

EDU 5651-030/040 or 6651-030/040

Tier I Instruction for Improved Fluency and Comprehension School-Year Practicum (whole class)

Professor: Dr. Kelly C. Patrick, Director
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Instructors: Contact information will be disseminated at or prior to first class.

Logistics:

- on location in schools
- register fall semester/teach all year/grade posts summer semester
- implementation in classroom; minimum 90 minutes weekly
- obtain advisor permission for this course to count toward degree

Course Description and Expectations

This credit/no credit continuing education course is designed to build theoretical and practical knowledge related to reading fluency and comprehension—especially as they relate to intermediate readers. Educators will learn to execute effective, research-based reading instruction with grade-level Tier I text in a whole class setting. 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 Multi-Language Learner (MLL) personnel.

Through application, observations, and participation, educators will be expected to extend their knowledge of the following topics: fluency, gradual release of responsibility, text difficulty, textual scaffolding, word reading development, oral language development, building/activating background knowledge, planning, text types, comprehension strategies, text-based comprehension questions, text-sourced vocabulary instruction, engagement, and motivation. Kindergarten educators will also receive instruction in interactive teacher-led read-alouds of grade-level text, which address concepts of print, phonemic and phonological awareness, high-frequency word recognition, encoding, and written expression, which transfers to students accessing their own grade-level texts at mid-year.

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.

Please note that for this course to count toward the USBE’s Secondary Literacy Interventionist Endorsement, educators must implement Tier 1 instruction in a group of secondary students (i.e., grades 6-12).

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 working with **students from the UURC** 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!**

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

All persons working with **students from the UURC** are also required to 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.

Textbooks & Materials

Material requirements will be communicated to you by your instructor prior to the first training.

Course Schedule

Clinical Sessions: Topics and Readings

Session 1

Overview & Expectations: Empirical research base, theoretical framework, issues in Tier I text instruction, overview of Fluency-Oriented Reading Instruction (FORI), Questioning the Author (QtA), and Purposeful High Interest Read Aloud (PHIRA) models, overview of practicum expectations, overview of university credit options.

Clinical Rounds: Instructor models FORI and QtA or PHIRA routines with participants.

Session 2

Planning for Comprehension Instruction & Scaffolding Routines: Major understanding vs. theme, building and activating background knowledge in a brief preview, frontloading orthographically challenging words, using plot as a guide for fiction major understandings, read-to, echo reading, choral reading, partner reading, or PHIRA.

Clinical Rounds: Instructor models FORI and QtA or PHIRA routines with a whole class.

Optional Reading: Stahl S.A. & Heubach, K.M., (2005). Fluency-oriented reading instruction. *Journal of Literacy Research*, 37, 25-60.

Session 3

Oral Language Development & Repeated Reading: Scaffolding full sentence replies, targeting and embedding academic language, different types of repeated reading as scaffolding, using main idea and important details as a guide for non-fiction major understandings.

Clinical Rounds: Each participant has the opportunity to record and share with coach and peers a model lesson incorporating FORI and QtA. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Optional Reading: Kuhn, M.R., Schwanenflugel, P.J., Morris, R.D., Morrow, L.M., & Woo, D., et al. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research*, 38, 357-387.

Session 4

Comprehension Queries: Using text type and instructional purpose to develop general queries, specific queries, analytical queries, Utah Core Standards.

Clinical Rounds: Each participant has the opportunity to record and share with coach and peers a model lesson incorporating FORI and QtA. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Optional Reading: Schwanenflugel, P.J., Hamilton, A.M., Kuhn, M.R., Wisenbaker, J., & Stahl, S.A. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers. *Journal of Educational Psychology*, 119-129.

Session 5

Comprehension Queries: Using text type and instructional purpose to develop general queries, specific queries, analytical queries, Utah Core Standards.

Clinical Rounds: Each participant has the opportunity to record and share with coach and peers a model lesson incorporating FORI and QtA. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Optional Reading: Schwanenflugel, P.J., Meisinger, E., Wisenbaker, J.M., Kuhn, M.R., Strauss, G.P., & Morris, R.D. (2006). Becoming a fluent and automatic reader in the early elementary school years. *Reading Research Quarterly*, 41, 496-522.

Session 6

Implications for Small Group Instruction: Text types, text difficulty, instructional routines, reduction of scaffolding and instructional differentiation.

Clinical Rounds: Each participant has the opportunity to record and share with coach and peers a model lesson incorporating FORI and QtA. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Optional Reading: 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, 218-253.

Session 7

Implications for Small Group Instruction: Text types, text difficulty, instructional routines, reduction of scaffolding and instructional differentiation.

Clinical Rounds: Each participant has the opportunity to record and share with coach and peers a model lesson incorporating FORI and QtA. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Optional Reading: Beck, I.L., McKeown, M.G., Sandora, C., Kucan, L., & Worthy, J. (1996). Questioning the Author: A yearlong classroom implementation to engage students with text. *Elementary School Journal*, 96, 385-414.

Session 8

Comprehension Research: Schema Theory, Comprehension Strategies, Utah Core Standards.

Clinical Rounds: Each participant has the opportunity to record and share with coach and peers a model lesson incorporating FORI and QtA. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

Optional Reading: McKeown, M.G., & Beck, I.L. (2004). Transforming knowledge into professional development resources: Six teachers implement a model of teaching for understanding text. *Elementary School Journal*, 104, 391-408.

Session 9

Course wrap-up: Introduction to writing about text, review of practicum criteria.

Clinical Rounds: Each participant has the opportunity to record and share with coach and peers a model

lesson incorporating FORI and QtA. Clinical session is followed by discussion of relevant instructional issues (e.g., pacing, text difficulty issues, comprehension work, oral language development) and opportunities for questions, remodeling, clarification.

University Credit Requirements & Criteria

Impact on the Future

Use your 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 lessons can make a significant difference in a student’s time in text and their ability to access that text. YOU can be the person who makes that difference for your students!

EDU 5651/6651-030 (CR/NC) Course Credit Criteria

To earn university credit (i.e., no letter grade), participants must satisfactorily meet practicum requirements. Your final grade for this course will be determined based on the following components:

Practicum Requirements (75% of Final Grade, 84 points)

The majority of your grade (75%, 84 points) is based on the satisfactory completion of all practicum requirements. This includes:

- completion of all scheduled clinical trainings (make-up assignments provided on individual basis), conducted by a licensed Tier I Text Trainer
- completion of all scheduled observations conducted by a licensed Tier I Text Trainer or a certified Tier I Text Educator working in a support capacity under a licensed Tier I Text Trainer
- meet implementation criteria for each summative observation (make-up observation provided on individual basis)
- completion of 2 self-observations
- submit recorded lesson for scheduled Rounds (peer observation)
- implementation of planned lessons with assigned routines/strategies as demonstrated by submitted lesson plans

It is essential that all practicum requirements are completed to a satisfactory level to earn credit for this portion of your grade.

EDU 5651/6651-040 (letter grade) Course Credit Criteria

To earn university credit (i.e., letter grade), participants must satisfactorily complete course criteria. Your final grade for this course will be determined based on the following components:

Practicum Requirements (75% of Final Grade, 84 points)

The majority of your grade (75%, 84 points) is based on the satisfactory completion of all practicum requirements. This includes:

- completion of all scheduled clinical trainings (make-up assignments provided on individual basis), conducted by a licensed Tier I Text Trainer
- completion of all scheduled observations conducted by a licensed Tier I Text Trainer or a certified Tier I Text

Educator working in a support capacity under a licensed Tier I Text Trainer

- meet implementation criteria for each summative observation (make-up observation provided on individual basis)
- completion of 2 self-observations
- submit recorded lesson for scheduled Rounds (peer observation)
- implementation of planned lessons with assigned routines/strategies as demonstrated by submitted lesson plans

It is essential that all practicum requirements are satisfactorily completed to earn credit for this portion of your grade.

Case Study (25% of Final Grade, 28 points possible)

The remaining 25% of your grade will be derived from a written case study. **Choose one intermediate reader from your class as the subject for a written case study.** The case study should adequately address the following (see rubric at end of syllabus for added detail):

1. **Summary and analysis of the student's foundation for reading success at baseline**
2. **Summary and analysis of the instructional model**
3. **Summary and analysis of the student's reading abilities at posttest**
4. **Summary and analysis of your own teaching practices**

IT IS RECOMMENDED THAT YOU RUN YOUR CASE STUDY THROUGH A WRITING ASSISTANCE APPLICATION (E.G., GRAMMARLY) PRIOR TO SUBMISSION.

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

Case Study Rubric

	Below expectations (0)	Approaching expectations (1)	Meets expectations (2)	Exceeds expectations (3)	Notes/Resources	
1. Summary and analysis of the student's foundation for reading success at baseline.						
Discuss baseline foundational skills (i.e., letter names/sounds [Kindergarten only], NWF [Kindergarten and G1 only], oral reading accuracy, oral reading rate, and comprehension performance in relation to chronological grade level expectations.					APA Guidelines	
2. Summary and analysis of the instructional model.						
Brief description of each routine (i.e., PHIRA [Kindergarten only], Text Sourced Vocabulary, Graphic Organizer, Text routines and strategies, and Written Response).						
Explain the purpose of each routine.						
Did any routine seem to offer more difficulty or easy than others? Why?						
What, if any, adjustments did you make to the instruction?						
3. Summary and analysis of students' reading abilities at posttest.						
Discuss posttest oral reading accuracy, oral reading rate, and comprehension performance in relation to chronological grade level expectations.						
If indicated, specific recommendations for future instruction/intervention are made.						
4. Summary and analysis of your own teaching practices.						
New learnings about reading development and instruction/intervention from practicum experience including how this learning informed your practice. Specific examples provided.						
5. Mechanics						
APA standards (style, grammar, spelling, etc.)						
Case Study is 5 pages or less						
Case Study						
Case Study TOTAL points (/28)						
Case Study percentage						
Case Study grade						

Final Grade

75% Practicum Requirements, 84 points

25% Case Study, 28 points

TOTAL POSSIBLE = 112 points

Grading Scale

A = 94-100%

A- = 90-93%

B+ = 87-89%

B = 84-86%

B- = 80-83%

C+ = 77-79%

C = 74-76%

C- = 70-73%

D+ = 67-69%

D = 64-66%

D- = 60-63%

F = 59% and below

Performance Levels

Below Expectations: Case Study content indicates significant gaps or misunderstandings. Essential elements are missing, incomplete, or incorrect.

Approaching Expectations: Case Study content indicates some understanding but still has areas that need improvement. Key elements are present but may lack clarity, detail, or full accuracy.

Meets Expectations: Case Study content fulfills all essential criteria and indicates a solid understanding. It's complete, clear, and accurate, demonstrating the required level of understanding and quality.

Exceeds Expectations: Case Study content is above and beyond the requirements. It's exceptionally thorough, clear, and insightful, showing advanced understanding and skill. It may include creative or thoughtful enhancements not required.

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 having trouble 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/>.