

EDU 5321/6321**(Methods Course) Basic Intervention for Upper Elementary Grade Readers: Higher StepsSM**

(Tier II Intervention for Intermediate Readers: Higher StepsSM Semester Practicum [Singleton])

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Instructors: Contact information will be disseminated at or prior to first class.

Logistics:

- Zoom virtual platform.
- Field Placement Sites—either in-person or virtual.
- 3 credit hours CR/NC = \$450 or Letter Grade = \$550

Course Description and Expectations

This course (EDU 5321) is a requirement for the University of Utah's elementary education degree, which is required for recommendation for state elementary certification. EDU 5321 supplements ED PS 5321/Reading Methods II: K-6 Vocabulary and Comprehension. Please note that EDU 5316 Basic Intervention for Primary Grade Readers: Next StepsSM is a prerequisite for this practicum.

This credit/no credit field practicum is designed to help pre-service educators develop an introductory understanding of the theory and practice of instruction/intervention for intermediate readers who have difficulty with upper elementary reading materials.

By participating in the practicum, pre-service educators will extend their knowledge of: assisted reading at complex level, word identification, advanced phonics instruction, phonological awareness, fluency development, comprehension, text structure, oral language and vocabulary development, textual scaffolding, motivation, and using assessment as a guide for pacing instruction.

Most importantly, pre-service educators will be expected to use their knowledge of these topics to provide ongoing, one-to-one Higher StepsSM assessment and intervention for an intermediate reader. Each pre-service educator will receive formal and informal coaching, observation, and feedback throughout the practicum. Please note that this practicum does not satisfy requirements for Higher StepsSM certification.

Working with Minors: Your Background Check & Youth Correction 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 toward a minor or any conduct of a sexual nature. We suggest that you never be alone with a minor.

All persons working with students in field schools or at our Murray site are required to have a cleared criminal background check through the Utah State Office of Education BEFORE they begin working with students. For this reason, you must contact Kristen Lindsay (UTE Administrative Assistant) at kristen.lindsay@utah.edu and request a

code authorizing registration for this course. To receive this code, you must have already cleared your Utah Board of Education background check—the same background check required for EDU 1010, which is a pre-requisite for this course.

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

Students who have not completed these requirements by the code deadline will not be allowed to register for this course. The deadline for requesting this code is Friday, Aug. 25th.

Textbooks & Materials

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

- Internet connectivity
- PC or laptop computer with a camera (e.g., PC w/webcam or laptop with internal camera)
- Zoom **Pro** Account: <https://tlt.utah.edu/forms/zoom-pro-license-request.php>
- Goose Neck Holder--for cell phone to be used as a document camera. If you do not have a cell phone, a USB document camera will suffice.

Note: Please make sure your internet service provides adequate bandwidth, as there could be problems connecting and remaining stable on the platform.

- Set up your Zoom profile name as your ***first, last name***.
 - Always check that your Zoom video and audio is on and not muted. See the small microphone and video icons on the bottom left of the screen. These icons should not be crossed out. Click on each icon to enable sound and video. Also do not enable a virtual background on your image.
 - There are virtual safety precautions that will need to be in place prior to your first tutoring session, if you are tutoring virtually. These precautions will be discussed at the required trainings.
2. On the first day of training, you must have access to the **Higher StepsSM Resources** (located in Canvas). At the first training, and thereafter, I will specify which required binder materials you will need to download and print for you and your student. These resources are also available in the link below.
 - <https://uurc.utah.edu/Educators/Resources.php>
 3. On the first day of training, you must also have a **Higher StepsSM Word Study Kit**. You have two options for meeting this requirement:
 - **Make your own.** 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: <https://drive.google.com/file/d/1UjG-m8HksHArVT5r2OV97DVqFZ9T7Ozb/view> and download the Higher StepsSM 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: <https://uurc.utah.edu/Registration/WordStudyKitFlyer.pdf> 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:
- **a timer** that counts both up & down (many cell phones have this feature)
 - **two (2) dry erase markers** (different colors)
 - **one (1) black permanent marker** (e.g., Sharpie, Accent)
 - **one (1) different color permanent marker**
 - **1 small package of 3x5 white index cards**
 - **approx. 8"x11" white board & eraser** (a sheet of white paper in a sleeve protector and a piece of cloth are sufficient).

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

****Recommended Reference**** - available on-line

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

****Provided****

Texts and other materials for tutoring (with the exception of the word study kit & timer) will be provided by the participating school site.

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/Fledgling Reader
Chapter 7/Transitional Reader

Course Schedule

Training Session 1/Lesson Plan Overview and Introduction of Complex Text Component

Topics and Activities:

Introductions: UURC staff, participants

Discuss value of clinical practicum for pre-service educators: building the conceptual framework that informs reading instruction for the rest of your career.

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

Note empirical research base for intervention models (Early StepsSM/Next StepsSM/Higher StepsSM)
 - *Reading Research Quarterly*, 1999; *Elementary School Journal*, 1984, 1990; *Scientific Studies of Reading*, 1996; *Journal of Educational Psychology*, 2001; *Journal of Literacy Research*, 2005.

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

- assisted reading of text at instructional level
- 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 materials, Higher StepsSM Lesson Plan, & Complex Text.

Training Session 2/Review of Expectations and Introduction of Advanced Word Study Component

Topics and Activities:

Review training schedule, tutoring schedule, placements, materials, and expectations.

Modeling and Peer Practice of Intervention Component:

- word study focusing on syllable knowledge for identifying unfamiliar multi-syllabic words, anchored sorts, tapping, scoop & read, spelling
- academic word instruction focusing on grade-level academic & highly frequent words

Simulate Higher StepsSM Lesson Plan preparation (completed prior to intervention lessons)

Training Session 3 – Technology Overview/Zoom and Canvas and Introduction of Vocabulary and Progress Monitoring Component

Session 3+/Intervention Practicum

Activities:

- provide 45 minute intervention sessions for a student whose reading level is at least G2-End
- dedicate 15 minutes after each session to lesson planning, record-keeping, interaction with site tutors/supervisor
- complete a minimum of 21 intervention sessions
- must tutor through end of the semester

University Credit Requirements & Criteria

Impact on the Future

Use your tutoring experience to understand how reading develops and how instruction leads to that development—even when students struggle. What you learn will help you be a better reading teacher in the future. And remember—even 20 or so tutoring sessions can make a significant difference in a student’s reading ability. YOU can be the person who makes that difference for the child YOU tutor!

Professionalism

All participants are asked to conduct themselves in a professional manner. Professionalism for this course/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 site supervisor (i.e., cell and/or home phone, email address)
- communicating with site supervisor regarding any potential conflicts in the schedule (e.g., school vacation days)
- if absence results in a missed session, consult with site supervisor to arrange a make-up session that may be scheduled at the discretion of the school supervisor
- maintaining [Fitness to Teach criteria](#)

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.

Evaluation for Course Credit

This course (EDU 5321) is a requirement for the University of Utah’s elementary education degree, which is required for recommendation for state elementary certification.

To receive credit for this practicum, educators must meet the following criteria:

- cleared background check (USBE)
- complete at least 21 full tutoring sessions with an intermediate reader in an assigned, participating school
- maintain professionalism* throughout field placement
- “meet expectations” (as specified on coaching form) on at least 2 of 4 possible formal coaching sessions conducted by UURC or school supervisor

A pre-service educator who fails to meet one or more criteria (i.e., failure to complete required number of full tutoring sessions, fails to complete and clear background check, fails to “meet expectations” on two formal coaching sessions, failure to maintain professionalism) will not receive credit for the course.

Significant and/or repeated failure to maintain professionalism may result in removal of the pre-service educator from the field placement and ‘no credit’ for the course.

*Pre-service educators are reminded that they are guests in participating schools/at the UURC and are asked to conduct themselves in a professional manner.

University Policies

1. ***The Americans with Disabilities Act.*** 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 & Access, 65 Student Services Building, (801) 581-5020. CDS will work with you and the instructor 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 & Access.
 - a. Given the nature of this course, attendance is required, and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.
2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, 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 <https://safeu.utah.edu>
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. ***Academic Misconduct Statement.*** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>
5. ***Drop/Withdrawal Policies.*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
6. ***Student Code:*** <http://regulations.utah.edu/academics/6-400.php>
7. ***Accommodation Policy:*** <http://regulations.utah.edu/academics/6-100.php>

8. ***Supports for Students:*** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.
9. ***Basic Needs Student Support Statement.*** Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.