EDU 5642/6642-030 and 040
Tier II Intervention for Intermediate Readers:
Higher Steps℠ Yearlong Practicum (Small Group)

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Logistics:

- on location in schools or online
- register fall semester/tutor all year/grade posts summer semester
- clinical sessions - 27 hours
- observations - 6 hours
- seminars - 5 hours
- intervention: Higher Steps℠ - approx. 50 hours
- 3 credit hours CR/NC = $450 or Letter Grade = $550
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USBE earns up to 54 professional learning credits

Course Description and Expectations

This course is designed to help educators deliver effective, efficient research-based assessment and intervention for readers of any age who have reached an early 3rd grade reading level, but who are below their chronological grade levels. Research has demonstrated that, due to environmental and/or neurobiological issues many older students reading below grade level manifest behaviors consistent in much younger normally-achieving readers.

Higher Steps^{SM} intervention is provided in a small group format for readers who are at approximately the same ability level. The course follows a "practicum model," in which educators build a conceptual framework for reading development and intervention through a yearlong, mentored intervention experience.

The course is open to any educator, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and Multi-Language Learner (MLL) personnel.

Please note that for this course to count toward the USBE's Secondary Literacy Interventionist Endorsement, educators must implement Higher Steps^{SM} in a small group of secondary students (i.e., grades 6-12).

Textbooks & Materials

1. On the first day of training, you must have access to the Higher Steps℠ Resources (see link below). At the first training, and thereafter, we will specify which required binder materials you will need to download and print for you and your student.
   - https://uurc.utah.edu/Educators/Resources.php

2. On the first day of training, you must also bring a Higher Steps℠ Word Study Kit. You have two options for meeting this requirement:
   - Make your own Higher Steps℠ Word Study Kit. If you choose to this option, you will need to photocopy the cards on card stock, laminate, cut, and organize them. This process is time-intensive, so we suggest you begin ASAP. Go to: http://www.uurc.utah.edu/Educators/Resources.php and download the Higher Steps℠ Word Study Kit. Before you do anything, carefully read the instructions and then follow them in sequence. The cost of making your own kit will vary from $30-$150, depending on where you laminate your materials, so we encourage you to shop around for the best price.

   - Purchase a printed, shrink-wrapped kit with laminated and already cut cardstock from University Print and Mail Services (2302165 UPMS Reading Clinic Flyer.pdf - Google Drive).

     Pre-made kits save time, but you will need to sort, organize, and place the cards in envelopes BEFORE you attend your first training! Many tutors purchase a small plastic container with a handle for easy storage and transport.

     The cost of a pre-made kit is approximately $75; final cost is determined by University Printing Services.

3. On the first day of training, you must have:
   - a timer that counts both up & down (many cell phones have this feature)
   - 1 black permanent marker (e.g., Sharpie, Accent)
   - 1 different color permanent marker
   - 1 package of 3x5 white unlined index cards

All required materials must be ready to use on the first day of training & every day thereafter.

Recommended Reference
Birsh, J.R. (2006). *Multisensory teaching of basic language skills, (2nd ed.)*. Baltimore, MD: Brookes.

Course Schedule

Clinical Sessions: Topics and Readings

Session 1/Baseline Assessment & Forming Groups
Overview of Higher Steps℠ Group: empirical research base, theoretical framework, issues in reading difficulties, overview of intervention model, review of assessments for identifying and

leveling intermediate readers, using assessment findings to form groups.

Assessment: overview, modeling, and guided practice administering an informal reading assessment, using accuracy and rate in determining instructional/intervention levels.

Academic Vocabulary: importance of fluency with academic vocabulary for comprehension and oral language development, review of scope and sequence, modeling of word list presentation, practice, and pacing.

Assisted Reading for Comprehension and Fluency of Complex Text: building and activating background knowledge prior to reading, frontloading orthographically challenging words, echo reading, solo reading, partner reading, collecting accuracy and rate data as a guide to moving up or moving laterally in text level.

Clinical Practicum:
        - modeling of assisted reading with group
        - participants begin assisted reading with group

Optional Reading:
Marzola, E.S., & Shepherd, M.J., Chapter 7/Assessment of reading difficulties. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills, (2nd ed.)*.

Moats, L.C., & Farrell, M.L., Chapter 2/Multisensory structured language education. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills, (2nd ed.)*.

Session 2/Assisted Reading and Comprehension Work in Groups

Academic Vocabulary: introduction of activities to provide meaningful encounters with academic vocabulary.

Assisted Reading of Complex Text: collecting accuracy and rate data as a guide to moving up or moving laterally in text level, using rate and accuracy data to pace groups that are having difficulty with or excelling in a specific text level.

Comprehension Work: narrative & expository text structures, using text structure to drive comprehension work, using questioning during guided reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling.

Advanced Word Study: high frequency words & word banks.

Optional Reading: Marzola, E.S., Chapter 14/Strategies to improve reading comprehension. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills, (2nd ed.)*.

Clinical Practicum:
        -    on-site participants execute assisted reading with group
        -    discussion of relevant instructional issues (e.g., pacing, book level)
        -    opportunities for questions, remodeling, clarification
        -    all participants add word bank with group

Session 3/Assisted Reading & Advanced Word Study in Groups
Academic Vocabulary: multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language.

Advanced Word Study: relationship between Advanced Word Study and development of the ability to read words, closed syllable structure, intro/direct teaching, accuracy, fluency pacing and activities, speed checks to determine automaticity.

Clinical Practicum:

-   on-site participants execute assisted reading to a Higher Steps^{SM} group as mentor and peers observe
-   discussion of relevant instructional issues (e.g., pacing, word study procedures)
-   opportunities for questions, remodeling, clarification
-   modeling of and guided practice of intro/direct, accuracy, fluency activities with module 1 (closed) and module 2 (closed/closed)
-   all participants add Advanced Word Study with group

Optional Reading: Henry, M., Chapter 6/The history and structure of written English. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills, (2nd ed.).*

Session 4/Assisted Reading, Advanced Word Study, & Fluency Work in Groups
Academic Vocabulary: multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language.

Advanced Word Study: flexibility with multi-syllable combinations, intro/direct teaching, accuracy, fluency pacing and activities, speed checks to determine automaticity.

Clinical Practicum:

-   on-site participants execute assisted reading and Advanced Word Study to a Higher Steps^{SM} group as mentor and peers observe
-   discussion of relevant instructional issues (e.g., pacing, word study procedures)
-   opportunities for questions, remodeling, clarification
-   modeling of and guided practice with flexibility with multi-syllable combinations (module 8)
-   modeling of timed repeated readings in groups
-   all participants add fluency work with group

Optional Reading: Carreker, S., Chapter 9/Teaching reading: Accurate decoding and fluency. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills, (2nd ed.).*

Session 5/Full Lesson & "Individual Extras" in Groups
Academic Vocabulary: multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language.

<u>Assisted reading of Complex Text</u>: word study to book level correspondence, pacing, collecting accuracy and rate data as a guide to moving up or moving laterally in text level, using rate and accuracy data to pace groups that are having difficulty with or excelling in a specific text level, echo and partner reading as support, when to shift group membership.

<u>Advanced Word Study</u>: schwa syllables in multi-syllable combinations, intro/direct teaching, accuracy, fluency pacing and activities.

<u>Fluency work</u>: rereading texts as a way to build fluency, reverse echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words.

<u>Clinical Practicum</u>:

- on-site participants execute assisted reading, Advanced Word Study, and fluency to a Higher Steps[SM] group as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, word study procedures)
- opportunities for questions, remodeling, clarification
- modeling of timed repeated readings in groups
- modeling of and guided practice with schwa syllables in multi-syllable combinations
- all participants continue to execute full lesson with group

<u>Optional Reading</u>: Birsh, J.R. & Schedler, J.F., Chapter 8/Planning multisensory structured language lessons in the classroom. In, Birsh, J.R. (2006). *Multisensory teaching of basic language skills, (2nd ed.).*

Session 6/ Shifting Group Composition When Indicated

<u>Clinical Practicum</u>:

- on-site participants execute assisted reading and Advanced Word Study to a Higher Steps[SM] group as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, text level)
- opportunities for questions, remodeling, clarification
- discussion of shifting group composition when students start to diverge in assisted reading and/or word study
- all participants continue to execute full lesson with groups

<u>Course Credit Criteria</u> (EDU 5761/6761-030)

<u>Tutoring Execution:</u>
Tutoring during the practicum will earn Satisfactory-strong, Moderate-less as UURC staff conduct formal and informal observations as needed.

The criteria are as follows:

<u>Satisfactory-Strong</u>, 100% = 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.

Moderate-less, 70% = Moderate-less than satisfactory tutoring execution for most of practicum. Moderate-less than satisfactory ability to analyze and respond to student performance. Moderate-less than satisfactory preparation and management of tutoring materials. Moderate-less than satisfactory ability to integrate trainer feedback into tutoring performance. Moderate-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 100% constitutes grounds for a score of 70%.

It is important to note that failure to meet a majority of the criteria listed above under 100% constitutes grounds for a score of 70%.

To receive credit (i.e. no letter grade) for the course, participants must satisfactorily meet each criterion outlined below:
- provide current, cleared background check documentation
- complete clinical training and coaching attendance requirements
- tutor students as directed--including implementation of feedback
- conduct assessments as directed
- participate in debrief/discussion of student progress

Letter Grade Course Credit Criteria (EDU 5761/6761-040)
To earn letter-grade credit, participants must satisfactorily meet each criterion outlined below:

- provide current, cleared background check documentation
- complete clinical training and coaching attendance requirements
- tutor students as directed--including implementation of feedback
- conduct assessments as directed
- participate in debrief/discussion of student progress
- satisfactorily meet criteria for intervention execution and case study as outlined below

Educators who fail to meet one or more criteria will not receive course credit.

Written Case Study: Your Higher Steps^{SM} small group will be the subject for a written case study. The case study should include:

1. **Summary and analysis of each student's foundation for reading success at baseline.** This is more than simply "reporting the data."
   a. Describe student's baseline performance in foundational reading skills (letter name/sound knowledge, developmental spelling including phonemic awareness, oral reading rate/accuracy/comprehension (if applicable).
   b. Discuss their performance in relation to chronological grade level expectations.
   c. Are they at risk for reading difficulties? Why?
2. **Summary and analysis of the intervention.** Describe the intervention you provided component (rereading for fluency, word study, writing for sounds, assisted reading) including:
   a. Description of tasks in the component.
   b. Explain purpose of component.
   c. Student response to the instruction including:
      - 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 each student's reading performance at posttest.** After administering the posttest and analyzing the data,
   a.   Describe each student's reading performance at the close of the intervention.
   b.   Discuss each student's posttest scores in letter name/sound knowledge, oral reading, word recognition and spelling in relation to chronological grade level expectations.
   c.   If indicated, make specific recommendations for future instruction/intervention.

4. **Summary and analysis of teaching practices.**
   a.   What have you learned about reading development and instruction/intervention from your practicum experience?
   b.   How has this learning informed your practice? Provide specific examples.

Your case study is due by 5pm, 2 weeks after the final day of your practicum. Please submit your case study by email to kelly.patrick@utah.edu. Dr. Patrick will evaluate your paper using the rubric above and respond to you with a paper grade and a final grade that will be entered with the U of U Registrar.

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 semester following your paper submission. We cannot make "special arrangements" to post individual grades early—regardless of the reason.

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

Course grade = 25% case study grade and 75% practicum grade.

The criteria for grading are as follows:
93-100% (28-30 points earned) = 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.

73-92% (22-27 points earned) = 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.

60-72% (18-21 points earned) = 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 "Not Passing."

IT IS RECOMMENDED THAT YOU RUN YOUR CASE STUDY THROUGH A WRITING ASSISTANCE APP (E.G., GRAMMARLY) PRIOR TO SUBMISSION.

Case Study Grading Conversions:
93-100% (28-30 points earned)
73-92% (22-27 points earned)
60-72% (18-21 points earned)
Not Passing = below 60% (0-17 points)

Case Study Rubric

	Below expectations (0)	Meets expectations (1)	Exceeds expectations (2)	Far exceeds expectations (3)
1. Summary and analysis of the student's foundation for reading success at baseline.				
Description of student's baseline abilities in foundational reading skills (letter name/sound knowledge, phonemic awareness/developmental spelling, oral reading rate/accuracy/comprehension (if applicable), you must discuss his/her abilities in relation to chronological grade level				
Where is this child in relation to where s/he should be				
2. Summary and analysis of the intervention.				
Brief description of 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 students' reading abilities at posttest.				
Discusses student's instructional level in passage reading and word recognition in relation to chronological grade level.				
If indicated, specific recommendations for future instruction/intervention are made.				
4. Summary and analysis of teaching practices.				
New learnings about reading development and instruction/intervention from practicum experience including how this learning informed your practice. Specific examples provided.				
5. Mechanics				
APA standards (style, grammar, spelling, etc.)				
4-5 pgs				
Case Study				
Case Study subtotals				
Case Study total points				
Case Study percentage				
Case Study grade				

Course	
Tutoring percentage	
Case Study percentage	
Course percentage	
Course grade	

Evaluation Procedures:
75% Tutoring   90 points
25% Case Study 30 points
_____
120 Total Points
Grading Scale:
A = 94-100%
A- = 90-93%
B = 84-86%
B+ = 87-89%
B- = 80-83%
C = 74-76%
C+ = 77-79%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 59% and below