

**EDU 5761-030/040 or 6761-030/040****Higher Steps<sup>SM</sup> Semester Practicum: Tier II Small Group Intervention for Older Readers**

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**Logistics:**

- 3 credit/non-credit hours (cost = \$450) letter grade (cost = \$550)
- offered only spring semesters
- virtual format allows educators from anywhere in Utah to work with their own students
- may apply toward degree with advisor's permission; ***strongly recommend acceptance in a graduate program before completing this course to ensure credits will apply to your program of study as "matriculated"***
- presentation of university transcript to USBE earns 54 re-licensure points

**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 3<sup>rd</sup> grade reading level, but who are below their chronological grade levels. Research has demonstrated that, due to environmental and/or neurobiological issues many older struggling readers manifest behaviors consistent in much younger normally-achieving readers,

Higher Steps<sup>SM</sup> 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 semester-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.

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

Through implementation, coaching, reading, and participation in clinical training sessions, educators will be expected to extend their knowledge of the following topics:

**Planning & Delivering Differentiated Literacy Instruction**

- structured, explicit, systematic intervention
- differentiated intervention in an MTSS system
- classwide intervention for students of varying abilities

**Phonological Awareness & Basic/Advanced Phonics**

- relationship between English orthography and phonology over literacy development
- phoneme basic and advanced awareness
- synthetic blending for one-syllable words, English syllable structure chunking for polysyllabic words
- basic and advanced spelling strategies

**Text Fluency**

- purpose for reading
- building rate, accuracy & prosody
- echo reading, choral reading, solo reading

**Vocabulary**

- academic vocabulary across content areas

- word level and text level instruction for moving words into oral language

### Comprehension

- appropriately challenging text
- building/activating background knowledge prior to reading
- comprehension strategies as related to text structure

Educators will be expected to use their knowledge of these topics as they provide intervention for at least three struggling readers in a small group format that respects cultural and linguistic diversity. Educators also will improve their abilities with regard to engagement, motivation, and using progress-monitoring assessment as a guide for pacing intervention.

### **Working with Minors: Your Background Check & Youth Protection Training**

Educators are reminded that they should be positive role models for minors and conduct themselves in a respectful, honest, and caring manner. Educators may not engage in abusive conduct or speech toward a minor or any conduct or speech of a sexual nature.

All persons taking our courses and/or working with UURC students 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. **START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!**

- 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 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.
- 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/>.
- 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](mailto:youthprotection@utah.edu) and you will be directed as to how to proceed.

***Persons who intend to work with UURC students who have not completed these requirements by the first day of clinic will not be allowed to begin intervention until documentation is provided.***

### **Texts**

#### Planning and Delivering Differentiated Literacy Instruction

National Reading Panel. (2000b). *Teaching children to read: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Department of Health and Human Services, National Institute of Child Health and Human Development.

Birsh, J.R. (2018). *Multisensory teaching of basic language skills*. Baltimore MD: Brookes.

Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children, 20*, 1-11.

### Phonological Awareness

Brady, S. (2020). *A 2020 perspective on research findings on alphabets (phoneme awareness and phonics): Implications for instruction (expanded version)*. Retrieved from <https://www.thereadingleague.org/wp-content/uploads/2020/10/Brady-Expanded-Version-of-Alphabetic-s-TRLJ.pdf>

Brown, K.J., Patrick, K.C., Fields, M.K., & Craig, G.T. (2021). Phonological awareness materials in Utah kindergartens: A case study in the science of reading. *Reading Research Quarterly*, 56, 249-272. DOI: 10.1002/rrq.386.

### Basic & Advanced Phonics

Ehri, L.C. (2014). Orthographic mapping in the acquisition of sight word reading: spelling memory and vocabulary learning. *Scientific Studies of Reading*, 8, -21. <https://doi.org/10.1080/10888438.2013.819356>

Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007). *Interventions for adolescent struggling readers: A meta-analysis with implications for practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Treiman R. (2017) Learning to Spell Words: Findings, Theories, and Issues, *Scientific Studies of Reading*, 21:4, 265-276, DOI: [10.1080/10888438.2017.1296449](https://doi.org/10.1080/10888438.2017.1296449)

### Fluency

Kuhn, M.R., & Stahl, S.A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology*, 95-119.

Padeliadu S., & Fiazitaidou S. (2018). A synthesis of research on reading fluency development: Study of eight meta-analyses. *European Journal of Special Education Research*, 3, 232-256.

### Vocabulary

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life*. New York: Guilford.

Nagy, W. (2005). Why vocabulary instruction needs to be long-term and comprehensive. In E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 27–44). Mahwah, NJ: Lawrence Erlbaum.

Nash, H., & Snowling, M. (2006). Teaching new words to children with poor existing vocabulary knowledge: A controlled evaluation of the definition and context methods. *International Journal of Language and Communication Disorders*, 41(3), 335–354. (ERIC Document Reproduction Service No. EJ747456).

Rosenthal, J., & Ehri, L. (2008, February 1). The mnemonic value of orthography for vocabulary learning. *Journal of Educational Psychology*, 100(1), 175–191. (ERIC Document Reproduction Service No. EJ787151).

### Comprehension

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

McKeown, M.G., Beck, I.L., & Blake, R.G. (2009). Rethinking reading comprehension instruction: A comparison of instruction for strategies and content approaches. *Reading Research Quarterly*, 44, 218-255.

Perfetti, C., & Helder, A. (2021). Incremental comprehension examined in event-related potentials: Word-to-text integration and structure building. *Discourse Processes*, 58, 2-21.

### Materials

Educators 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

**On the first day of training**, educators will be informed how to download materials to prepare a **Higher Steps<sup>SM</sup> Tutor Binder**.

On the first day of training, educators must have a **Higher Steps<sup>SM</sup> Word Study Kit**. You have two options:

- 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.

**On the first day of training**, educators must have a **Student Binder** (2" plastic) for your small group. Go to your Tutor Binder and copy the following pages for this binder:

- 25 hard copies of Higher Steps Lesson Plan
- 1 hard copy of Higher Steps Log
- 1 hard copy of Timed Repeated Readings/One Minute Custom Chart

**On the first day of training**, educators must have:

- 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.**

### **Training Session 1/Assessment & Introduction to Intervention Components**

Assessment: overview of the Reading Level Assessment (RLA) to determine instructional level and group membership for similar ability levels. Advanced Word Study Assessment to identify prior knowledge of syllable types, syllabification, and language concepts in polysyllabic words, *optional* Test of Silent Contextual Reading Fluency (TOSCRF) to determine standardized score and percentile rank related to reading comprehension.

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: developing an effective, efficient preview, using basic comprehension questions to facilitate engagement and comprehension in complex text, narrative & expository text structures, using text structure to drive comprehension work, echo reading, choral reading, & solo repeated readings for fluency.

Word Identification, Phonemic Awareness & Spelling: tapping to enhance phonemic segmentation during reading and 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 educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

### **Training Session 2/Assessment Review & Intervention Components**

Assessment: review of RLA data and small group composition.

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

Assisted Reading for Fluency and Comprehension of Complex Text: using extended comprehension questions to facilitate engagement and comprehension, handling oral reading errors “on the run,” instructional actions to elicit full sentence replies, instructional level progress-monitoring data collection, reverse echo reading for fluency, repeated readings for fluency,

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 educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

### **Training Session 3/Using Progress-Monitoring Data to Inform Pacing**

Classwide Intervention: use of instructional routines that benefit struggling readers and their more-successful peers, scheduling small-group intervention within Tier I, scaffolding activities for struggling readers in Tier I.

Academic Vocabulary: multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language.

Assisted Reading for Fluency and Comprehension of Complex Text: using basic and extended comprehension questions 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), and review of instructional level progress-monitoring data for

accuracy and rate, literal and inferential questioning.

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, mnemonics for irregular high frequency words/

Clinical Practicum: each educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

#### **Training Session 4/ Using Progress-Monitoring Data to Inform Pacing**

Classwide Intervention: use of instructional routines that benefit struggling readers and their more-successful peers, scheduling small-group intervention within Tier I, scaffolding activities for struggling readers within Tier I.

Academic Vocabulary: multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language.

Assisted Reading for Fluency and Comprehension of Complex Text: using basic and extended comprehension questions 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), review of progress-monitoring data for accuracy and rate, importance of “text consumption” beyond intervention.

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 educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

#### **Training Session 5/Assessment of Student Response to Intervention**

Assessment: overview, modeling, and guided practice administering RLA to measure and interpret instructional reading levels, Advanced Word Study Assessment to measure knowledge of syllable types, syllabification and language concepts in polysyllabic words; *optional* Test of Silent Contextual Reading Fluency (TOSCRF) to determine standardized score and percentile rank related to reading comprehension, parent re-evaluation reports, recommendations for future intervention.

Academic Vocabulary: multiple meaningful interactions (i.e., daily and cumulative review activities) to move academic vocabulary into oral language.

Assisted Reading for Fluency and Comprehension 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 educator has the opportunity to tutor a small group with coaching. Coaching sessions are followed by discussion of relevant instructional issues (e.g., pacing, text level, sight word development) and opportunities for questions, remodeling, and clarification.

**EDU 6642-030 (credit/non-credit)**  
**ADVANCED INTERVENTION FOR SMALL GROUPS: HIGHER STEPS PRACTICUM**

**Course Credit Criteria**

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

- 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, and,
- participate in debrief/discussion of student progress.

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

**EDU 6642-040 (letter-grade)**  
**ADVANCED INTERVENTION FOR SMALL GROUPS: HIGHER STEPS PRACTICUM**

**Course Credit Criteria**

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

- 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, and,
- satisfactorily meet criteria for intervention execution and case study as outlined below.

**Intervention Execution Grading Rubric**

Intervention execution during the practicum will earn pass +, pass -, or fail as UURC staff conduct formal and informal coaching.

**Pass +** = Satisfactory to strong intervention execution for most of the practicum. Satisfactory to strong ability to analyze and respond to student performance. Satisfactory to strong preparation and management of intervention materials. Satisfactory to strong ability to integrate trainer feedback into intervention execution. Satisfactory to 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 Rubric and Guidelines**

Educators who register for university credit must complete a written assignment, in addition to other practicum requirements. At least 3 members of your small group will be the subject for a written case study, including:

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 reading levels 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?

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?

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 each student's instructional level in text and word recognition in relation to chronological grade level. If indicated, make specific recommendations for future instruction/intervention.

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.

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

- your full name
- semester and year you registered for the course (e.g., Fall, 2021)
- course name, course number, section number (i.e., Advanced Intervention, 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 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.

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 no later than 5pm on June 15, and should be submitted to [kathleen.brown@utah.edu](mailto:kathleen.brown@utah.edu). 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.

### **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](http://safeu.utah.edu).

#### **Professionalism**

All participants are asked to conduct themselves in a professional manner. Professionalism for this 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 Wilson trainer (i.e., cell and/or home phone, email address)

- communicating with Wilson trainer regarding any potential conflicts with the schedule
- 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>)
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Significant and/or repeated failure to maintain professionalism may result in removal of the educator from the practicum and 'no credit/failing grade' for the course.