

EDU 6636-030 or 040**Wilson® Level I Practicum: Tier III Intervention for Student with Severe Reading Difficulties****Instructors:**

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Logistics:

- 9 credit/non-credit graduate credits (cost = \$350) letter-grade graduate credits (cost = \$450)
- may apply toward degree with advisor's permission; ***strongly recommend acceptance in a graduate program before completing this course*** to ensure credits will apply to your program of study as "matriculated"
- to determine if this applies to your school district salary schedule, please consult appropriate district personnel
- presentation of university transcript to USBE earns 162 professional learning credits
- prerequisite: bachelor's degree in Education or a related field
- prerequisite: Wilson Reading System® (WRS) Introductory Course Introduction to Multisensory Language Instruction (completed within the last five years)

Note: to apply this course toward a **university degree**, you **MUST** receive a letter grade which entails earning a passing grade on a written case study with your practicum student as its focus. We strongly recommend that you save all baseline and progress-monitoring data over time, as you will need to reference these data in your case study. See pp. 12-13.

Course Description and Expectations

This credit/non-credit or letter-grade course is made possible through the Eccles Foundation, Crawford Foundation and the University of Utah Reading Clinic. The **Wilson Reading System® Level I Practicum, Steps 1-6** is intended to prepare the participant to effectively implement a multisensory structured language reading program with at least one student reading and spelling below grade level, or one diagnosed with a language-based learning disability.

The course is open to educators holding bachelor's degree in Education or a related field who have been accepted into a UURC intervention practicum that focuses on students with severe reading difficulties. Participants may include regular classroom teachers from any grade level, special educators, reading specialists, administrators, paraprofessionals, English-language-learning personnel, and university education students.

This course is designed to help educators develop advanced theoretical and practical knowledge of effective

intervention for students with severe reading difficulties. Specific instructional techniques used in this practicum are grounded in cognitive research on the development of the ability to read words and research on effective instructional practices for students with severe reading difficulties.

Specifically, participants will develop deep content knowledge and skill enhancement while engaged in a supervised practicum implementing a research-based instructional strategy. Participants must master each step online before moving on to the next step. Each participant will acquire a sophisticated working knowledge of the sound-symbol system of English (phonology) and its structure (morphology) as well as the use of specific diagnostic methods in teaching reading and spelling.

Satisfying the requirements of this course includes the identification, assessment, and approval of at least one practicum student in grades 4-12 with significant word-level deficits. This practicum student must be available for a minimum of 2-3 tutoring sessions per week until practicum requirements are met (typically one school year).

Each tutoring session requires 60-90 minutes in length. The practicum entails successful delivery of a minimum of 65 Wilson Reading System® (WRS) lessons and teaching mastery through WRS® Step 4.2

Participants will receive extensive mentoring as they apply these techniques in a 1:1 tutorial setting. Please note that **for this course to count toward the USBE's Secondary Literacy Interventionist Endorsement**, educators must implement Wilson® Level I in a small group of secondary students (i.e., grades 6-12), in addition to the practicum student.

Through intervention, observation, coaching, reading, and attendance at clinical training sessions, participants will be expected to extend their knowledge of the following topics:

Planning & Delivering Differentiated Literacy Instruction

- structured, explicit, systematic intervention
- differentiated intervention in an MTSS system
- intervention in a whole classroom of varying abilities

Phonological Awareness & Basic/Advanced Phonics

- relationship between English orthography and phonology over literacy development
- phoneme basic and advanced awareness
- synthetic blending for one-syllable words, English syllable structure chunking for polysyllabic words
- basic and advanced spelling strategies
- instructional routines for decoding, encoding, and high frequency words

Text Fluency

- use of decodable text and enriched text
- purpose for reading
- building rate, accuracy & prosody
- echo reading, choral reading, partner reading, solo reading
- tracking in text for accuracy and prosody

Vocabulary

- academic vocabulary across content areas
- word level instruction for moving words into oral language

Comprehension

- appropriately challenging text

- making meaning in decodable and enriched text
- comprehension strategies as related to text structure
- building/activating background knowledge

NOTE: Successful completion of both this course and WRS® Intensive Instruction for the Non-Responsive Reader: Online Course (Steps 1-6) will result in Wilson Reading System® Level I Certification. The Wilson Reading System® Level I Certification is a nationally-recognized program that prepares teachers to succeed with students who require intensive instruction.

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 **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 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.

Course Outcomes

- Demonstration of an understanding of language concepts through accurate teaching with multisensory procedures (Steps 1-6)
- Demonstration of mastery with the WRS® Lesson Plan procedures through Step 4.2 (documented by

Wilson Trainer)

- Completion and submission of pretesting report
- Completion and submission of a practicum student report with practicum student posttesting results, after a minimum of 65 lessons and achievement of Step 4.2
- Demonstration of student success and mastery of decoding/encoding skills through Step 4.2 (documented by Wilson Trainer)
- Development of a teacher and student notebook and students' written work in accordance with WLT[®] program standards
- Completion of five observations Practicum Course hours: 65

Assessment of Direct, Structured Literacy Teaching / Lesson Procedures will be scored as procedures are observed. **Participant must score 3 or higher for all items** on the final observation. For reference, see WRS[®] Steps 1-6 Practicum / Participant Study Guide.

TUTORING EXECUTION

Tutoring during the practicum will earn 100%, 70%, or 0%. UURC staff conduct formal and informal observations as needed.

The criteria are as follows:

100%, Exceeds Expectations,

- a. Strong tutoring execution for most of the practicum.
- b. Strong ability to analyze and respond to student performance.
- c. Strong preparation and management of tutoring materials.
- d. Strong ability to integrate trainer feedback into tutoring performance.
- e. Strong contribution to training and debriefing sessions.

It is important to note that failure to meet a majority of the criteria listed above constitutes grounds for a score of 70%.

70% Meets Expectations

- a. Satisfactory-Moderate tutoring execution for most of practicum.
- b. Satisfactory-Moderate ability to analyze and respond to student performance.
- c. Satisfactory-Moderate preparation and management of tutoring materials.
- d. Satisfactory-Moderate ability to integrate trainer feedback into tutoring performance.
- e. Satisfactory-Moderate contribution to training and debriefing sessions.

0%, Below Expectations

- a. Below expectations in tutoring execution for most of practicum.
- b. Below expectations in ability to analyze and respond to student performance.
- c. Below expectations in preparation and management of tutoring materials.
- d. Below expectations in ability to integrate trainer feedback into tutoring performance.
- e. Below expectations in contribution to training and debriefing sessions.

See page 15 for grading scale.

Wilson Reading System[®] Intensive Instruction for the Non-Responsive Reader: Online Course (Steps 1-6)

Descriptions and Expectations

This credit/non-credit or letter-grade continuing education graduate online course (lab) presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two with significant word-level deficits who are unresponsive to previous instruction. The Wilson Reading System[®]

Intensive Instruction for the Non-Responsive Reader: Online Course (Steps 1-6) provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding. It also provides specific procedures to teach the concepts presented in the Wilson Reading System® Steps 1-6, including instruction on the following syllable types: closed, vowel-consonant-e, open, and final-stable.

The course includes additional topics on diagnostic teaching and differentiating instruction through pacing, high frequency word instruction, vocabulary instruction, fluency instruction, dyslexia, listening and reading comprehension strategies, use of differentiated texts, and handwriting.

A multiple-choice assessment will need to be completed after each section of the online course. A score of 80% or higher is required in order for the participant to proceed to the next section of the course. Participants should be fully prepared to take the assessment (25 questions) prior to clicking on the line. They will not be allowed to exit the test once they begin the assessment.

Required Participant Materials: High-speed internet and required hardware, WRS® Intensive Instruction for the Non-Responsive Reader: Online Course (Steps 1-6), and WRS® Introductory Kit – Steps 1-6

Online Course Outcomes

Based on readings and course content:

- Demonstrate an understanding of the research base for multisensory structured language teaching
- Demonstrate an understanding of the necessary principles of instruction used to teach students with a language-based learning disability
- Demonstrate an understanding of the nature of dyslexia
- Demonstrate an understanding of the factors involved in the acquisition of literacy skills
- Demonstrate an understanding of the instruction and importance of transcription skills
- Know word structure including phonemes and associated graphemes, syllables, syllabication rules, morphemes, schwa, etc.
- Demonstrate an understanding of variances in children’s vocabulary acquisition as well as learning expectations
- Know the importance of core and academic (general and domain-specific) vocabulary, and understand research-based instructional methods for all students, including ELLs
- Know how to appropriately select and teach vocabulary within an MSL lesson
- Know the importance of fluency as well as contributing factors to its development
- Demonstrate an understanding of differentiation of fluency instruction for students with significant deficits
- Identify graphic organizers for varied types of informational texts (description, compare-contrast)
- Know the importance of oral language comprehension and explain how to differentiate instruction with individuals as indicated by their cognitive profiles
- Identify the instructional implications associated with different cognitive skill deficits

Course hours: 90

Required Text & Materials

- **WRS® Introductory Set (Steps 1-6), 4th Edition**, which includes (Instructor Manual Steps 1-6, Student Readers Steps 1-6, Rules Notebook, Student Notebook, Dictation Book, Sampling of Steps 1-6 Word Cards,

High Frequency Words, Word Element & Syllable Cards, Magnetic Journal & Magnetic Tiles, Letter-Sound Cards, WADE Assessment, End of Step Assessment Materials), one set per educator

*Visit Wilson Language Training® online store at <https://store.wilsonlanguage.com> for current item prices. For ordering assistance contact WLT® Customer Support at 800.899.8454. **Item#: W4INTROSET, ISBN# 978-1-56778-648-4.**)

• Access to the Word Identification and Spelling Test (*WIST), available from Wilson Language Training® or ProEd. Although copies of the WIST are available for loan from the UURC, we recommend that if you are a significant driving distance from Murray you purchase at least one WIST kit for your district or school.

• **Web-based only** - *flexible document camera*. Examples include:

- HUE. Approx. \$100. Can be purchased from [Hue HD](#) or [Amazon](#) (price and availability subject to change).
- IPEVO High-Definition USB Document Camera. Approx. \$100. Can be purchased from <https://www.ipevo.com/products/v4k>

*These are only intended as suggestions. Other stores may also have similar cameras.

• **Wilson® Level I Practicum Course Reading:**

- LD Online, (2018). Understanding and Assessing Fluency. Washington, DC: WETA. Retrieved from <http://www.ldonline.org/article/27091>
- Ganschow, L., & Schneider, E. (2012). *At-risk students and the study of foreign language in school*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/1bg6ujdpw20xirpllenxfqi0zxst4h1o>
- Rinaldi, C, Baker, D., & Higgins Averill, O. (2013). *The nexus of Response to Intervention (RtI) and the identification of specific learning disabilities (SLD): Guidelines for district-level implementation*. [Research

Brief]. Waltham, MA: Urban Special Education Leadership Collaborative. Retrieved from [https://www.urbancollaborative.org/files/nexusbrief.9-3.final 0.pdf](https://www.urbancollaborative.org/files/nexusbrief.9-3.final%20.pdf)

♦ Chase, C.A. & Saddle, P. (2013). *Transitioning from high school to college: Help for students with learning disabilities*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/fqf4o5h0gz7dnts50vezw4c689d702h5>

♦ Wilson, B.A. (2014). *Common core state standards and students with disabilities*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/jair7syzv0nb9muhhavmy3pyijf10994>

♦ Wilson Language Training Corporation. (2014). *Wilson reading system alignment to common core state standards: English language arts*. Oxford, MA: Author. WRS Alignment to CCSS

****Recommended*** -

♦ Blachman, B. (1997). *Foundations of reading acquisition and dyslexia: Implications for early intervention*. Mahwah, NJ: Erlbaum.

♦ Birsh, J.R. (2005). *Multi-Sensory Teaching of Basic Language Skills*. Baltimore, MD: Brookes Publishing.

PRACTICUM COURSE SCHEDULE

Wilson® Start-Up – Lesson Component Overview & Baseline Assessment

- history of research on severe reading difficulties—in particular, dyslexia
- clinical practicum as a form of professional development
- overview and modeling of a Wilson® Level I intervention lesson
- overview of performance-based and standardized measures required for practicum student selection
- student selection
- overview of Wilson & UURC requirements for Level I certification
- tour of Wilson Academy® and steps 1-6 on-line course

Implementation Meeting 1

- Step 1 key components of instruction – decoding & encoding CVC words Base Word and Suffix Procedures for reading and spelling
- High Frequency/Sight Word Instruction and Vocabulary Instruction Diagnostic Lesson Planning and Execution
- Controlled Text Passage Reading with accuracy focus using visualization, replay/rehearse, retell, and Comprehension S.O.S
- Student Mastery, Pacing and Progressing On-line course assignments
- Course Reading (This information has been provided to the participants in their WRS Steps 1-6 Practicum companion online course.)
- LD Online. (2018). Understanding and Assessing Fluency. Washington, DC: WETA. Retrieved from www.ldonline.org/article/27091/

UURC Coaching Session 1

- decoding & encoding in CVC words: modeling, peer practice, Q&A with instructional techniques for WRS lesson parts

- model, peer practice suffix procedures
- review lesson plans/posttesting

Implementation Meeting 2

- Step 2 key components of instruction – decoding & encoding words with blends, closed syllable & welded sounds and common Latin-base elements.
- Expectations for Student’s Written Work and Teacher Plan book. High Frequency/Sight Word Instruction and Vocabulary Instruction Controlled Text – fluency work
- Review WRS® Steps 1-6 Practicum Observation Long Form and WRS® Steps 1-6 Practicum Participant Study Guide
- On-line course assignments

UURC Coaching Session 2

- review decoding & encoding CVC words with blends
- review of closed syllable
- review decoding & encoding welded sounds
- review high frequency / sight word instruction
- review vocabulary instruction
- model, peer practice comprehension S.O.S., part 9
- use of instructional routines that benefit struggling readers in small group or whole classroom
- scheduling small-group intervention within the whole class
- scaffolding activities for struggling readers in the whole classroom

Implementation Meeting 3

- Step 3 key components of instruction – transitioning from one-syllable words to multisyllabic words using syllable division rules for decoding and spelling
- Base word, affixes, closed syllable Latin-base elements, and complex words Demonstrate how to address schwa in decoding and spelling
- Listening Comprehension with Enriched Text: Narrative and Informational, including replay/rehearse and retell with Comprehension S.O.S.
- On-line course assignments

UURC Coaching Session 3

- model, peer practice closed syllables division rules
- review of schwa for reading & spelling
- model, peer practice comprehension S.O.S., part 10 / enriched & decodable text
- use of instructional routines that benefit struggling readers in small group or whole classroom
- scheduling small-group intervention within the whole class
- scaffolding activities for struggling readers in the whole classroom

Implementation Meeting 4

- Step 4 key components of instruction - decoding and spelling VCe words. Base word, affixes, VCe syllable Latin-base elements, and complex words Practicum

- Student Posttesting and Practicum Student Final Report Automaticity/Fluency
- WRS[®] Level I Certification End-of-Training Requirements and Application of Skills
- Reading Comprehension with non-controlled readable text (tasks: interactive oral reading, scaffolded silent reading, and oral fluency).
- On-line course assignments

UURC Coaching Session 4

- model, peer practice syllable division for combinations of VCe with closed syllables in 2 & 3 syllable words
- review accuracy vs. fluency procedures for reading & spelling
- review end of year forms, post-testing process
- use of instructional routines that benefit struggling readers in small group or whole classroom
- scheduling small-group intervention within the whole class
- scaffolding activities for struggling readers in the whole classroom

Implementation Meeting 5

- Step 5 & 6 key components of instruction – language concepts taught in WRS[®] Steps 5 & 6 Responsiveness to Student's Needs
- Finalizing Certification Requirements WRS[®] Implementation Plans
- WADE
- WRS[®] Level II Training Educational Landscape Laws On-line course assignments

Wilson[®] Level I Online Course Required Reading – Topics I:

Diagnostic Teaching:

♦ Sawyer, D.J., & Jones, K.M. (2009). *Testing and evaluation*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/43120w87h73lf16623erio4eifbhl66t>

Differentiating Instruction: Pacing and Progression through WRS Curriculum:

♦ Heritage, M. (2007). Formative Assessment: *What do teachers need to know and do?* *Phi Delta Kappan*, 89(2). 140-145. Retrieved from http://easlinstitute.org/wp-content/uploads/Heritage_formative_assessment.pdf

♦ National Center on Response to Intervention. (n.d.). *Common progress monitoring omissions: Planning and practice*. Washington, DC: Author. Retrieved from <http://www.rti4success.org/sites/default/files/RTI%20ProgressMonitoringBrief1-Planning%20and%20Practice.pdf>

High Frequency Sight Word Instruction:

- ♦ No Articles

Vocabulary:

- ♦ Hart, B. & Risley, T.R. (1995). The early catastrophe: The 30 million word gap by age 3. In *Meaningful*

differences in the everyday experience of young American children. Baltimore, MD: Brookes Publishing. Retrieved from http://www.aft.org/ae/spring2003/hart_risley

♦ Lehr, F., Osborn, JI, Hebert, E.H. (2004). *Research-based practices in early reading series: A focus on vocabulary*. Honolulu, HI: Pacific Resources for Education and Learning. Retrieved from <http://files.eric.ed.gov/fulltext/ED483190.pdf>

Fluency:

♦ WRS® Steps 1-6 / Fluency handout: [WRS® Steps 1-6 Fluency](#) (found on the online course)
 ♦ Page 2-12 Wilson/Fluency Basic® Instructor Guide: [Fluency Instructor Guide Introduction](#) (found on the online course)

Wilson® Level I Online Course Required Reading – Topics II:

Dyslexia:

♦ Hudson, R.F, High, L.AI Otaiba, S. *Dyslexia and the brain: What does current research tell us?* The Reading Teacher, 60(6),506-515. Retrieved from <http://www.ldonline.org/article/14907/>

♦ Moats, L.C., & Dakin, K.E. (2012). *Dyslexia basics*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/3f36hzaedlnzq96v2xs26a4uqxc7fkw>

♦ Dakin, K.E., & Erenberg, G. (2008). *Attention-Deficit/Hyperactivity disorder (AD/HD) and Dyslexia*. [Fact Sheet]. Baltimore, MD: Author. Retrieved from

<https://app.box.com/s/3t48u8ofwc9w3ml6yu11mydtzropz9ud>

♦ Wilson, B.A. (2012). *Information and resources for adolescents and adults with dyslexia-it's never too late*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from

<https://app.box.com/s/a4mei3zexkxyghk21y4wslnluztmiu>

♦ Eden, G.F. (2015). *Dyslexia and the brain*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/q2cijhwikwncohy3vmv747h04md633vn>

♦ Schultz, J. (2013). *The dyslexia-stress-anxiety connection: Implications for academic performance and social interactions*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from

<https://app.box.com/s/q4mjeez1p8dy8ylb24dappq931r85xfz>

♦ Gilger, J. (2013). *Gifted and dyslexic: Identifying and instructing the twice exceptional student*. [Fact Sheet]. Baltimore, MD: The International dyslexia Association. Retrieved from

<https://app.box.com/s/7b1pme4nshtq32uh1cll9mv9bmbf4pxz>

♦ Shaywitz, S.E. (1996). Dyslexia. *Scientific American*, 275, 5, 98-104. Retrieved from http://dyslexia.yale.edu/Scientific_American_1996.pdf

Comprehension Strategies: Comprehension S.O.S.:

♦ Akhondi, M. Malayeri, F.A., & Samad, A.A. (2011). How to teach expository text structure to facilitate reading comprehension. *The Reading Teacher*, 64(5), 368-375. Retrieved from

<http://www.centeroninstruction.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension>

♦ Center on Instruction at RMC Research Corporation. (2012). *Informational text structure templates*. Portsmouth, NH: Author. Retrieved from

<http://www.centeroninstruction.org/files/MD1%20Handout%204%20Text%20Structure%20K-5.docx>

♦ WRS® art 10 Staircase Handout- [COMP SOS WRS Part10 StaircaseOfTextComplexity](#) (found on the online course)

Differentiation: Fine-tuning Your Wilson[®] Instruction:

- Adams, MJ. (2011). Advancing our students' language and literacy: The challenge of complex texts. *American Educator*, 34(4),3-12. Retrieved from <http://www.aft.org/sites/default/files/periodicals/Adams.pdf>

Transcription Skills: Spelling & Handwriting:

- Berninger, V.W., & Wolf, B. (2012). *Understanding dysgraphia*. [Fact Sheet]. Baltimore, MD: The International Dyslexia Association. Retrieved from <https://app.box.com/s/ew9gmxm2r63hrnhfshkr>
- Moats, L.C. (2011). *Spelling*. [Fact Sheet]. Baltimore, MD: The International dyslexia Association. Retrieved from <https://app.box.com/s/phcrmtjl4uncu6c6y4qzmzml8r41yc06r>
- Gentry, J.R., & Graham, S. (2010). Creating better readers and writers. The importance of direct, systematic spelling and handwriting instruction in improving academic performance. [White Paper]. Columbus, OH: Saperstein Associates. Retrieved from http://www.sapersteinassociates.com/downloads/Color%20copy%20National_Whitepaper.pdf
- Reed, D.K. (2012). *Why teach spelling?* Portsmouth, NH: RMC Research Corporation, Center on Instruction Retrieved from <http://www.centeroninstruction.org/files/Why%20Teach%20Spelling.pdf>
- Principles of Handwriting Instruction Wilson Cursive Manual pages 1-4 Wilson Cursive Introduction (found on the online course)

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.

Professionalism

All participants are asked to conduct themselves in a professional manner. Professionalism for this practicum 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 Wilson trainer (i.e., cell and/or home phone, email address)
- communicating with Wilson trainer regarding any potential conflicts with the schedule
- maintaining academic honesty <http://www.admin.utah.edu/ppmanual/8/8-10.html>
- maintaining "Fitness to Teach" criteria (see <http://uite.utah.edu/documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf>)
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Significant and/or repeated failure to maintain professionalism may result in removal of the educator from the practicum and 'no credit/failing grade' for the course.

EDU 6636-030 (credit/non-credit)

Wilson® Level I Practicum: Tier III Intervention for Student with Severe Reading Difficulties

Credit and Certification

To earn University of Utah credit and to be recommended for Wilson® Level I certification, participant must demonstrate proficiency in lesson procedures, meet each criterion outline below and must earn a score of 3 or higher for all bolded items by the final observation. Participant must earn a score of 2 or higher on all other items. For reference, see WRS® Steps 1-6 Practicum / Participant Study Guide. Also, participant must receive a grade of 80% or higher for each online assessment to successfully complete the online course.

Credit/Non-Credit

- cleared background check (USBE), if working with UURC students
- complete all Wilson® Level I practicum requirements,
- complete final observation with passing scores
- complete Wilson® Level I online course, earning 80% or higher on each assessment,
- submit completed pre-testing, post-testing, and practicum student report to Wilson trainer,
- attend at least 4 out of 5 WRS® Level I implementation meetings,
- attend at least 3 out of 4 UURC coaching sessions

Online Course (Lab) Completion Requirements

- Completion of all online course modules, including videos, activities, and assigned required reading.
- Participants will complete nine online assessments:
- Wilson® Reading System Lesson Plan Review
- Step 1
- Step 2
- Step 3
- Topics I Steps 1-3
- Step 4
- Step 5
- Step 6
- Topics II Steps 4-6

The participant must receive a grade of 80% or higher for each assessment to successfully complete this course. These assessments are self-paced. Once an assessment has been submitted electronically, responses cannot be changed.

EDU 6636-040 (letter grade)**Wilson® Level I Practicum: Tier III Intervention for Student with Severe Reading Difficulties****Credit and Certification**

To attain University of Utah credit and to be recommended for Wilson® Level I certification, participant must demonstrate proficiency in lesson procedures, each criterion outline below and must earn a score of 3 or higher for all bolded items by the final observation. Participant must earn a score of 2 or higher on all other items. For reference, see WRS Steps 1-6 Practicum / Participant Study Guide. Also, participant must receive a grade of 80% or higher for each online assessment to successfully complete the online course.

Letter Grade

- cleared background check (USBE), if working with UURC students
- complete all Wilson® Level I practicum requirements
- complete final observation with passing scores
- complete Wilson® Level I online course, earning 80% or higher on each assessment
- submit completed pre-testing, post-testing, and practicum student report to Wilson trainer
- attend at least 4 out of 5 WRS® Level I implementation meetings
- attend at least 3 out of 4 UURC coaching sessions
- earn a passing final grade from the combination of the case study grade (25% of final grade) and the practicum grade (75% of final grade)

Letter Grade Guidelines

TUTORING EXECUTION (75% of course grade) – see page 4 for details

CASE STUDY (25% of course grade) – see page 16 for details

General Specifications:

- a. typed, double-spaced
- b. On page 1 (a separate cover page is not necessary) include
 - your full name
 - semester and year you registered for the course
 - course name, course number, section number (e.g., Wilson II, EDU 6637-040)
 - your employing school and district (e.g., Sandy Elementary, Canyons School District)
- c. No longer than 10 pages in length
- d. Meet APA standards for writing style and mechanics. As such, students are encouraged to have their papers proofread for appropriate grammar, spelling, and punctuation.
- e. Due by 5pm, two weeks after the last day of practicum and should be sent electronically to kelly.patrick@utah.edu. If needed, you will receive feedback from Dr. Patrick electronically.

Case Study Description

1. **Summary and analysis of the student's reading abilities at baseline.**
 - a. Briefly describe the student's educational history.
 - b. Describe the student's baseline reading abilities in narrative form. Draw on data collected from standardized and performance-based measures:
 - reading achievement (i.e., Woodcock Reading Mastery Test, Woodcock Johnson-R, Woodcock Johnson 3, Wechsler Individual Achievement Test)
 - accuracy with letter-sound correspondences
 - word reading for all syllable types
 - word reading and spelling for high frequency words (i.e., WIST)
 - word recognition and phonemic segmentation fluency (i.e., TOWRE)
 - c. Include baseline data in a table
 - c. Discuss the student's abilities in relation to chronological grade level. Specifically, at baseline, where is this student in relation to where they should be? Why?
2. **Summary and analysis of the intervention.**
 - a. Describe the intervention you provided for this student.
 - b. Briefly describe each component:
 - decoding (accuracy & fluency)
 - encoding (decoding & fluency)
 - vocabulary
 - high frequency word work
 - comprehension work.
 - c. Did any component seem to offer more difficulty or ease than others? Why?
 - d. What, if any, adjustments did you make in the intervention?
3. **Summary and analysis of the student's reading abilities at posttest.**
 - a. After administering the posttest and analyzing the data, describe your student's reading abilities at the

close of the intervention in narrative form

b. Organize baseline and posttest data in a table so it can easily be compared

c. Discuss your student's posttest performance on the same standardized and performance-based measures administered at baseline.

d. If indicated, make specific recommendations for future intervention.

4. Summary and analysis of your own teaching practices.

a. As a reading educator, what have you learned from this practicum experience about reading development, assessment, and intervention as they relate to students with severe reading difficulties?

b. How has this knowledge informed your practice? Provide specific examples.

5. Mechanics

a. APA standards (style, grammar, spelling, etc.)

b. 10 pages or less in length

IT IS RECOMMENDED THAT YOU CLOSELY PROOFREAD AND EDIT YOUR CASE STUDY AND/OR RUN IT 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.

Course grade = 75% practicum grade and 25% case study grade

Case Study and Course Grading Criteria:

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

If you miss the deadline for paper submission, you will receive an "I" signifying "incomplete." After 1 year, the "I" will convert to an "E," which is a final grade of "no credit."

Case Study Rubric

	<i>Below Expectations (0)</i>	<i>Meets Expectations (1)</i>	<i>Exceeds Expectations (2)</i>	<i>Far exceeds Expectations (3)</i>
1. Summary and analysis of the student's foundation for reading success at baseline.				
Description of student's baseline abilities in describe the student's educational history.				
Description of student's baseline reading abilities in both table and narrative form by drawing on data collected from standardized and performance-based measures: reading achievement (i.e., Woodcock Reading Mastery Test, Woodcock Johnson-R, Woodcock Johnson 3, or Wechsler Individual Achievement Test), accuracy with lettersound correspondences, word reading for all syllable types, and word reading and spelling for high frequency words (i.e., WIST), and word recognition and phonemic segmentation fluency (i.e., TOWRE).				
Discuss his/her abilities in relation to chronological grade level expectations.				
2. Summary and analysis of the intervention.				
Brief description of each component: decoding (accuracy & fluency), encoding (decoding & fluency), vocabulary, high frequency word work, comprehension work.				
Did any component seem to offer more difficulty or ease than others? Why?				
What, if any, adjustments did you make in the intervention?				
3. Summary and analysis of students' reading abilities at posttest.				
Description of reading performance at the close of the intervention in both table and narrative form.				
Description of posttest performance on the same standardized and performance-based measures administered at baseline. If indicated, make specific recommendations for future intervention.				
4. Summary and analysis of your own teaching practices.				
New learnings: What have you learned from this practicum experience about reading development, assessment, and intervention as they relate to students with severe reading difficulties? How has this knowledge informed your practice? Specific examples provided.				
5. Mechanics				
APA standards (style, grammar, spelling, etc.)				
10 pgs or less				
Case Study grade				

