

EDU 6636-030 or 6636-040
WORKING WITH STUDENTS WITH SEVERE READING DIFFICULTIES:
AN INTRODUCTORY INTERVENTION PRACTICUM

Instructors:

Michele Blake, M. Ed, Licensed Wilson Trainer
 Dr. Grace T. Craig, Licensed Wilson Trainer
 Holly Dean, M. Ed, Licensed Wilson Trainer
 University of Utah Reading Clinic (UJRC)
 5242 South College Drive (480 West), Suite 100, Murray, UT 84123
 Email: michele.blake@utah.edu
grace.craig@utah.edu
holly.dean@utah.edu

Logistics:

- 9 credit/non-credit continuing education graduate hours (cost = \$350)
- 9 graduate credits, letter grade (cost = \$450)
- 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 USOE earns 162 re-licensure points
- prerequisite: bachelor's degree in Education or a related field
- prerequisite: Wilson Reading System® (WRS) Introductory Course Introduction to Multisensory Language Instruction (completed within the last five years)

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.

All persons taking our courses and/or working with our students are required to provide the UJRC with documentation of a cleared criminal background check. You may provide this documentation to the UJRC via email, land mail, or by bringing it to the office. **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 that you do not need a background check at this time, please provide the UJRC 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.

Persons 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 credit/non-credit or letter-grade continuing education graduate course is made possible through the Eccles Foundation, Crawford Foundation and the University of Utah Reading Clinic. The Wilson Reading System® Level I Practicum, Steps 1-6 is intended to prepare the participant to effectively implement a multisensory structured language reading program with a student reading and spelling below grade level, or one diagnosed with a language-based learning disability.

This course will provide the participant with deeper content knowledge and skill enhancement while engaged in a supervised practicum implementing a research-based instructional strategy. Each participant will acquire a sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology) as well as the use of specific diagnostic methods in teaching reading and spelling. Satisfying the requirements of this course includes the identification, assessment, and approval of a practicum student in grades 4-12 with significant word-level deficits. This practicum student must be available for a minimum of 2-3 tutoring sessions per week until practicum requirements are met (typically one school year). Each tutoring session requires 60-90 minutes in length. The practicum entails successful delivery of a minimum of 65 Wilson Reading System (WRS) lessons and teaching mastery through WRS Step 4.2.

The course is open to educators holding bachelor's degree in Education or a related field who have been accepted into a UURC intervention practicum that focuses on students with severe reading difficulties. Participants may include regular classroom teachers from any grade level, special educators, reading specialists, administrators, paraprofessionals, English-language-learning personnel, and university education students.

NOTE: Successful completion of both this course and WRS® Intensive Instruction for the Non-Responsive Reader: Online Course (Steps 1-6) will result in Wilson Reading System® Level I Certification. The Wilson Reading System® Level I Certification is a nationally-recognized program that prepares teachers to succeed with students who require intensive instruction.

Course Outcomes

- Demonstration of an understanding of language concepts through accurate teaching with multisensory procedures (Steps 1-6)
- Demonstration of mastery with the WRS Lesson Plan procedures through Step 4.2 (documented by Wilson Trainer)
- Completion and submission of pretesting report
- Completion and submission of a practicum student report with practicum student posttesting results, after a minimum of 65 lessons and achievement of Step 4.2
- Demonstration of student success and mastery of decoding/encoding skills through Step 4.2 (documented by Wilson Trainer)
- Development of a teacher and student notebook and students' written work in accordance with WLT program standards
- Completion of five observations is required for the assessment of direct, multisensory teaching and lesson procedures for 95 elements. Using a scoring rubric (1-4), the participant must receive a 3 or higher for all items in bold (68 elements). All other items must receive a score of 2 or higher.

Course hours: 60

Assessment of Direct, Multisensory Teaching / Lesson Procedures will be scored as procedures are observed. **Participant must score 3 or higher for all items** on observation form by the final observation. All other items must receive a score of 2 or higher. For reference, see WRS Steps 1-6 Practicum / Participant Study Guide.

Scoring Key			
1 = NOT DEMONSTRATED	2 = DEMONSTRATED PROCEDURES INADEQUATELY OR INCONSISTENTLY	3 = DEMONSTRATED MOST PROCEDURES MOST OF THE TIME	4 = DEMONSTRATED ALL PROCEDURES CONSISTENTLY / INDEPENDENTLY

Grades	Points	Explanation
A	4.0 / 100-95	Excellent performance, superior achievement
A-	3.7 / 94-89	
B+	3.3 / 88-86	Good performance, substantial achievement
B	3.0 / 85-83	
B-	2.7 / 82-77	
C+	2.3 / 76-74	Standard performance and achievement
C	2.0 / 73-71	
C-	1.7 / 70-68	
E	0.0 / 67-00	Unsatisfactory performance & achievement

Wilson Reading System® Intensive Instruction for the Non-Responsive Reader: Online Course (Steps 1-6) Descriptions and Expectations

This credit/non-credit or letter-grade continuing education graduate online course (lab) presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two with significant word-level deficits who are unresponsive to previous instruction. The Wilson Reading System® Intensive Instruction for the Non-Responsive Reader: Online Course (Steps 1-6) provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding. It also provides specific procedures to teach the concepts presented in the Wilson Reading System Steps 1-6, including instruction on the following syllable types: closed, vowel-consonant-e, open, and final-stable.

The course includes additional topics on diagnostic teaching and differentiating instruction through pacing, high frequency word instruction, vocabulary instruction fluency instruction, dyslexia, listening and reading comprehension strategies, use of differentiated texts, and handwriting.

A multiple-choice assessment will need to be completed after each section of the online course. A score of 80% or higher is required in order for the participant to proceed to the next section of the course. Participants should be fully prepared to take the assessment (25 questions) prior to clicking on the line. They will not be allowed to exit the test once they begin the assessment.

Required Participant Materials: High-speed internet and required hardware, WRS Intensive Instruction for the Non-Responsive Reader: Online Course (Steps 1-6), and WRS Introductory Kit – Steps 1-6

Online Course Outcomes

Based on readings and course content:

- Demonstrate an understanding of the research base for multisensory structured language teaching
- Demonstrate an understanding of the necessary principles of instruction used to teach students with a language-based learning disability
- Demonstrate an understanding of the nature of dyslexia

- Demonstrate an understanding of the factors involved in the acquisition of literacy skills
- Demonstrate an understanding of the instruction and importance of transcription skills
- Know word structure including phonemes and associated graphemes, syllables, syllabication rules, morphemes, schwa, etc.
- Demonstrate an understanding of variances in children's vocabulary acquisition as well as learning expectations
- Know the importance of core and academic (general and domain-specific) vocabulary, and understand research-based instructional methods for all students, including ELLs
- Know how to appropriately select and teach vocabulary within an MSL lesson
- Know the importance of fluency as well as contributing factors to its development
- Demonstrate an understanding of differentiation of fluency instruction for students with significant deficits
- Identify graphic organizers for varied types of informational texts (description, compare-contrast)
- Know the importance of oral language comprehension and explain how to differentiate instruction with individuals as indicated by their cognitive profiles
- Identify the instructional implications associated with different cognitive skill deficits

Course hours: 90

Textbooks & Materials

**Required* -

- **WRS Introductory Set (Steps 1-6), 4th Edition**, which includes (Instructor Manual Steps 1-6, Student Readers Steps 1-6, Rules Notebook, Student Notebook, Dictation Book, Sampling of Steps 1-6 Word Cards, High Frequency Words, Word Element & Syllable Cards, Magnetic Journal & Magnetic Tiles, Letter-Sound Cards, WADE Assessment, End of Step Assessment Materials), one set per educator

*Visit Wilson Language Training's online store at <https://store.wilsonlanguage.com> for current item prices. For ordering assistance contact WLT Customer Support at 800.899.8454. **Item#: W4INTROSET, ISBN# 978-1-56778-648-4.**)

- Access to the Word Identification and Spelling Test (*WIST), available from Wilson Language Training® or ProEd. Although copies of the WIST are available for loan from the UURC, we recommend that if you are a significant driving distance from Murray you purchase at least one WIST kit for your district or school.

*Visit Wilson Language Training's online store <https://store.wilsonlanguage.com/> for current item prices. For ordering assistance contact WLT Customer Support at 800.899.8454.

- **Web-based only** - *flexible document camera*. Examples include:

- HUE. Approx. \$100. Can be purchased from [Hue HD](#) or [Amazon](#) (price and availability subject to change).
- IPEVO High-Definition USB Document Camera. Approx. \$100. Can be purchased from <https://www.ipevo.com/products/v4k>

*These are only intended as suggestions. Other stores may also have similar cameras.

- **Wilson Level I Practicum Course Reading:**

♦LD Online, (2018). Understanding and Assessing Fluency. Washington, DC: WETA. Retrieved from <http://www.ldonline.org/article/27091>

♦Ganschow, L., & Schneider, E. (2012). *At-risk students and the study of foreign language in school*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/1bg6ujdpw20xirpllenxfqi0zxst4h1o>

- ♦Rinaldi, C, Baker, D., & Higgins Averill, O. (2013). *The nexus of Response to Intervention (RtI) and the identification of specific learning disabilities (SLD): Guidelines for district-level implementation*. [Research Brief]. Waltham, MA: Urban Special Education Leadership Collaborative. Retrieved from https://www.urbancollaborative.org/files/nexusbrief.9-3.final_0.pdf
 - ♦Chase, C.A. & Saddle, P. (2013). *Transitioning from high school to college: Help for students with learning disabilities*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/fqf4o5h0gz7dnts50vezw4c689d702h5>
 - ♦Wilson, B.A. (2014). *Common core state standards and students with disabilities*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/jair7syzv0nb9muhhavmy3pyjifl0994>
 - ♦Wilson Language Training Corporation. (2014). *Wilson reading system alignment to common core state standards: English language arts*. Oxford, MA: Author. WRS Alignment to CCSS
- **Recommended* -**
- ♦Blachman, B. (1997). *Foundations of reading acquisition and dyslexia: Implications for early intervention*. Mahwah, NJ: Erlbaum.
 - ♦Birsh, J.R. (2005). *Multi-Sensory Teaching of Basic Language Skills*. Baltimore, MD: Brookes Publishing.

PRACTICUM COURSE SCHEDULE

Wilson Start-Up – Lesson Component Overview & Baseline Assessment

- history of research on severe reading difficulties—in particular, dyslexia
- clinical practicum as a form of professional development
- overview and modeling of a Wilson Level I intervention lesson
- overview of performance-based and standardized measures required for practicum student selection
- student selection
- overview of Wilson & UURC requirements for Level I certification
- tour of Wilson Academy and steps 1-6 on-line course

Implementation Meeting 1

Step 1 key components of instruction – decoding & encoding CVC words
 Base Word and Suffix Procedures for reading and spelling
 High Frequency/Sight Word Instruction and Vocabulary Instruction
 Diagnostic Lesson Planning and Execution
 Controlled Text Passage Reading with accuracy focus using visualization, replay/rehearse. retell, and Comprehension S.O.S
 Student Mastery, Pacing and Progressing
 On-line course assignments
 Course Reading (This information has been provided to the participants in their WRS Steps 1-6 Practicum companion online course.)
 LD Online. (2018). Understanding and Assessing Fluency. Washington, DC: WETA. Retrieved from www.ldonline.org/article/27091/

UURC Coaching Session 1

- decoding & encoding in CVC words: modeling, peer practice, Q&A with instructional techniques for WRS lesson parts
- model, peer practice suffix procedures
- review lesson plans/posttesting

Implementation Meeting 2

Step 2 key components of instruction – decoding & encoding words with blends, closed syllable & welded sounds and common Latin-base elements.

Expectations for Student’s Written Work and Teacher Plan book.

High Frequency/Sight Word Instruction and Vocabulary Instruction

Controlled Text – fluency work

Review WRS Steps 1-6 Practicum Observation Long Form and WRS Steps 1-6 Practicum Participant Study Guide

On-line course assignments

UURC Coaching Session 2

- review decoding & encoding CVC words with blends
- review of closed syllable
- review decoding & encoding welded sounds
- review high frequency / sight word instruction
- review vocabulary instruction
- model, peer practice comprehension S.O.S., part 9

Implementation Meeting 3

Step 3 key components of instruction – transitioning from one-syllable words to multisyllabic words using syllable division rules for decoding and spelling

Base word, affixes, closed syllable Latin-base elements, and complex words

Demonstrate how to address schwa in decoding and spelling

Listening Comprehension with Enriched Text: Narrative and Informational, including replay/rehearse and retell with Comprehension S.O.S.

On-line course assignments

UURC Coaching Session 3

- model, peer practice closed syllables division rules
- review of schwa for reading & spelling
- model, peer practice comprehension S.O.S., part 10 / enriched & decodable text

Implementation Meeting 4

Step 4 key components of instruction - decoding and spelling VCe words.

Base word, affixes, VCe syllable Latin-base elements, and complex words

Practicum Student Posttesting and Practicum Student Final Report

Automaticity/Fluency

WRS® Level I Certification End-of-Training Requirements and Application of Skills

Reading Comprehension with non-controlled readable text (tasks: interactive oral reading, scaffolded silent reading, and oral fluency).

On-line course assignments

UURC Coaching Session 4

- model, peer practice syllable division for combinations of VCe with closed syllables in 2 & 3 syllable words
- review accuracy vs. fluency procedures for reading & spelling
- review end of year forms, post-testing process

Implementation Meeting 5

Step 5 & 6 key components of instruction – language concepts taught in WRS Steps 5 & 6

- Responsiveness to Student's Needs
- Finalizing Certification Requirements
- WRS Implementation Plans
- WADE
- WRS Level II Training
- Educational Landscape Laws
- On-line course assignments

Wilson Level I Online Course Required Reading – Topics I:

-Diagnostic Teaching:

- ♦Sawyer, D.J., & Jones, K.M. (2009). *Testing and evaluation*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/43120w87h73lf16623erio4eifbhl66t>

-Differentiating Instruction: Pacing and Progression through WRS Curriculum:

- ♦Heritage, M. (2007). Formative Assessment: *What do teachers need to know and do?* *Phi Delta Kappan*, 89(2). 140-145. Retrieved from http://easlinstitute.org/wp-content/uploads/Heritage_formative_assessment.pdf
- ♦National Center on Response to Intervention. (n.d.). *Common progress monitoring omissions: Planning and practice*. Washington, DC: Author. Retrieved from <http://www.rti4success.org/sites/default/files/RTI%20ProgressMonitoringBrief1-Planning%20and%20Practice.pdf>

-High Frequency Sight Word Instruction:

- ♦No Articles

-Vocabulary:

- ♦Hart, B. & Risley, T.R. (1995). The early catastrophe: The 30 million word gap by age 3. In *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Brookes Publishing. Retrieved from http://www.aft.org/ae/spring2003/hart_risley
- ♦Lehr, F., Osborn, JI, Hebert, E.H. (2004). *Research-based practices in early reading series: A focus on vocabulary*. Honolulu, HI: Pacific Resources for Education and Learning. Retrieved from <http://files.eric.ed.gov/fulltext/ED483190.pdf>

-Fluency:

- ♦WRS Steps 1-6 / Fluency handout: [WRS Steps 1-6 Fluency](#) (found on the online course)
- ♦Page 2-12 Wilson/Fluency Basic Instructor Guide: [Fluency Instructor Guide Introduction](#) (found on the online course)

Wilson Level I Online Course Required Reading – Topics II:

-Dyslexia:

- ♦Hudson, R.F, High, L.AI Otaiba, S. *Dyslexia and the brain: What does current research tell us?* *The Reading Teacher*, 60(6),506-515. Retrieved from <http://www.ldonline.org/article/14907/>
- ♦Moats, L.C., & Dakin, K.E. (2012). *Dyslexia basics*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/3f36hzaedlnzq96v2xsz6a4uqxc7fkw7>
- ♦Dakin, K.E., & Erenberg, G. (2008). *Attention-Deficit/Hyperactivity disorder (AD/HD) and Dyslexia*. [Fact Sheet]. Baltimore, MD: Author. Retrieved from <https://app.box.com/s/3t48u8ofwc9w3ml6yu11mydtzropz9ud>

- ♦Wilson, B.A. (2012). *Information and resources for adolescents and adults with dyslexia-it's never too late*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/a4mei3zexkxyghk21y4wslnluztmiu>
- ♦Eden, G.F. (2015). *Dyslexia and the brain*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/q2cjhwikwncohy3vmv747h04md633vn>
- ♦Schultz, J. (2013). *The dyslexia-stress-anxiety connection: Implications for academic performance and social interactions*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/q4mjeez1p8dy8ylb24dappg931r85xfz>
- ♦Gilger, J. (2013). *Gifted and dyslexic: Identifying and instructing the twice exceptional student*. [Fact Sheet]. Baltimore, MD: The International dyslexia Association. Retrieved from <https://app.box.com/s/7b1pme4nshtq32uh1c1l9mv9bmbf4pxz>
- ♦Shaywitz, S.E. (1996). Dyslexia. *Scientific American*, 275, 5, 98-104. Retrieved from http://dyslexia.yale.edu/Scientific_American_1996.pdf

-Comprehension Strategies: Comprehension S.O.S.:

- ♦Akhondi, M. Malayeri, F.A., & Samad, A.A. (2011). How to teach expository text structure to facilitate reading comprehension. *The Reading Teacher*, 64(5), 368-375. Retrieved from <http://www.centeroninstruction.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension>
- ♦Center on Instruction at RMC Research Corporation. (2012). *Informational text structure templates*. Portsmouth, NH: Author. Retrieved from <http://www.centeroninstruction.org/files/MD1%20Handout%204%20Text%20Structure%20K-5.docx>
- ♦WRS art 10 Staircase Handout- COMP SOS WRS Part10 StaircaseOfTextComplexity (found on the online course)

-Differentiation: Fine-tuning Your Wilson Instruction:

- ♦Adams, M.J. (2011). Advancing our students' language and literacy: The challenge of complex texts. *American Educator*, 34(4),3-12. Retrieved from <http://www.aft.org/sites/default/files/periodicals/Adams.pdf>

-Transcription Skills: Spelling & Handwriting:

- ♦Berninger, V.W., & Wolf, B. (2012). *Understanding dysgraphia*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/ew9gmxm2r63hrnhfshkr>
- ♦Moats, L.C. (2011). *Spelling*. [Fact Sheet]. Baltimore, MD: The International dyslexia Association. Retrieved from <https://app.box.com/s/phcrmtjl4uncu6c6y4qzmzml8r41yc06r>
- ♦Gentry, J.R., & Graham, S. (2010). Creating better readers and writers. The importance of direct, systematic spelling and handwriting instruction in improving academic performance. [White Paper]. Columbus, OH: Saperstein Associates. Retrieved from http://www.sapersteinassociates.com/downloads/Color%20copy%20National_Whitepaper.pdf
- ♦Reed, D.K. (2012). *Why teach spelling?* Portsmouth, NH: RMC Research Corporation, Center on Instruction Retrieved from <http://www.centeroninstruction.org/files/Why%20Teach%20Spelling.pdf>
- ♦Principles of Handwriting Instruction Wilson Cursive Manual pages 1-4 Wilson Cursive Introduction (found on the online course)

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.

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>)

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.

EDU 6636-030 (credit/non-credit)
WORKING WITH STUDENTS WITH SEVERE READING DIFFICULTIES:
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Credit and Certification

To attain University of Utah credit and to be recommended for Wilson Level I certification, participant must demonstrate proficiency in lesson procedures, each criterion outline below and must earn a score of 3 or higher for all bolded items by the final observation. Participant must earn a score of 2 or higher on all other items. For reference, see WRS Steps 1-6 Practicum / Participant Study Guide. Also, participant must receive a grade of 80% or higher for each online assessment to successfully complete the online course.

Credit/Non-Credit

- cleared background check (USBE), if applicable
- complete all Wilson Level I practicum requirements,
- complete final observation with passing scores
- complete Wilson Level I online course, earning 80% or higher on each assessment,
- submit completed pre-testing, post-testing, and practicum student report to Wilson trainer,
- attend at least 4 out of 5 WRS® Level I implementation meetings,
- attend at least 3 out of 4 UURC coaching sessions

Online Course (Lab) Completion Requirements

- Completion of all online course modules, including videos, activities, and assigned required reading.
- Participants will complete nine online assessments:
- Wilson Reading System Lesson Plan Review
- Step 1 • Step 2
- Step 3
- Topics I Steps 1-3
- Step 4 • Step 5
- Step 6
- Topics II Steps 4-6

The participant must receive a grade of 80% or higher for each assessment to successfully complete this course. These assessments are self-paced. Once an assessment has been submitted electronically, responses cannot be changed.

EDU 6636-040 (letter grade)
WORKING WITH STUDENTS WITH SEVERE READING DIFFICULTIES:
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Credit and Certification

To attain University of Utah credit and to be recommended for Wilson Level I certification, participant must demonstrate proficiency in lesson procedures, each criterion outline below and must earn a score of 3 or higher

for all bolded items by the final observation. Participant must earn a score of 2 or higher on all other items. For reference, see WRS Steps 1-6 Practicum / Participant Study Guide. Also, participant must receive a grade of 80% or higher for each online assessment to successfully complete the online course.

Letter Grade

- cleared background check (USB E), if applicable
- complete all Wilson Level I practicum requirements,
- complete final observation with passing scores,
- complete Wilson Level I online course, earning 80% or higher on each assessment,
- submit completed pre-testing, post-testing, and practicum student report to Wilson trainer,
- attend at least 4 out of 5 WRS® Level I implementation meetings,
- attend at least 3 out of 4 UURC coaching sessions,
- earn case study grade that averages with practicum grade yields a passing final grade

Case Study Guidelines: Intensive Intervention for Students with Severe Difficulties

If you are taking the course for **letter grade** the student you tutored during the practicum will serve as the subject for a **written case study**. The case study should include:

1. *Summary and analysis of the student's reading abilities at baseline.*

This is more than simply "reporting the data." Briefly describe the student's educational history. Then, describe the student's baseline reading abilities in both table and narrative form by drawing on data collected from standardized and performance-based measures: reading achievement (i.e., Woodcock Reading Mastery Test, Woodcock Johnson-R, Woodcock Johnson 3, or Wechsler Individual Achievement Test), accuracy with letter-sound correspondences, word reading for all syllable types, and word reading and spelling for high frequency words (i.e., WIST), and word recognition and phonemic segmentation fluency (i.e., TOWRE). In addition, you must discuss the student's abilities in relation to chronological grade level. Specifically, at baseline, where is this child in relation to where s/he should be? Why?

2. *Summary and analysis of the intervention.*

Describe the intervention you provided for this child. Briefly describe each component: decoding (accuracy & fluency), encoding (decoding & fluency), vocabulary, high frequency word work, comprehension 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 in both table and narrative form. Discuss your student's posttest performance on the same standardized and performance-based measures administered at baseline. If indicated, make specific recommendations for future intervention.

4. *Summary and analysis of your own teaching practices.*

As a reading educator, what have you learned from this practicum experience about reading development, assessment, and intervention as they relate to students with severe reading difficulties? How has this knowledge informed your practice? Provide specific examples.

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

- your full name
- semester and year you registered for the course
- course name, course number, section number (e.g., Wilson II, EDU 6637-040)
- 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.

This case study must be typed and double-spaced. It 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."