

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

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**Requirement:** Tier III Reading Intervention Clinical Practicum

**Revision Date:** 2015

*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*, 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 USBE Reading Interventionist Endorsement Framework course descriptions (<http://www.schools.utah.gov/CURR/langartelem/Endorsement/Interventionist.aspx>). Any course not named on a current USBE 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.

### **TIER III CLINICAL PRACTICUM DESCRIPTION**

The purpose of this graduate-level clinical practicum is for educators gain proficiency in providing research-based **assessment** (i.e., within accepted psychometric standards of reliability and validity) and research-based, intensive **Tier III reading intervention** (i.e., supported by scientific evidence published in high quality, peer-reviewed journals) for students, including English Learners, who are at-risk for, or experiencing dyslexia and other severe reading difficulties due to persistent word recognition deficits. These word recognition deficits are unexpected in relation to other cognitive abilities and persist in spite of effective Tier I classroom instruction and Tier II intervention.

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A Tier III reading intervention clinical practicum must meet the following Standards 1 - 5. These standards are adapted from the *International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading*, 2010.

### **STANDARD 1. INTERPRETATION & ADMINISTRATION OF ASSESSMENT FOR PLANNING TIER III INTERVENTION**

As part of an approved Tier III clinical practicum, the educator will be able to:

- administer several types of assessment (i.e., screening, diagnostic, outcome, progress-monitoring) to select and teach a student with persistent word recognition difficulties,
- interpret assessment data related to student performance before, during, and after Tier III intervention to summarize patterns of strength and weakness—especially those related to phonological skill, decoding knowledge, word recognition automaticity, spelling, processing speed, listening comprehension, and reading comprehension,
- use assessment data to inform Tier III intervention for struggling readers, including English Learners,
- display and explain student data/performance in ways that are understandable to students and parents, and,
- explain basic psychometric principles (i.e., reliability, validity, norm-referenced, criterion-referenced) as related to practicum assessment, and,
- use assessment to identify appropriate uses of research-based assistive technology as needed for students with serious limitations in word recognition automaticity, spelling, letter formation, and written expression.

### **STANDARD 2. STRUCTURED LANGUAGE TEACHING: PHONOLOGY, PHONICS, WORD RECOGNITION & SPELLING**

As part of an approved Tier III clinical practicum, the educator will be able to:

- explain the development of sub-word and word-level skills (i.e., phonological, decoding, word recognition, spelling and letter formation), as well as the relationship between these skills and reading comprehension/written expression,
- identify a student's sub-word and word instructional levels, as well as a defined scope and sequence for each area to place and pace student in cumulative phonological, decoding, word recognition, spelling and letter formation curricula according to research-based mastery criteria,

- explicitly teach a systematic, structured language curriculum that prioritizes direct teaching and student practice with immediate, corrective feedback to build accuracy, then automaticity in phonological, decoding, word recognition, spelling and letter formation skills,
- explicitly, systematically teach decoding/encoding strategies based on the language structure of single syllables and multi-syllabic words,
- use multiple senses/modalities (i.e., listening, speaking, reading, touching, writing) simultaneously and with sufficient repetition to increase engagement and enhance memory for grapheme-phoneme connections,
- connect single word intervention in phonological, decoding, word recognition, spelling and letter formation to improving fluency in reading and writing connected text,
- adapt phonological, decoding, word recognition, spelling and letter formation intervention for students with working memory, attention, executive function and/or processing speed weaknesses, and,
- explicitly teach letter naming, letter formation (e.g., manuscript, cursive, pencil grip) and spelling concepts (e.g., doubling or not doubling when adding suffixes to base words).

**STANDARD 3. STRUCTURED LANGUAGE TEACHING: FLUENT, AUTOMATIC READING OF TEXT**

As part of an approved Tier III clinical practicum, the educator will be able to:

- explain the role of fluency in word recognition, oral reading, silent reading, comprehension of text, and motivation to read,
- explain reading fluency as a later phase of normal reading development, as the primary symptom of most reading difficulties, and as a consequence of both practice and instruction,
- use research-based assessment to identify a student's intervention reading level, as well as examples of text that represent that level,
- identify and implement research-based instructional practices for building fluency at sub-word, word, and connected text levels,
- identify appropriate uses of research-based assistive technology for students with serious limitations in reading fluency.

**STANDARD 4. STRUCTURED LANGUAGE TEACHING: VOCABULARY**

As part of an approved Tier III clinical practicum, the educator will be able to:

- explain the role of vocabulary in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read,
- explain the sources of wide differences in students' vocabularies,
- explain meanings for unfamiliar words as encountered during intervention, and,
- systematically review meanings of less-familiar, high-utility words to enhance comprehension of immediate and transfer texts.

**STANDARD 5. STRUCTURED LANGUAGE TEACHING: READING COMPREHENSION**

As part of an approved Tier III clinical practicum, the educator will be able to:

- explain that reading comprehension is the result of successful interaction between student background knowledge and word recognition abilities that allow the student to build a mental model of meaning for text,
- explicitly teach research-based instructional practices to assist students in comprehending connected text (e.g., use of graphic organizers, text structure, retelling).

**TIER III READING INTERVENTION CLINICAL PRACTICUM REQUIREMENTS**

The educator must earn, or provide documentation of having earned, certification in a USBE-approved Tier III Reading Intervention Clinical Practicum (hereafter termed "practicum").

Educators are reminded that any practicum not named on the current USOE approved-list must be submitted to the USBE for review (click on practicum review application link). Approval is **not guaranteed** and educators are advised **not** to register or pay for unapproved practica in advance.

A practicum must include, but is not limited to, the following features:

1. The practicum has been approved by the USOE.
2. The practicum is research-based as defined on p. 1 of this document and meets each standard (1-5) specified in this document.
3. The practicum trainer holds a current trainer license/certificate in that intervention model/program.

4. The practicum requires at least 60 hours of intervention with 1-3 students, delivered a minimum of twice weekly, and at least 5 hours of formal observation by the trainer or a qualified designee.
5. The practicum requires that the student(s) who receive intervention meet criteria for persistent word recognition difficulties.
6. The practicum trainer must hold the minimum of a Master's degree in Education or a related field (e.g., Speech-Language Therapy).
7. Before practicum registration, the educator's primary administrator (e.g., principal, district supervisor) must provide the educator with written support for the successful completion of the practicum.
8. Before Tier III reading intervention commences, the educator must obtain written parental permission and support for the successful completion of the practicum.

#### **USOE-APPROVED TIER III READING INTERVENTION CLINICAL PRACTICUM VENDORS**

- Reading and Language Arts Centers
- Lindamood Bell Learning Centers and Instruction
- Neuhaus Education Center
- Slingerland Institute for Literacy
- The University of Utah Reading Clinic
- Wilson Language Training

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