

EDU 5641-040 or 6641-040
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 = \$550
- 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 letter-grade 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, 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

- participants from host site 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 intervention sessions with a Higher Steps student.

Intervention Execution Grading Rubric: Intervention execution 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 - strong intervention execution for most of the practicum. Satisfactory - strong ability to analyze and respond to student performance. Satisfactory - strong preparation and management of intervention materials. Satisfactory - strong ability to integrate trainer feedback into intervention execution. Satisfactory - strong contribution to training and debriefing sessions.

Pass - = Less than satisfactory intervention execution for most of practicum. Less than satisfactory ability to analyze and respond to student performance. Less than satisfactory preparation and management of intervention materials. Less than satisfactory ability to integrate trainer feedback into intervention execution. 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

Case Study Guidelines: Higher Steps

Participants who register for university credit must complete a written assignment, in addition to other practicum requirements

Choose one of the students you tutored during the Higher Steps practicum as the subject for a written case study. The case study should include:

1. Summary and analysis of the student's foundation for reading success at baseline.

This is more than simply "reporting the data." In addition to describing the student's baseline instructional level in passage reading, you must discuss his/her reading level in relation to chronological grade level in terms of oral reading accuracy, oral reading rate, and comprehension. Specifically, at baseline, where is this child in relation to where s/he should be?

2. Summary and analysis of the intervention.

Describe the intervention you provided for this 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 the student's reading abilities at posttest.

After administering the posttest and analyzing the data, describe your student's reading abilities at the close of the intervention. Discuss your student's instructional level in passage reading and word recognition 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 **must** include the following information:

- your full name
- student identification or social security number
- semester and year you registered for the course (e.g., Fall, 2007)
- course name, course number, section number (e.g., Higher Steps EDU 6641-040)
- your employing school and district (e.g., Sandy Elementary, Jordan District)

This information may be placed on page 1; a separate cover page is not necessary.

The case study should be 7-10 pages in length. It must meet American Psychological Association (APA) standards for writing style and mechanics. As such, students are encouraged to have their papers proofread for appropriate grammar, spelling, and punctuation.

Case Study Grading Rubric: The case study will earn pass +, pass, pass -, or fail. The criteria for grading are as follows:

Pass + = Exceptionally strong summary and analysis of baseline results, intervention, and posttest results. Exceptional analysis of practicum's impact on own teaching. Superior academic writing style. No mechanical errors.

Pass = Satisfactory summary and analysis of baseline results, intervention, and posttest results. Satisfactory analysis of practicum's impact on own teaching. Satisfactory academic writing style. Very few, if any, mechanical errors.

Pass - = Less than satisfactory summary and analysis of baseline results, intervention, and posttest results. Less than satisfactory analysis of practicum's impact on own teaching. Flawed academic writing style. Numerous mechanical errors.

It is important to note that failure to meet any criterion constitutes grounds for an assignment to earn a lower score. For example, a case report that is satisfactory in meeting the first three criteria but evidences numerous mechanical errors may earn "pass -."

Case Study Grading Conversions: Pass + = 4.0-3.7(A to A-)
Pass = 3.3-2.0(B+ to C) Pass - = 1.7-.7(C- to D-)

Your case study is due by 5pm, June 15th. We encourage you to submit your case study electronically to kathleen.brown@utah.edu. If electronic submission is not possible, you may bring a hard copy to the UURC (attention: Dr. Kathleen Brown), 5242 South College Drive, Suite 100, Murray, UT 84123. If you want your paper returned, please enclose a self-addressed, stamped envelope when you submit the paper. Papers that do not include a self-addressed, stamped envelope will be discarded.

If you miss the deadline for paper submission, you will receive an "I" signifying "incomplete." After 1 year, the "I" will convert to an "E," – a final grade of "no credit."

Be aware that your grade may not post with the registrar until the next semester. We cannot make "special arrangements" to post individual grades early.

Please keep a copy of your case study on file or hard drive until you receive your final grade.