

EDU 5642-040 or 6642-040
MAINTAINING THE POWER OF ADVANCED 1-ON-1 INTERVENTION IN
SMALL GROUPS: HIGHER STEPS TRIADS 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
- 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 execute effective, research-based assessment and intervention for struggling readers of all ages in a group format that preserves much of the power of 1-on-1 tutoring. Intervention components are designed for readers who have reached an early 3rd grade level, but who are still struggling. The course follows a “practicum model,” in which participants build a conceptual framework for reading development and effective intervention through a year-long, mentored intervention experience.

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

Through intervention, observations, reading and attendance at clinical sessions and seminars, participants will be expected to extend their knowledge of the following topics: partner reading, partner word study, partner fluency work, 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 assessment and intervention for three struggling readers in a triad format.

Textbooks & Materials

Participants must make and assemble all 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****

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 Triads

Overview of Higher Steps Triads: empirical research base, theoretical framework, issues in reading difficulties, overview of intervention model, review of assessments for identifying and leveling struggling readers, using assessment findings to form triads.

Assessment: overview, modeling, and guided practice administering the University of Utah Reading Level Assessment (RLA), using accuracy and rate in determining instructional/intervention levels.

Word Bank: overview, modeling, and guided practice in Word Bank procedures, vowel cards, and high-frequency words.

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 Triads

Assisted Reading: 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, using rate and accuracy data to pace triads that are struggling 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.

Clinic:

- modeling of assisted reading with triad
- participants begin assisted reading and word bank with triad

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

Session 3/Advanced Word Study, Closed syllables & Rule-breakers

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

Clinic:

- on-site participants execute assisted reading and word bank to a HS triad 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 (rule-breakers)
- all participants add advanced word study with triad

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/Closed/Closed w/Schwa & Open syllables

Advanced Word Study: key concepts for closed syllables, schwas, and open syllables, intro/direct teaching, accuracy, fluency pacing and activities, word study checks to determine automaticity.

Clinic:

- on-site participants execute assisted reading, word bank, and word study to a HS triad as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, fluency procedures)
- opportunities for questions, remodeling, clarification
- modeling of and guided practice with closed/closed and schwa (module 3) and open syllables (module 4)

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/Fluency Work

Assisted reading: 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 triads that are struggling or excelling in a specific text level, echo and partner reading as support.

Advanced Word Study: closed and open syllables, schwas in multi-syllabic words, intro/direct teaching, accuracy, fluency pacing and activities

Fluency work: 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.

Clinic:

- on-site participants execute assisted reading, advanced word study, and word bank to a HS triad as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, AWS level)
- opportunities for questions, remodeling, clarification
- modeling of timed repeated readings in triads
- all participants add fluency work with triad

Reading: 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/ Combinations & V-C-e syllables

Clinic:

- on-site participants execute assisted reading, advanced word study, and fluency to a HS triad as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, book level)
- opportunities for questions, remodeling, clarification

- modeling of and guided practice with closed and open syllable combinations + schwa (module 5) and vowel-consonant-e syllables (module 6)
- all participants continue to execute full lesson with triads

Session 7/ R-Controlled & Consonant-le syllables

Clinic:

- on-site participants execute assisted reading, advanced word study, and fluency to a HS triad as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, book level)
- opportunities for questions, remodeling, clarification
- modeling of and guided practice with r-controlled syllables (module 7) and consonant-le syllables (module 8)
- all participants continue to execute full lesson with triads
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Session 8/ Vowel Teams

Clinic:

- on-site participants execute assisted reading, advanced word study, and fluency to a HS triad as mentor and peers observe
- discussion of relevant instructional issues (e.g., pacing, book level)
- opportunities for questions, remodeling, clarification
- modeling of and guided practice with vowel team syllables (modules 9, 10, & 11)
- all participants continue to execute full lesson with triads

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 and forming triads
- discussion of reasons some students continue to struggle

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 Triads Trainer,
- complete 6 observations conducted by a Licensed Higher Steps Triads Trainer or a certified Higher Steps Triads Tutor working in a support capacity under a Licensed Higher Steps Triads 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 6 peer observations,

- completion of 2 self-observations,
- view 5 hour-long video seminars on reading research/theory, and
- completion of at least 45 intervention sessions with a Higher Steps Triad.

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 to 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 Triads

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

Choose one of the triads you tutored during the Higher Steps Triads practicum as 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." In addition to describing each 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 are these students in relation to where they should be?

2. Summary and analysis of the intervention.

Describe the intervention you provided for these students. Briefly describe each component (assisted reading, word study, fluency work, and "individual extras." Did any component seem to offer students 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 abilities at posttest.

After administering the posttest and analyzing the data, describe each student's reading abilities at the close of the intervention. Discuss his/her 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 triad 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 6642-040)
- 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 than 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 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.