



*Reading Interventionist Endorsement Vendor Application:  
Tier II Small Group Intervention Practicum*

Company Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Contact Person \_\_\_\_\_

Phone Number \_\_\_\_\_

Email address \_\_\_\_\_

**Tier II**

Vendors or LEAs interested in qualifying to provide the Tier II Small Group Intervention Practicum must provide evidence including, 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 the [course framework](#) 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).

## Tier II Standards Checklist

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

### 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.

*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](mailto: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>*