

EDU 56/6644-030 or -040
Introduction to Higher StepsSM Intervention: Advanced Instruction for Intermediate Struggling Readers

(see p. 6–9 for -030 and -040 differential requirements)

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Schedule & Attendance:

- Location: by Zoom. Please arrange for Zoom access on your main and secondary devices. Your trainer will send you a meeting number by email to connect.
- Educator Training Dates: June 15, 16, and 17, 2021 (Tuesday, Wednesday & Thursday)
- Clinic Dates: June 22 - July 22, 2021 (Tuesdays, Wednesdays & Thursdays). No clinic on Monday, July 5.
- Times: 12:30pm - 4pm

You *must* be present for all of 3 days of training, the last 2 days of clinic, and may not miss more than 2 clinic sessions. **No exceptions!** Educators who do not meet these attendance requirements will not receive credit for the course.

You are responsible for sharing contact information with your students' parents. If situations arise that will cause you to miss a tutoring session, or to be late for a tutoring session, you must inform the UURC Trainer and students' parents as soon as possible.

Your attendance and follow-through are of the utmost importance because the UURC has recruited struggling readers to work with you. If you are absent, they do not receive intervention.

Working with Minors: Your Background Check & Youth Protection Training

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 or speech toward a minor or any conduct or speech of a sexual nature.

You are required to provide the UURC with documentation of a cleared criminal background check. You may provide this documentation to the UURC via email, land mail, or by bringing it to the office. *Educators who do not meet this requirement by the course deadline will not be allowed to work with students.* **START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!**

- a. If you are **practicing educator**, it is likely that you have already completed this process and have a record of such on the USBE CACTUS system. Visit the following website to view your records and obtain documentation: <https://www.uen.org/cactus/logon.do>. If the CACTUS system states that you do not need a background check at this time, please provide the UURC with that CACTUS message, and a copy of your current Utah educator license.
- b. If you are a **University of Utah student**, you should use the USBE Online License System because USBE clearance within the last 3 years is required for all University of Utah education coursework (e.g., EDU 1010, admittance to the teacher certification programs). Instructions are provided at <https://uite.utah.edu/students/background-check/>.
- c. If you are **neither** a practicing educator, nor a University of Utah student, you must still provide documentation of clearance from the Utah Bureau of Criminal Identification (UBCI). Please check the following websites for the application and directions to complete this process: <https://bci.utah.gov/criminal-records/criminal-records-forms/>

You must also complete the [U of U Youth Protection Training](#) prior to working with students. This training may be completed on-line: contact youthprotection@utah.edu and you will be directed as to how to proceed.

Educators who have not completed these requirements by the first day of clinic will not be allowed to register for this course and will not receive credit for the course.

Course Description and Expectations

This 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 early-third grade level, but whose reading abilities are below grade level expectations.

The course follows a “practicum model” in which educators build a conceptual framework for reading development and effective intervention through an intensive, mentored clinical experience. The course is open to graduate students, undergraduate students, and educators, including, but not limited to: regular classroom teachers from any grade level, literacy coaches, paraprofessionals, special educators, administrators, and English-Learner (EL) personnel.

The intervention model for this course, Higher StepsSM, is a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties, including English Language Learners and students with mild-to moderate disabilities.

By participating in this practicum, educators 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 curriculum-based assessment as a guide for pacing instruction.

Most importantly, educators will be expected to use their knowledge of these topics as they provide Higher StepsSM assessment and intervention for at least one struggling reader. Each participant will receive coaching, observation, and feedback throughout the practicum

Textbooks & Materials

****Required –**

1. To complete this on-line practicum, you must have the following **technology** available and ready-to-go on the first day of training:

- reliable internet connectivity
- main device: computer with camera & microphone (e.g., pc w/ web cam or laptop/chromebook with internal camera) Note: no iPads for main device
- second device: a document camera (e.g., IPEVO, Inswan, OKIOCAM, Hue) **or** flexible gooseneck holder for smart phone **or** iPad
- access to Zoom on both devices

2. On the first day of training, you must have a **Higher StepsSM Tutor Binder**. You have two options for meeting this requirement:

- Make your own Tutor Binder. If you choose this option, you will need to download, print, and 3-hole-punch pp. 1-126 from the following link: [Higher Steps Tutor Binder - 210202.pdf \(utah.edu\)](#) Depending on your students’ progress in Word Study, you may need to print additional pages, and we will inform you of such.
- Purchase a printed, shrink-wrapped, 3-hole-punched entire Tutor Binder (approximately 270 pages) from University Print and Mail Services, located at:

V. Randall Turpin Univ Serv Bld, RM 135 (at front desk)
 Phone 801-581-6171;
uprint@utah.edu.

The cost of a pre-made Tutor Binder is approximately \$18; final cost is determined by University Printing Services.

3. On the first day of training, you must have a **Higher StepsSM Word Study Kit**. You have two options for meeting this requirement:

- Make your own 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 (see contact info above). 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.

4. On the first day of training, you must have **2 Student Binders** (1" plastic)—one binder for each of your students. Go to your Tutor Binder and copy the following pages for each Student Binder:

- 25 hard copies of Higher Steps Lesson Plan (p. 5)
- 1 hard copy of Higher Steps Book List Record Sheet (p. 9)
- 1 hard copy of Record of Modules (p. 10)
- 1 hard copy of Timed Repeated Readings/Two Minutes/**250-300-350** Words (pp. 21, 22, 23)

5. On the first day of training, you must have:

to both trainings, as well as

- a **timer** that counts both up & down (many cell phones have this feature)
- four (4) **dry erase markers** (different colors)
- one (1) **black permanent marker** (e.g., Sharpie, Accent)
- one (1) **different color** permanent marker
- 1 package of **3x5 index cards**
- approx. 8"x11" **white board** (a sheet of white paper in a sleeve protector is sufficient)

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

Recommended - available on-line

Tyner, B. & Green, S. (2012). *Small-group instruction: A differentiated teaching model for intermediate readers, grades 3-8*. Newark, DE: IRA.

Recommended Readings Prior to Beginning Practicum:

Tyner, B. (2012). Chapter 1/Beginning Reading Instruction
 Chapter 2/Planning for Instruction & Assessing Student Progress
 Chapter 3/Instructional Strategies

Recommended Readings During Practicum:

Tyner, B. (2012). Chapter 6/Fledging Reader
 Chapter 7/Transitional Reader

Course Schedule

Pre-Clinic Training Sessions – Overview of Intervention Model

Introductions: UURC staff, participants

Discuss value of clinical practica for practicing educators: building the conceptual framework that informs reading instruction and intervention for on-level and struggling readers.

Review expectations: training schedule, tutoring schedule, placements, background check, word study kit, observations, student or tutor absence, communication with UURC supervisor, readings, and criteria for earning university credit.

Note empirical research base for Higher Steps intervention model (Stahl, Kuhn, & Schwanenflugel (2003, 2005, 2006, 2008) FORI empirical & applied work - Beck & McKeown (1996, 2004, 2006, 2010) QtA empirical & applied work - Hattie (2009); Archer (2011) Engagement & Learning empirical and applied work - Adams, 1990; Ehri, 2005; Moats, 2005; Rayner, Foorman, Perfetti & Seidenberg, 2002 Word Study empirical & applied work).

Discuss theoretical framework for intervention models based on empirical evidence explaining delays in reading development & components of effective intervention:

- assisted reading of complex text for intervention
- text structure instruction for comprehension
- phonological awareness instruction
- systematic, explicit, advanced word study at instructional level
- oral language and vocabulary development through text content and word study fluency work

Overview of Tutor Binder, Syllable Types, Higher Steps Lesson Plan, & Advanced Word Study General Instructions

Assisted Reading of Complex Text: preview, echo reading, comprehension work, rate and accuracy data collection.

Word Identification, Phonemic Awareness & Spelling: relationship between basic and advanced word study within a reader's development of the ability to read words, vowel sound cards, tapping to enhance phonemic blending of closed syllables, introduction of module 1 (closed syllable), modeling and guided practice of white board work, activities, spelling procedure, and word study check for one syllable words.

Week 1/Introduction to Intervention Components

Academic Word Fluency: importance of fluency with academic words for text and vocabulary, modeling of list presentation, practice and pacing.

Assisted Reading of Complex Text: developing an effective, efficient preview, using Basic Queries to facilitate engagement and comprehension, narrative & expository text structures, using text structure to drive comprehension work

Word Identification, Phonemic Awareness & Spelling: tapping to enhance phonemic segmentation during spelling of closed syllables, introduction of module 1 (closed syllable). assessment and pacing for word study scope & sequence, definition of consonant blends and digraphs with key words, using white board work, activities and spelling.

Clinical Practicum: each participant has the opportunity to tutor at least one student under mentor supervision. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

Week 2

Academic Word Fluency: instructional options for difficulties in word lists, when and how to find a plateau, pacing with plateaus.

Assisted Reading of Complex Text: using Deep Queries to facilitate engagement and comprehension, handling oral reading errors “on the run,” instructional actions to elicit full sentence replies.

Word Identification, Phonemic Awareness & Spelling: introduction of module 2 (closed rule breakers) and 3 (closed-closed+schwa), tapping vs. scooping, modeling and guided practice of white board work, activities, spelling and word study check for polysyllabic words, accuracy vs. fluency focus in word study modeling and guided practice using white board work, activities and spelling.

Clinical Practicum: each participant has the opportunity to tutor at least one student under mentor supervision. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development and syllable knowledge) and opportunities for questions, remodeling, and clarification.

Week 3

Academic Word Fluency: continue as indicated by data.

Assisted Reading of Complex Text: using Basic and Deep Queries to facilitate engagement and comprehension, instructional actions for helping students identify unclear referents in replies, definition of prosody and which aspects are worthy of instructional focus (i.e., phrasing for idea units and punctuation, not expression).

Word Identification, Phonemic Awareness & Spelling: instructional actions to identify vowels vs. consonants, introduction of module 4 (open syllable), module 5 (open-closed combinations), and module 6 (vowel-consonant-e syllable) modeling and guided practice using white board work, activities and spelling.

Clinical Practicum: each participant has the opportunity to tutor at least one student under mentor supervision. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development and syllable knowledge) and opportunities for questions, remodeling, and clarification.

Week 4

Academic Word Fluency: continue as indicated by data.

Assisted Reading of Complex Text: continue as indicated by data.

Word Identification, Phonemic Awareness & Spelling: introduction of module 7 (r-controlled syllable) and module 8 (consonant -le syllable), instructional actions for “fully-analyzing” a troublesome word’s grapheme-phoneme correspondences, introduction of, modeling and guided practice using white board work, activities and spelling.

Clinical Practicum: each participant has the opportunity to tutor at least one student under mentor supervision. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development and syllable knowledge) and opportunities for questions, remodeling, and clarification.

Week 5/Assessment of Student Response to Intervention

Assessment: overview, modeling, and guided practice administering instructional and chronological reading level assessments, as well as parent re-evaluation report, definition of instructional vs. intervention reading levels

Academic Word Fluency: continue as indicated by data

Assisted Reading of Complex Text: review of students' progress to date in complex text and recommendations for future intervention with text, issues with oral reading rate, accuracy, comprehension, prosody.

Word Identification, Phonemic Awareness & Spelling: introduction of module 9 (core vowel teams), module 10 (additional vowel team syllables) and module 11 (vowel teams with more than 1 sound), modeling and guided practice using white board work, activities and spelling.

Clinical Practicum: each participant has the opportunity to tutor and assess at least one student in front of mentors. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development and syllable knowledge) and opportunities for questions, remodeling, and clarification.

UNIVERSITY CREDIT REQUIREMENTS & CRITERIA

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>, 581-5020 (V/TDD). CDS will work with us to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. 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.

Attendance & Requirements

The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first-class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor. PPM/Policy6 - 100III--O

Academic Honesty

It is required that you are aware of the University of Utah policies as you will be held accountable to University of Utah standards. Please read the *University of Utah Code of Student Rights and Responsibilities*, <http://www.admin.utah.edu/ppmanual/8/8-10.html> which states in part, "In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating."

English Learners

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Safety

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Future Impact

- use your tutoring experience to develop a conceptual framework for how reading develops and how instruction can lead that development, a.k.a. think about your future students
- remember that even two dozen tutoring sessions can make a significant difference in a student's reading ability and YOU can be the person who makes that difference for the children YOU tutor

Professionalism

All participants are reminded that they are guests at the UURC and are asked to conduct themselves in a professional manner. Professionalism for this UURC practicum 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 advice when needed
- exchanging contact information with UURC supervisor (i.e., cell and/or home phone, email address)
- communicating with UURC supervisor regarding any potential conflicts with the schedule

- if absence results in a missed session, consult with UURC supervisor to arrange a make-up session
- maintaining academic honesty <http://www.admin.utah.edu/ppmanual/8/8-10.html>
- maintaining "Fitness to Teach" criteria (see <http://uite.utah.edu/documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf>)

Significant and/or repeated failure to maintain professionalism may result in removal of the pre-service educator from the practicum and 'no credit/failing grade' for the course.

**EDU 56/ 6644-030 - Introduction to Higher Steps Intervention:
Advanced Instruction for Intermediate Struggling Readers**

To determine if this 3-credit/no credit course (i.e., no letter grade) applies to your school district salary schedule or to your university education program, please consult the appropriate district and/or university advisors.

To earn credit, participants must satisfactorily meet the following criteria:

- meet attendance requirements
- provide current, cleared background check documentation
- tutor student(s) or observe as directed--including implementation of feedback
- conduct final assessments as directed
- participate in debrief/discussion of student progress and
- maintain professionalism* throughout the practicum.

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

Presentation of this course on university transcript to USOE earns 54 re-licensure points.

**EDU 56/6644-040 - Introduction to Higher Steps Intervention:
Advanced Instruction for Intermediate Struggling Readers**

To determine if this 3-credit, letter-graded course applies to your school district salary schedule or to your university education program, please consult the appropriate district and/or university advisors.

To earn credit, participants must satisfactorily meet the following criteria:

- meet attendance requirements
- provide current, cleared background check documentation
- satisfactorily tutor student(s) or observe as directed
- earn a grade of .7 or better on tutoring and written case study--including implementing feedback
- conduct final assessments as directed
- participate in debrief/discussion of student progress
- maintain professionalism* throughout the practicum.

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

Presentation of this course on university transcript to USOE earns 54 re-licensure points.

Tutoring Grading Rubric: Tutoring 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 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.

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

Written Case Study: 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.

The case study must be typed, double-spaced, and include the following information:

- your full name
- semester and year you registered for the course
- course name
- course number
- section number (e.g., Higher Steps EDU 5644-040)
- your employing school and district (e.g., Sandy Elementary, Canyons School District)

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

The case study should be no longer than 10 pages in length. It must meet APA standards for writing style and mechanics. As such, students are encouraged to have their papers proofread for appropriate grammar, spelling, and punctuation.

Your case study is due by 5pm, one week after the last day of practicum and should be sent electronically to kathleen.brown@utah.edu. If needed, you will receive feedback from Dr. Brown electronically.

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-)

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

Please note that we do not make special arrangements to post final grades early.

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," which is a final grade of "no credit."