

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

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**Requirement:** Tier II Small Group Reading Intervention Clinical Practicum

*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 <http://www.schools.utah.gov/CURR/langartelem/Endorsement/Interventionist.aspx>). Any course not named on a current USOE approved-list must be submitted to the USOE for review. Approval is **not guaranteed** and educators are advised **not** to register or pay for unapproved courses in advance.

#### **TIER II CLINICAL PRACTICUM DESCRIPTION**

The purpose of this graduate-level clinical practicum is for educators to gain proficiency in providing research-based **assessment** (i.e., within accepted psychometric standards of reliability and validity) and research-based **Tier II reading intervention** (i.e., supported by scientific evidence published in high quality, peer-reviewed journals) for small groups of struggling readers in grades K-12, including English Learners. Tier II intervention is supplemental to Tier I instruction and targets word recognition automaticity, spelling, fluency, and comprehension—the areas in which most struggling readers manifest difficulty.

A Tier II 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) and the *International Reading Association Standards* (2014).

**STANDARD 1. INTERPRETATION AND ADMINISTRATION OF ASSESSMENTS FOR PLANNING TIER II INTERVENTION**

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

- explain the differences among Tier I, Tier II, and Tier III instruction;
- administer various 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 II intervention to summarize patterns of strength and weakness—especially those related to phonological skill, phonics knowledge, word recognition automaticity, spelling, listening comprehension, and reading comprehension;
- display and explain student data/performance in ways that are understandable to students and parents;
- use assessment data to design and adjust appropriate Tier II interventions for struggling readers, and
- identify appropriate use of research-based assistive technology for students, as needed.

**STANDARD 2. WORD RECOGNITION AUTOMATICITY: PHONOLOGY, PHONICS, HIGH FREQUENCY WORDS, AND SPELLING**

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

- explain the development of sub-word and word-level skills (i.e., phonological awareness, word recognition, and spelling), as well as the relationship between these skills and reading comprehension,
- identify students' word recognition level, as well as a defined scope and sequence to place and pace a student in word recognition curricula according to research-based mastery criteria (i.e., students move to new concepts upon mastery);
- explicitly teach a systematic word recognition curriculum that prioritizes direct teaching and student practice of decoding/encoding strategies for single syllable and/or multi-syllable words with immediate, corrective feedback to build accuracy, then automaticity;

- use multiple senses/modalities (i.e., listening, speaking, reading, touching, and writing) simultaneously and with sufficient repetition to increase engagement and enhance memory for grapheme-phoneme connections and high frequency words;
- connect single word interventions in phonological skill, phonics, word recognition, and spelling to improving fluency in reading connected text; and
- understand the phonological features of a second language, such as Spanish, and how those features may affect English pronunciation and spelling.

### **STANDARD 3. FLUENT READING OF CONNECTED TEXT**

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

- explain the role of fluency in word recognition, oral reading, silent reading, comprehension of texts, and motivation to read;
- explain reading fluency as the symptom of most reading difficulties and as a consequence of both practice and instruction;
- identify appropriate texts for fluency practice; and
- identify and implement research-based instructional practices for building fluency (e.g., assisted oral reading, repeated reading).

### **STANDARD 4: VOCABULARY**

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

- explain the role of vocabulary in word recognition, reading comprehension, and motivation to read;
- explain the sources of wide differences in students' vocabularies; and
- explain meanings and techniques for discovering the meanings of unfamiliar words as encountered during intervention.

### **STANDARD 5: READING COMPREHENSION IN CONNECTED TEXT**

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

- explain that reading comprehension is the result of successful interaction between student background knowledge, word recognition abilities, and strategy use that allow the student to build a mental model of meaning for text:
- use instructional techniques to check for understanding; and
- explain potential sources of comprehension difficulties before and during reading.

### **TIER II READING INTERVENTION CLINICAL PRACTICUM REQUIREMENTS**

The educator must earn certification in a USOE-approved Tier II 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 USOE 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 that assessment data be used to select, place, and pace students in intervention.
5. **The practicum requires that the 3-6 students who receive intervention meet criteria for “struggling reader” (i.e., are below grade level in word recognition and/or fluency). The trainer must approve participating students, who chronologically should be mid-first grade or older.**
6. **The practicum requires at least 9 hours of training in conjunction with intervention, at least 30 hours of intervention with a group of 3-6 students a minimum of twice weekly for 12-17 weeks, and at least 4 hours of formal, individual observation during intervention with feedback by the practicum instructor or a qualified designee.**
7. The practicum trainer must hold the minimum of a Master’s degree in education or a related field (e.g., Speech Language Therapy).

8. 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.

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

- The University of Utah Reading Clinic (Early Steps Quads, Next Steps Triads, Higher Steps Triads): [www.uurc.org](http://www.uurc.org)
- Neuhaus Education Center: <http://neuhaus.org/special-programs/>
- Wilson Language Training: [http://www.wilsonlanguage.com/FS\\_PD\\_MainPage.htm](http://www.wilsonlanguage.com/FS_PD_MainPage.htm)
- Utah State University (future possibility)
- LEAs with trainers certified in a model(s)/program(s) that meet standards 1-5 as outlined in this document (e.g., Ogden City School District, Davis School District, Iron County School District)

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