

EDU 5316/6316: Basic Intervention for Primary Grade Readers

Formerly, EDU 5316: Reading Practicum K-3: Next Steps
Spring 2021

Instructors:

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Location:

Zoom virtual platform.

Course Description and Expectations:

This course satisfies the Reading Practicum K-3 requirement for Elementary Education, Special Education, and Early Childhood Education majors. It supplements ED PS 5315/Reading Methods K-3 and is a pre-requisite for EDU 5321/Reading Practicum 4-6.

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 the early phases of reading development. For normally-achieving readers, these phases occur during end-Kindergarten, 1st and 2nd grades, however, many struggling readers in older grades maintain similar behaviors as a result of environmental and/or neurobiological problems.

By participating in the practicum, pre-service educators will extend their knowledge of: assisted reading at instructional level, word identification, 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 Next StepsSM assessment and intervention for a struggling 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 Next StepsSM certification.

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 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 through 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 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. **The deadline for requesting this code is January 12th.**

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.

Textbooks & Materials

1. To complete this on-line 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/web cam or laptop with internal camera)
- Zoom **Pro** Account <https://tlt.utah.edu/forms/zoom-pro-license-request.php>
- USB Document Camera or Goose Neck Holder--for cell phone to be used as a document camera

2. On the first day of training, you must have a **Next StepsSM Tutor Binder**. You have two options for meeting this requirement:

- **Make your own.** If you choose this option, you will need to download, print and 3-hole punch all pages from the following link:
<https://uurc.utah.edu/Educators/Resources/Next%20Steps%20Tutor%20Binder%20-%20200518.pdf> and construct your own 3 hole-punched Tutor Binder.
- **Purchase a printed, shrink-wrapped, 3 hole-punched Tutor Binder** (78 pages) from University Print and Mail Services, located at:

V. Randall Turpin Univ Serv Bld, RM 135 (at front desk)
Phone 801-581-6171;
uprint@utah.edu.

The cost of a pre-made Tutor Binder is approximately \$8; final cost is determined by University Printing Services.

3. On the first day of training, you must also have a **Next Steps 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: <http://www.uurc.utah.edu/Educators/Resources.php> and download the Next 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.

4. On the first day of training, you must have 1 Student Binder (1' plastic)—to house student materials. Go to your Tutor Binder and copy the following pages for the Student Binder:

- 23 hard copies of the Next Steps Lesson Plan (p.4)
- 1 hard copy of the Next Steps Book List Record Sheet (p.21)
- 2 hard copies of Timed Repeated Readings/Two Minutes/200 Words (p. 58)
- 1 black permanent marker (e.g., Sharpie, Accent)

- 1 permanent marker of another color
- 1 package of white unlined index cards

On the first day of training you must have a timer **that counts both up & down** (many cell phones have this feature).

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

Recommended – available on-line

Morris, D.M. (2017). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.

Recommended Readings Prior to Beginning Practicum:

Morris, D. (2017). Chapter 1/The Tutoring Model
Chapter 2/Assessment
Chapter 4/Beth: The Fledgling Reader

Recommended Readings During Practicum:

Morris, D. (2017). Chapter 5/Kurt: The Late-First to Second Grade Reader

Course Schedule

Session 1 - Overview

Topics & 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/youth protection training, 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 Steps/Next Steps/Higher Steps)

- *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, one-syllable word study at instructional level
- oral language and vocabulary development through text content
- fluency work.

Overview of Tutor Binder, Next Steps Lesson Plan, Controlled Text & Next Steps Word Study Kit

Modeling (Video) and Peer Practice of Intervention Components:

- word bank for high frequency words
- assisted reading with preview, echo reading, prosody echo, error prompts, rate & accuracy

Session 2 - Review of Expectations and Next Steps Intervention Components

Topics and Activities:

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

Modeling and Peer Practice of Intervention Components:

- word study focusing on vowel patterns for identifying unfamiliar single syllable words, anchored sorts, random check, memory, spelling, sentence stem.
- fluency work with repeated readings.

Simulate Next Steps Lesson Plan preparation (completed prior to intervention lessons)

Introduce Next Steps Pre-Service Observation Form and criteria for a "Satisfactory" Observation

Session 3 – Technology Overview – Zoom and Google Classroom

Session 4 - Intervention Practicum

Activities:

- provide intervention for a struggling student whose reading level is at least mid-first and no higher than end 2nd
- intervention lessons last for 45 minutes
- 15 minute balance devoted to lesson planning, record-keeping, interaction with site tutors/supervisors
- complete a minimum of 21 intervention sessions
- tutor until the end of the semester

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.

COVID-19 Response: With the welfare and safety of the entire community as the highest priority, the College of Education is continuously monitoring updates from the Centers for Disease Control and Prevention (CDC), Utah Department of Health, and the University of Utah's operational guidelines. Adjustments to field experiences will be made in accordance with these updates, in coordination with the Utah State Board of Education and district and community partners. Course-based adjustments may also occur on a case-by-case basis as necessitated by individual circumstances, University direction, or school/district response. These adjustments may include, but are not limited to virtual instruction, remote supervision, creation of asynchronous materials, and options to extend or defer to another semester. Individual adjustments will occur in coordination with input from your mentor teacher, field supervisor, and program director. A written summary will be provided to you. You are expected to follow the University guidelines in your field placement which can be found at <https://returntocampus.utah.edu/student-information/>. This includes, without limitation, staying home if you are experiencing flu-like symptoms or if you are exposed to anyone with COVID-19 or symptoms of COVID-19, wearing face coverings, and reporting COVID-19 testing results to the University.

Future Impact:

- use this practicum experience to develop a conceptual framework for how reading develops and how instruction can lead that development, a.k.a. think about your future students
- remember that even two dozen tutoring sessions can make a significant difference in a student's reading ability and YOU can be the person who makes that difference for the child YOU tutor

Evaluation for Course Credit

This course (EDU 5316) 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, pre-service educators must meet the following criteria:

- cleared background check (USOE)
- complete **at least** 21 full tutoring sessions with a struggling reader
- maintain professionalism* throughout field placement
- earn a score of "satisfactory" on at least 2 of 4 possible formal observations conducted by UURC or school supervisor

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

Professionalism for this field placement 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
- maintaining academic honesty <http://www.admin.utah.edu/ppmanual/8/8-10.html>, and,
- maintaining "Fitness to Teach" criteria (see <http://uite.utah.edu/documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf>)

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 earn 2 satisfactory scores from formal observations, 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.