

EDU 5650/6650-040: Tier I Instruction for Improved Word Recognition & Fluency

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Logistics:

- on location in schools
- register fall semester/tutor all year/grade posts spring semester
- implementation in classroom; minimum 4 hours weekly
- university transcript specifies 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 build theoretical and practical knowledge related to word recognition and reading fluency across development, from primary grades to secondary school. Educators will learn to execute effective, research-based reading instruction with challenging Tier I word study in whole class and small group settings. The latter setting will focus on scaffolding for struggling readers who lack word recognition and spelling automaticity. The course follows a “practicum model,” in which participants build a conceptual framework for reading development and effective instruction through a year-long, mentored 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 application, observations, and participation, educators will be expected to extend their knowledge of the following topics: gradual release of responsibility, word reading development, word reading difficulties, vocabulary development, oral language development, the relationship between orthography, phonology, and morphology in written English, the relationship between word recognition automaticity and fluency in text, the history of English orthography and morphology, planning for word study instruction, syllable types, and motivation.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing instruction for students in whole class and small group formats.

Course Schedule

Clinical Sessions: Topics and Readings

Session 1

Overview, Expectations & Closed Syllable: empirical research base, theoretical framework, issues in Tier I word study instruction, word reading development, overview

of Advanced Word Study (AWS) & core program models, overview of practicum expectations, overview of university credit options, role of nonsense syllables, vowels vs. consonants, weekly lesson plan template.

Modeling: instructor models AWS module 1 content and routines (*i.e.*, *White Board Work, Sort, Tap & Read, Concept Points, Spelling*) with participants, whole class or small group.

Session 2

Planning for Word Study Instruction & Polysyllabic Closed Syllables: word reading development w/regard to 6 syllable types, phases of word study instruction (direct teaching, accuracy focus, fluency focus, mastery assessment), consonant digraphs vs. consonant blends.

Modeling: instructor models AWS modules 2 & 3 content and routines (*i.e.*, *White Board Work, Sort, Break, Scoop & Read, Concept Points, Spelling*) with participants, whole class or small group.

Session 3

Open Syllable & Flexibility in Polysyllabic Words: open syllable, flexibility for 1 consonant between 2 vowels, pacing for whole class vs. struggling readers, word study checks, review spelling for single vs. polysyllabic words.

Modeling: instructor models AWS modules 5 & 6-8 content and routines (*i.e.*, *White Board Work, Find & Read, Shazam! Spelling*) with participants, whole class or small group.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

Session 4

Review Flexibility, Introduce Vowel-Consonant-e, Closed or Open-V-C-e Combinations: V-C-e syllable, polysyllabic combinations, gradual release of responsibility for White Board Work, gradual release of responsibility for spelling.

Modeling: instructor models AWS modules 8 content and routines (*i.e.*, *White Board Work, Find & Read, Shazam! Spelling*) with participants, whole class or small group.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by

discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

Session 5

Polysyllabic Combinations: 2- and 3-syllable words with combinations of closed, open, and V-C-e syllables

Modeling: instructor models AWS module 12 content and routines (*i.e.*, *White Board Work, Go Fish! Spelling*) with participants, whole class or small group.

Assessment: modeling, scoring and interpretation of flash instrument, peer practice administering flash instrument, assign motion practice.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

Session 6

R-Controlled Syllables, Introduction of Schwa: r-controlled single and polysyllabic words, overview of schwa and impact on word recognition & spelling,

Modeling: instructor models AWS modules 13 & 14 content and routines (*i.e.*, *White Board Work, Go Fish! Oops! Spelling*) with participants, whole class or small group.

Assessment: practice administration of flash instrument, scoring and interpretation of flash data, assign data collection.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

Session 7

Schwa, Consonant-le Syllables & Introduction of Morphology:

Modeling: instructor models AWS modules 15 & 16 content and routines (*i.e.*, *White Board Work, Find & Read, Shazam! Spelling*) with participants, whole class or small group, introduction of morphology, relationship between morphology and orthography.

Assessment: observation of flash instrument administration, interpretation of flash data and correlation with assisted reading level.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

Session 8

Vowel Team Syllables & Basic Morphology: vowel teams, diphthongs, base words and suffixes, combining oral language development with morphology instruction.

Modeling: instructor models AWS modules 17-19 content and routines (*i.e.*, *White Board Work*, *Find & Read*, *Shazam! Spelling*) as well as base words and suffixes (*i.e.*, *Webbing*) with participants, whole class or small group,

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

Session 9

Basic Morphology: base words and prefixes, combining oral language development with morphology instruction.

Modeling: instructor models base words and prefixes with participants (*i.e.*, *Webbing*), whole class, or small group.

Clinic: each participant has the opportunity to model AWS with a whole class or a small group from his/her class in front of mentor and peers. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, instructional routines, linguistic nuances) and opportunities for questions, remodeling, clarification.

Course Credit Criteria

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

- completion of 9 half-day clinical trainings, conducted by a Licensed Tier I Trainer,
- completion of 6 observations conducted by a Licensed Tier I Trainer or a certified Tier I Educator working in a support capacity under a Licensed Tier I 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,

- completion of at least 20 weeks of Tier I Text instruction, as demonstrated by weekly lesson plans, and,
- earn a grade of .7 or better on intervention execution and written case study.

Instruction Execution 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 Tier I Word Study instruction for most of the practicum. Satisfactory to strong preparation and management of Tier I Word Study materials. Satisfactory to strong ability to integrate mentor feedback into Tier I Word Study instruction. Satisfactory to strong contribution to clinical sessions.

Pass - = Less than satisfactory Tier I Word Study instruction for most of practicum. Less than satisfactory preparation and management of Tier I Word Study materials. Less than satisfactory ability to integrate mentor feedback into Tier I Word Study instruction. Less than satisfactory contribution to clinical 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 -."

Instruction Grading Conversions: Pass + = 4.0/A

Pass - = 2.0/C

Tier I Word Study Case Study Guidelines:

Participants who register for EDU 5650/6650-040 must complete a written assignment, in addition to other practicum requirements. Choose one struggling reader from your class as the subject for a written case study. The case study should include:

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

This is more than simply "reporting the data." In addition to describing the student's baseline reading ability on 2 measures (e.g., DIBELS, UURC-RLA, CRT), you must discuss his/her reading level in relation to chronological grade level in terms of oral reading accuracy and oral reading rate. Also, describe your impressions of the student's word recognition ability in relation to grade level expectations. Specifically, at baseline, where are these students in relation to where they should be?

2. Summary and analysis of the Tier I Word Study Instruction.

Describe the Tier I Word Study instruction you provided for these students. Briefly describe each model (i.e., AWS & core program) and its respective components. Did any component seem to offer students more difficulty or ease than others? Why? What, if any, adjustments did you make?

3. Summary and analysis of student's reading abilities at posttest.

After administering the posttest and analyzing the data, describe the student's reading abilities at the end of the school year. Discuss his/her reading ability on 2 measures (e.g., DIBELS, UURC-RLA, CRT), 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 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., Tier I Word Study 5650-040)
- 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 no longer 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 abilities, Tier I Text instructional models, 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 abilities, Tier I Text instructional models, 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, Tier I Text instruction, 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 satisfactorily meets the first three criteria but evidences numerous mechanical errors will 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.