

EDU 5316/6316: READING PRACTICUM K-3: NEXT STEPS

Instructors:

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Location:

Initially, practicum takes place at the UURC, and then moves to participating schools.

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.

Background Check:

All persons working with students at our Murray site, or in field schools where they are not employed are required to provide the UURC with documentation of clearing criminal background checks at the state and national levels (i.e., Utah Bureau of Criminal Identification and the Federal Bureau of Investigation). Both types of clearance are required for educator licensing in the state of Utah. You may provide this documentation to the UURC via email, land mail, or by bringing it to the office. *Participants who do not meet this requirement will not receive credit for the course.* START THIS PROCESS AS SOON AS POSSIBLE; IT MAY TAKE WEEKS TO COMPLETE!

If you are a practicing educator, it is likely that you have already completed this process and have a record of such on the USOE 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.

If you are a University of Utah student, you should use the USOE Online License System because USOE 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 <http://uite.utah.edu/background-check.php>.

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) and the Federal Bureau of Investigation (FBI). Please check the following websites for directions on how to complete both processes: <http://publicsafety.utah.gov/bci/yourcrimrecord.html> and <http://publicsafety.utah.gov/bci/FBIcert.html>.

Thank you for your patience with this process that protects our students!

Textbooks & Materials

****Required –**

Each participant **must download and print** the Next Steps Tutor Binder from the University of Utah Reading Clinic website: www.uurc.org. Click on the following links: “For Educators”, then “U Steps Resources”, then “Next Steps” “Tutor Binder”.

Each participant **must bring a Next Steps Word Study Kit to the first day of training**. You may make your own word study kit, **or** you may purchase a pre-made kit from University of Utah Print and Mail Services. The cost of making your own kit will vary from \$30-\$150, depending on where you laminate your materials, so you are encourage you to shop around for the best price. The cost of a pre-made kit is approximately \$70.

If you choose to make your own kit, you will need to photocopy the cards on card stock, laminate, cut, and organize them. This process is time-intensive, so begin the process ASAP. Go to: www.uurc.org. Click on the following links: “For Educators”, then “U Steps Resources”, then “Next Steps” “Word Study Kit” to download the full kit. ***Before you do anything, carefully read the instructions and then follow them in sequence.***

If you choose to purchase a pre-made Next Steps Word Study kit, contact University Printing and Mail Services:

V. Randall Turpin Univ Serv Bld, RM 135 (at front desk)

Phone 801-581-6171

Fax 801-581-4359

Each participant must bring a timer that counts both up & down (many cell phones have this feature) to both trainings.

Recommended – available on-line

2. Morris, D.M. (2007). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.

****Provided**

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

Schedule

Session 1 - Overview

Topics and Activities:

Introductions: UURC staff, participants

Review 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: background check, number of tutoring sessions, 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.

Explain 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
- fluency work.

Overview of intervention materials (controlled text & 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 Completion of Intervention Components

Topics and Activities:

Review expectations (see above).

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 Lesson Plan Preparation & Record-keeping:

- lesson plan is completed **prior** to lesson
- book log
- word study log
- attendance log

Review Tutor Packet

Recommended Readings Prior to Beginning Practicum:

Morris, D. (2005). Chapter 1/The Tutoring Model
Chapter 2/Assessment
Chapter 4/Beth: The Fledgling Reader

Recommended Readings During Practicum:

Morris, D. (2005). Chapter 5/Kurt: The Late-First to Second Grade Reader

Sessions 3+ - Intervention Practicum On-site in Participating Schools

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

Impact on the Future

Use your tutoring experience to understand how reading develops and how instruction leads 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!

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, educators must meet the following criteria:

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

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

"Students in this course are expected to meet the Fitness to Teach criteria located at:

<http://uite.utah.edu/documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf>"

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."

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,
- 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 Academic Honesty, as per University of Utah policies and standards.

A pre-service educator who fails to meet one or more criteria (i.e., fails to complete required number of full tutoring sessions, fails to complete and clear background check, fails to earn 2 satisfactory scores from formal observations, fails 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.

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. Upon request, this information is available in alternative formats, such as cassette, Braille, or large print (copied from: www.hr.utah.edu/oeo/ada/guide/faculty/).

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.