

## **EDU 5321/6321: READING PRACTICUM 4-6: HIGHER STEPS**

### **Instructors:**

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### **Location:**

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

### **Course Description and Expectations**

This course satisfies the Reading Practicum 4-6 requirement for Elementary Education, Special Education, and Early Childhood Education majors, and supplements ED PS 5320 Reading Methods 4-6. Please note that Reading Practicum K-3 is a pre-requisite 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 intervention for struggling students who have difficulty with upper elementary reading materials

By participating in the practicum, pre-service educators will extend their knowledge of the following topics: assisted reading at instructional 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 Steps<sup>SM</sup> 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 Higher Steps<sup>SM</sup> certification.

### **Background Check:**

All persons working with students at our Murray site, or at the Child & Family Development Center in the Alfred Emery Building at the U of U, 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 have already begun or completed this process, you do not need to provide us with documentation; we will be notified of your status.

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** – available at the University of Utah Bookstore: UURC insert of black-line masters under course name & title.

Each participant must prepare his/her own **word study kit and bring the completed kit “ready to go” on the 2<sup>nd</sup> day of training. No exceptions.** Materials and directions for the kit are available in the insert. Each participant must also bring **a timer that counts up and down, a black permanent marker (e.g., Sharpie) and 2 dry erase markers (any bright colors).**

**Recommended** - available on-line

Tyner, B. & Green, S. (2005). *Small-group instruction: A differentiated teaching model for intermediate readers, grades 3-8.* Newark, DE: IRA.

**\*\*Provided**

Texts and other materials for tutoring will be provided by the participating school site.

### **Schedule**

#### **Session 1**

##### **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 training schedule, tutoring schedule, placements, materials & expectations.

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.

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 Syllable Types, Higher Steps Lesson Plan, & the Advanced Word Study General Instructions.

#### **Session 2 - Review of Expectations and Introduction of Advanced Word Study Component**

##### **Topics and Activities:**

Review training schedule, tutoring schedule, placements, materials, & expectations

Review lesson plan, AWS scope & sequence, & syllable types

Modeling and Peer Practice of Intervention Component:

- word study focusing on syllable knowledge for identifying unfamiliar multi-syllabic words, anchored sorts, scoop & read, spelling

Lesson plan preparation & record-keeping:

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

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

Activities:

- provide intervention for a struggling student whose reading level is at least end 2<sup>nd</sup>
- 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 full intervention sessions

Impact on the Future:

- use your tutoring 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, educators must meet the following criteria:

- 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. 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.

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 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.