Reading Interventionist Endorsement Vendor Application:
Tier III Reading Intervention Practicum

Company Name_____

Address _____ City_____ State _____ Zip Code _____

Contact Person _____

Phone Number _____

Email address _____

Tier III

Vendors interested in qualifying to provide the Tier III Reading Intervention Clinical Practicum must provide evidence including, but is not limited to, the following features:

1. The practicum is research-based as defined on p. 1 of course framework and meets each standard (1-5) specified in this document.
2. The practicum trainer holds a current trainer license/certificate in that intervention model/program.
3. 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.
4. The practicum requires that the student(s) who receive intervention meet criteria for persistent word recognition difficulties.
5. The practicum trainer must hold the minimum of a Master's degree in Education or a related field (e.g., Speech-Language Therapy).

Tier III Standards Checklist

Directions: Please review the following standards. Place a check next to the standards that your program/product addresses.

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). ☐

☐*I have provided evidence of the product/program's ability to address the above referenced standards (attached appropriate documentation).*

By signing this application, I acknowledge that this submission has been accurately completed and the necessary documentation has been provided.

Applicant's Signature:

Submit application and documentation to Jennifer.Throndsen@schools.utah.gov

Note: If the curriculum program is not currently listed as a recommended product on the Utah State Office of Education RIMS Database, the material will need to be reviewed during an Instructional Materials Review Session. For more details, please visit: http://www.schools.utah.gov/CURR/imc/News-and-Information.aspx