

## **EDU 5321/6321**

### **Tier II Intervention for Intermediate Readers: Higher Steps<sup>SM</sup> Semester Practicum (Singleton)**

Formerly, EDU 5321/6321: Reading Practicum 4-6:  
Higher Steps<sup>SM</sup>

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### **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 satisfies the Reading Practicum 4-6 requirement for Elementary Education, Special Education, and Early Childhood Education majors. It supplements ED PS 5321/Reading Methods 4-6. Please note that Reading Practicum K-3 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 Steps<sup>SM</sup> 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 Steps<sup>SM</sup> 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 at [kristen.lindsay@utah.edu](mailto: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](mailto: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 the Friday prior to the first day of class.***

### **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>
  - 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 Steps<sup>SM</sup> 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 Steps<sup>SM</sup> 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 Steps<sup>SM</sup> 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 is and an old sock 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/Fledging 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 Steps<sup>SM</sup>/Next Steps<sup>SM</sup>/Higher Steps<sup>SM</sup>)  
- *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 Steps<sup>SM</sup> 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 Steps<sup>SM</sup> 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 2+/Intervention Practicum**

##### Activities:

- provide intervention for a student whose reading level is at least G2-End
- intervention lessons last for 45 minutes
- 15 minute balance devoted 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**

#### **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](http://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 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 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 (USOE)

- complete **at least** 21 full tutoring sessions with an intermediate 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 or 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
- 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 academic honesty <http://www.admin.utah.edu/ppmanual/8/8-10.html>
- maintaining “Fitness to Teach” criteria <https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2023/08/02112222/Fitness-to-Teach-2023-2024.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.