACTICUM**

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**Logistics:**

- on location in schools
- register fall semester/tutor all year/grade posts spring semester
- clinical sessions - 27 hours
- observations - 6 hours
- seminars - 5 hours
- intervention: Higher Steps - approx. 50 hours
- 3 credit hours = \$450
- university transcript specifies credit/no credit; no letter grade
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USOE earns 54 re-licensure points

**Course Description and Expectations**

This credit/no-credit continuing education course is designed to help educators develop theoretical and practical knowledge of effective, research-based assessment and intervention for struggling readers of all ages who have reached an end-of-second-grade level, but whose reading abilities are below grade level expectations. The course follows a “practicum model,” in which participants build a conceptual framework for reading development and effective intervention through a year-long, mentored tutoring experience.

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

Through tutoring, observations, reading and attendance at clinical sessions, participants will be expected to extend their knowledge of the following topics: reading development, phonological awareness, word identification, synthetic blending, decoding by analogy, basic English syllable structure, automaticity, fluency, assisted reading at instructional level, building/activating background knowledge, comprehension strategies, textual scaffolding, motivation, and using assessment as a guide for pacing instruction.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing, one-on-one assessment and intervention for at least one struggling reader. The instructional framework for this course, Higher Steps, is a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties.

## **Textbooks & Materials**

Participants must make and assemble all word study materials for conducting tutoring lessons. Participants may make a word study kit or purchase a pre-made kit from University of Utah Print and Mail Services:

V. Randall Turpin

Univ Serv, Bld, RM 135 (at front desk)

Phone 801-581-6171

Fax 801-581-4359

To make word study kits, participants will need to photocopy the cards on card stock, laminate, cut, and organize them. The full kit may be downloaded from the University of Utah Reading Clinic website, [www.uurc.org](http://www.uurc.org), by clicking on the following links: “For Educators,” then “U Steps Resources,” then “Higher Steps” “Word Study Kit.” Participants **must download and print** the Higher Steps Tutor Binder from the University of Utah Reading Clinic website. Click on the following links: “For Educators,” then “U Steps Resources,” then “Higher Steps” “Tutor Binder.” Participants also must bring a timer that counts up and down and 2 sharpies/magic markers.

### **\*\*Recommended\*\***

Tyner, B., & Green, S. (2005). *Small-group reading instruction: A differentiated teaching model for intermediate readers, grades 3-8*. Newark, DE: IRA.

## **Course Schedule**

### **Session 1/Introduction, Baseline Assessment, and Assisted Reading**

- overview of intervention model, overview of professional development model
- overview of reading development with emphasis on older, more advanced struggling readers
- overview, modeling, and assisted practice administering the Higher Steps Reading Level Assessment (RLA), importance of using accuracy, rate, and comprehension in determining instructional/intervention levels
- overview, modeling, and practice in Assisted Reading of new text and Word Bank procedures

Reading: Tyner & Green (2005). Chapter 3/The Evolving Reader Stage. In, *A differentiated teaching model for intermediate readers*.

### **Session 2/Advanced Word Study, Closed syllables & Rule-breakers**

- each participant has the opportunity to tutor students as other participants conduct peer observations
- relationship between word study scope and sequence and development of the ability to read words
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification

- overview, modeling, and guided practice of closed syllable word study (module 1) and rule-breakers (module 2)
- importance of pacing with direct teaching, accuracy, and fluency instruction
- participants add advanced word study component to intervention model

Reading: Tyner & Green (2005). Chapter 4/The Maturing Reader Stage. In, *A differentiated teaching model for intermediate readers*.

### **Session 3/Fluency Work**

- each participant has the opportunity to tutor students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- review of word study pacing with direct teaching, accuracy, and fluency instruction
- overview, modeling, and guided practice of repeated reading protocols (fluency work)
- participants add fluency components to intervention model (beginning & end of lesson)

Reading: Tyner & Green (2005). Chapter 5/The Advanced Reader Stage. In, *A differentiated teaching model for intermediate readers*.

### **Session 4/Closed/Closed with Schwa & Open syllables**

- each participant has the opportunity to tutor students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice of closed-closed syllable with Schwa (module 3) and open syllable (module 4)
- review of word study pacing with direct teaching, accuracy, and fluency instruction

Reading: Tyner & Green (2005). Chapter 1/Intermediate reading instruction and the small-group differentiated reading model. In, *A differentiated teaching model for intermediate readers*.

### **Session 5/Combinations & V-C-e syllables**

- each participant has the opportunity to tutor students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice using closed & open syllable combinations + schwa (module 5) and vowel-consonant-e syllables (module 6)
- review of word study pacing with direct teaching, accuracy, and fluency instruction

Reading: Tyner & Green (2005). Chapter 2/Components and activities for the small group differentiated reading model. In, *A differentiated teaching model for intermediate readers*.

### **Session 6/R-Controlled syllables**

- each participant has the opportunity to tutor students as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice in providing instruction for r-controlled syllables (module 7)

Reading: Tyner & Green (2005). Chapter 2/Components and activities for the small group differentiated reading model. In, *A differentiated teaching model for intermediate readers*.

### **Session 7/ Consonant-le & Vowel Team syllables**

- each participant has the opportunity to tutor as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice with consonant-le (module 8) and vowel team syllables (module 9)
- review of word study pacing with direct teaching, accuracy, and fluency instruction

### **Session 8/Vowel Teams**

- each participant has the opportunity to tutor as other participants conduct peer observations
- discussion of relevant instructional issues (e.g., pacing, sight word development) along with opportunities for questions, remodeling, clarification
- overview, modeling, and guided practice using vowel team syllables (modules 10-11)
- review of word study pacing with direct teaching, accuracy, and fluency instruction

### **Session 9/End-of Year Assessment & Tx Students**

- overview, modeling, and assisted practice administering the Reading Level Assessment (RLA)
- discussion of criteria for identifying instructional/intervention levels
- discussion of reasons some students continue to struggle

Reading: Tyner & Green (2005). Chapter 6/Assessing student performance. In, *A differentiated teaching model for intermediate readers*.

### **Course Credit Criteria**

To receive credit for the course, participants must satisfactorily meet each criterion outlined below:

- completion of 9 half-day clinical trainings, conducted by a Licensed Higher Steps Trainer,
- completion of 6 formal observations conducted by a Licensed Higher Steps Trainer or a certified Higher Steps Tutor working in a support capacity under a Licensed Higher Steps Trainer,
- earn satisfactory ratings for at least 2 of those observations, with 1 of those satisfactory ratings earned within the final 2 observations,
- completion of 2 self-observations
- completion of 6 peer observations,
- view 5 hour-long video seminars on reading research/theory, and
- completion of at least 45 tutoring sessions with a Higher Steps student.