

**Utah State Office of Education
Reading Interventionist Endorsement Framework**

Requirement: Interventionist Capstone

Revision Date: 2016

The intent of this framework is (1) to ensure statewide consistency among all institutions and organizations providing content for the Reading Interventionist Endorsement and (2) to provide criteria for reviewing courses submitted to meet this requirement. This framework should be used as the basis for curricular and instructional planning for the required area named above.

A Bachelor's degree and the Level I Reading Endorsement are prerequisites for completing the Reading Interventionist Endorsement. The latter prerequisite includes a minimum score of 159 on the PRAXIS Teaching Reading 5204. Educators are permitted to complete coursework for the Level I Reading Endorsement and the Reading Interventionist Endorsement concurrently.

The coursework scope and sequence for the Reading Interventionist Endorsement is:

1. *Tier III Reading Intervention Clinical Practicum for Students with Persistent Word Recognition Deficits*, successful completion to be followed by,
2. *Tier II Small Group Reading Intervention Clinical Practicum*, successful completion to be followed by,
3. *Reading Interventionist Capstone*.

Educators who believe they have already completed one or more of these courses should carefully examine the requirements as outlined in the USOE Reading Interventionist Endorsement Framework course descriptions (see USOE link www.usoe.org). Any course not named on a current USOE approved-list must be submitted to the USOE for review (click on practicum review application link). Approval is **not guaranteed** and educators are advised **not** to register or pay for unapproved courses in advance.

READING INTERVENTIONIST SEMINAR/INTERNSHIP DESCRIPTION

The purpose of this graduate-level, semester course is to provide educators with academic and field-based opportunities to integrate the knowledge and skills learned in preceding Tier II and Tier III Clinical Practica. The course has two components:

1. A seminar in current theory and research related to reading difficulties; and
2. An internship to improve intervention at the grade, school or district level.

The instructor for this course must hold a Ph.D or EdD in Education or a related field and have extensive expertise in current theory and research related to reading difficulties and Tier II/Tier III intervention.

Reminder: Successful completion of Tier III and Tier II Clinical Practica are pre-requisites for the Capstone.

1a. SEMINAR CONTENT

***Relationships among Word Recognition, Fluency, Vocabulary and Comprehension for Beginning, Fluent, and Struggling Readers**

Foorman, B.R. & Connor, C.M. Primary Grade Reading. (2011). In M. Kamil, P.D. Pearson, E. Moje & Afflerbach (Eds.), *Handbook of Reading Research: Vol. 4.* (pp. 136-156). New York: Routledge.

Morris, D., Bloodgood, J.W., Lomax, R.G., & Perney, J. (2005). Developmental steps in learning to read: A longitudinal study in kindergarten and first grade. *Reading Research Quarterly, 38*, 302-328.

Nunes, T. & Bryant, P. (2011). Morphemic approaches for reading words. In R. O'Connor & P.F. Vadasy (Eds.), *Handbook of Reading Interventions* (pp. 88-112). NY: Guilford.

Perfetti, C, Marron, M.A. & Foltz, P.W. (1996). Sources of comprehension failure: Theoretical perspectives and case studies. In C. Cornoldi & J. Oakhill (Eds.). *Reading Comprehension Difficulties: Processes and Intervention.* Mahwah, NJ: Erlbaum.

Rayner, K., Foorman, B.F., Perfetti, C.A., Pesetsky, D., & Seidenberg, M.S. (2002). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest, 2*, (2) 31-74.

Shankweiler, D., Lundquist, E., Katz, L., Stuebing, K.K., Fletcher, J.M., Brady, S., Fowler, A., Dreyer, L.G., Marchione, K.E., Shaywitz, S.E., & Shaywitz, B.A. (1999). Comprehension and decoding: Patterns of association in children with reading difficulties. *Scientific Studies of Reading, 3*, 69-94.

***Eye Movements: Implications for Novice and Expert Readers**

Ashby, J. & Rayner, K. (2006). Literacy development: Insights from research on skilled reading. In D.K. Dickinson & S.B Neuman (Eds.) *Handbook of Early Literacy Research: Vol 2.* (pp. 52-63). New York: Guilford.

***Development of the Ability to Read and Spell Words**

Cunningham, A.E., Nathan, R.G., Schmidt Raher, K.S. (2011). Orthographic processing in models of word recognition. In M. Kamil, P.D. Pearson, E. Moje & Afflerbach (Eds.), *Handbook of Reading Research: Vol. 4.* (pp. 259-285). New York: Routledge.

Ehri, L.C. & Roberts, T. (2006). The roots of learning to read and write: Acquisition of letters and phonemic awareness. In D.K. Dickinson & S.B Neuman (Eds.) *Handbook of Early Literacy Research: Vol 2.* (pp. 113-131). New York: Guilford.

Scarborough, H. S., & Brady, S. A. (2002). Toward a common terminology for talking about speech and reading: A glossary of the “phon” words and some related terms. *Journal of Literacy Research, 34,* 299-334.

Share, D.L. (2004). Orthographic learning at a glance: On the time course and developmental onset of self-teaching. *Journal of Experimental Child Psychology, 87,* 267-298.

Verhoeven, L. (2011). Second language reading acquisition. In M. Kamil, P.D. Pearson, E. Moje & Afflerbach (Eds.), *Handbook of Reading Research: Vol. 4.* (pp. 661-683). New York: Routledge.

***Early Prevention of Reading Difficulties**

Dickinson, D.K., McCabe, A. & Essex, M.J. (2006). A window of opportunity we must open to all: The case for preschool with high-quality support for language and literacy. In D.K. Dickinson & S.B Neuman (Eds.) *Handbook of Early Literacy Research: Vol 2.* (pp. 11-28). New York: Guilford.

Juel, C. (2006). The impact of early school experiences on initial reading. In D.K. Dickinson & S.B Neuman (Eds.) *Handbook of Early Literacy Research: Vol 2.* (pp. 410-426). New York: Guilford.

Powell, D.R. & Diamond, K.E. (2012). Promoting early literacy and language development. In Pianta, R.C. (Ed.) *Handbook of Early Childhood Education* (pp. 194-216). NY: Guilford.

Torgeson, J.K., Wagner, R.K. & Rashotte, C.A. (1997). Approaches to the prevention and remediation of phonologically based reading disabilities. In B. Blachman (Ed.), *Foundations of Reading Acquisition and Dyslexia* (pp. 287-304). Mahwah, NJ: Erlbaum.

***Scientific Research Standards and Findings for Reading Instruction and Intervention**

Deshler, D.D., Hock, M.F., Ihle, F.M. & Mark, C.A. (2011). Designing and conducting literacy intervention research. In M. Kamil, P.D. Pearson, E. Moje & Afflerbach (Eds.), *Handbook of Reading Research: Vol. 4.* (pp. 66-83). New York: Routledge.

McCardle, P., Chhabra, V. & Kapinus, B. (2008). *Reading Research in Action: A Teacher's Guide for Student Success.* Baltimore, MD: Brookes.

Schatschneider, C. & Petscher, Y. (2011). Statistical modeling in literacy research. In M. Kamil, P.D. Pearson, E. Moje & P. Afflerbach (Eds.), *Handbook of Reading Research: Vol. 4.* (pp. 54-65). New York: Routledge.

***Reading Instruction and Intervention**

Amendum, S. & Fitzgerald, J. (2011). Reading instruction research for English-Language Learners in Kindergarten through sixth grade. In A. McGill-Franzen & R.L. Allington (Eds.). *Handbook of Reading Disability Research* (pp.373-391). NY: Routledge.

Klingner, J.K., Morrison, A. & Eppolito (2011). Metacognition to improve reading comprehension. In R. O'Connor & P.F. Vadasy (Eds.), *Handbook of Reading Interventions* (pp. 220-253). NY: Guilford.

Lovett, M.W., Barron, R.W. & Benson, N.J. (2003). Effective remediation of word identification and decoding difficulties in school-age children with reading disabilities. In H.L. Swanson, K.R. Harris, & S. Graham (Eds.) *Handbook of Learning Disabilities* (pp. 431-449). New York: Guilford.

Spear-Swerling, L. (2015). *The Power of RTI and Reading Profiles: A Blueprint for Solving Reading Problems.* Baltimore, MD: Brookes.

Wharton-McDonald, R. (2011). Expert classroom instruction for students with reading disabilities. In A. McGill-Franzen & R.L. Allington (Eds.). *Handbook of Reading Disability Research* (pp.265-272). NY: Routledge.

Williams, J.P. (2003). Teaching text structure to improve reading comprehension. In H.L. Swanson, K.R. Harris, & S. Graham (Eds.) *Handbook of Learning Disabilities* (pp. 293-305). New York: Guilford.

***Assessment of Reading Difficulties**

Fuchs, D., Fuchs, L.S., McMaster, K.N., & Al Otaiba, S. (2003). Identifying children at risk for reading failure: Curriculum-based measurement and the dual-discrepancy approach. In H.L. Swanson, K.R. Harris, & S. Graham (Eds.) *Handbook of Learning Disabilities* (pp. 431-449). New York: Guilford.

Salinger, T. Policy decisions in early literacy assessment. (2006). In D.K. Dickinson & S.B. Neuman (Eds.) *Handbook of Early Literacy Research: Vol 2.* (pp. 427-444). New York: Guilford.

***Resources for Instructional Decision-making**

Birsh, J.R. (2005). *Multisensory Teaching of Basic Language Skills*. Baltimore, MD: Brookes.

CORE: Teaching Reading

CORE: Assessing Reading

<https://www.corelearn.com/Services/Common-Core-Standards/CORE-Teaching-Reading-Sourcebook-Correlations.html>

LETRS (Language for Teachers of Reading and Spelling) Modules: Print & E-Books

<http://www.voyagersopris.com/services/professional-resources/professional-books/leters-second-edition/training-support#Print>

What Works Clearinghouse

http://ies.ed.gov/ncee/wwc/publications_reviews.aspx

Student, educator, school, district and parent rights and responsibilities related to assessment and intervention within a Multi-Tiered System of Supports including eligibility for, provision of, and termination of Special Education services

**Many of these foundational topics will have been covered in the Level I Reading Endorsement, but should be reviewed here to activate and expand educators' background knowledge.*

1b. SEMINAR PRODUCTS

Seminar products may include summaries, graphic organizers, essays, exams, quizzes or any other products that require educators to analyze and retain content in such ways as to inform their assessment and intervention with struggling readers.

2a. INTERNSHIP OPTIONS

Choose 1 or more to meet the required 30 hour minimum.

Options must be submitted to course instructor for approval prior to beginning internship.

Note: any internship may include the use of assistive technology

- identify small groups of struggling readers (grade 2 and above) with similar needs using multiple sources of assessment data and develop a research-based Tier II or Tier III intervention plan (with progress-monitoring) for each group as appropriate;

- identify small groups of struggling readers (Kindergarten or grade 1) with similar needs using multiple sources of assessment data and develop a research-based Tier II prevention plan (with progress-monitoring) for each group as appropriate;
- evaluate Tier II and/or Tier III assessments with respect to their technical adequacy, ease and cost of administration, utility of data outcomes, reliability and validity of interpretation, and parent, educator, school and/or district use;
- evaluate and propose research-based improvements to a grade-level, school, or district plan for identifying, assessing, and providing intervention for students with Tier II and/or Tier III reading difficulties;
- evaluate Tier II and/or Tier III intervention models or components of intervention models with respect to research adequacy, effective implementation, data outcomes and/or educator use at the grade-level, school and/or district level;
- analyze existing Tier II and/or Tier III intervention plan(s) for a small group(s) of struggling readers, identifying students' intervention levels in text and word study with the goal of determining research-based adjustments in time, intensity, explicitness, instructional content, and response opportunities designed to shrink the gap between present level of performance and grade level expectations;
- evaluate or develop a collaborative grade-level, school-wide, and/or district plan for educator, administrator, and parent communication regarding Tier II and/or Tier III assessment and intervention.

2b. INTERNSHIP PRODUCTS

The written product provides evidence of the educator's efforts to improve reading intervention through one or more of the options described above. The course instructor must provide educators with a rubric that specifies standards and expectations for the written product (see example below).

Example: Small Group Identification, Assessment, & Intervention Plan.

- summary and analysis of student identification & assessment data;
- research-based rationale for intervention plan, incorporating citations as appropriate;
- samples of at least 5 lesson plans for 1 intervention;
- summary of progress-monitoring assessments, including mastery benchmarks and schedule;
- data-based projection of desired student outcomes, incorporating citations as needed;
- summary of possible intervention adjustments, if needed; and
- references & appendices as needed.

Standards for a grade of "A:" All sections completed. Superior consistency among rationale, identification, assessment, and intervention plans. Evidence of superior ability to develop thorough lesson plans consistent with assessment and intervention plan. Superior academic writing style. No mechanical errors.

Standards for a grade of "B:" All sections completed. Satisfactory consistency among rationale, identification, assessment, and intervention plans. Evidence of satisfactory ability to develop thorough lesson plans consistent with assessment and intervention plan. Satisfactory academic writing style. Very few, if any, mechanical errors.

It is important to note that failure to meet any criterion constitutes grounds for a plan to earn a lower grade. As such, course participants are encouraged to proofread their written products for appropriate grammar, spelling, and punctuation.

SEMINAR & INTERNSHIP REQUIREMENTS

The educator must earn credit in a USOE-approved Interventionist Seminar & Internship (hereafter termed "course").

To register for this course, the educator must have already successfully completed both a Tier II and a Tier III practicum. A practicum and this course may **not** be completed concurrently.

Any course not named on the current USOE approved-list must be submitted to the USOE for review (click on Seminar & Internship Review application link). Approval is **not guaranteed** and educators are advised **not** to register or pay for an unapproved course in advance.

The course must include, but is not limited to, the following features:

1. The course has been approved by the USOE.
2. The Seminar covers the content specified in this document.
3. The course instructor holds a PhD or EDD in education or a related field and has extensive expertise in current theory and research related to reading difficulties and Tier II/Tier III intervention.
4. The Seminar provides a minimum of 15 hours of instructor-led interaction (i.e., lecture and discussion).
5. The internship portion requires at least 30 hours of work within selected options.

Note: Vendors may provide direct and/or on-line services. Vendors must make graduate credit available.