

Higher Steps Triads #1

Overview, Assessment, Word Bank & Expectations

Agenda:

1. Complete pre-practicum questionnaires. Liaison - Pass around Educator Info sheet.
2. What is Higher Steps?
3. How do we know Higher Steps works?
4. How does our school fit in?
5. How do we get started?
6. Review practicum requirements.

What is Higher Steps?

Goals:

1. Provide early G3 level+ struggling readers with:
 - research-based
 - comprehensive intervention
 - for 45 minutes

 - twice weekly minimum; more is better
 - 1:1 or small group (esp. triads & quints)

2. Provide educators with
 - extensive
 - ongoing professional development in reading instruction and intervention

-->better reading teachers for all students

What Does Higher Steps Look Like? How Do We Know It Works?

1. Assisted reading of new challenging text
(Jorgenson, Klein, & Kumar, 1977; Kuhn, Schwanenflugel, Morris, Morrow, et al., 2006; Morgan, Wilcox, & Eldredge, 2000; O'Connor, Swanson, & Geraghty, 2010; Powell, & Dunkeld, 1971; Stahl, & Heubach, 2005; Stanley, 1986)
3. Isolated, systematic Word Study to develop automatic decoding & spelling skills
(Adams, 1990; Ehri, 2005; Foorman et al., 1998, Moats, 2005; Rayner, Foorman, Perfetti & Seidenberg, 2002)
4. Re-read familiar, challenging text to build fluency
(Kuhn & Stahl, 2003; Kuhn, Schwanenflugel, Morris, Morrow, et al., 2006; Stahl & Heubach, 2005)
5. Overt attribution of reading progress to Higher Steps skills/strategies
(Bandura, 1982; Schunk & Rice, 1993)

How does our school fit in?

- A. Today - learn how to do RLA & build groups; review practicum requirements. Learn Word Bank routines (HST #1).
- B. Between today and _____ - give RLA to 8-10 students. Finish organizing HST materials.
- C. _____ - bring raw RLA data to training. Discuss RLA data, form groups, learn Assisted Reading (HST #2).
- D. ASAP, start HST Word Bank & Assisted Reading.
- E. _____ - Fast Follow-up (HST #3) “drop-dead” date. Clinic begins with Word Bank & Assisted Reading. Learn Advanced Word Study.
- F. Video Seminars – required for certification (organized by site coordinator).

How Do We Get Started?

Gather baseline data & select students:

Reading Level Assessment (RLA)

Available on-line: www.urrc.org → Educators

→ Assessment. It's **free!!!**

- approx. 10 minutes
- instructional and independent reading levels

Note: The texts/books used for assessment **CANNOT** be used for tutoring during the year.

Discuss: Norm-referenced Assessment vs. Screening vs. Criterion-Referenced (RLA)

Passage Reading Assessment

Woods & Moe passages (G2 and up)

Take the candidate from G2 text to frustration. You need to see what s/he **can't** do to determine the appropriate level.

Errors

- omissions
- insertions
- substitutions
- helps

She ran quickly.

To code these errors, just slash the specific word. Self corrects count as errors, but identify them with a ✓.

Criteria for HST Students: minimum of 90% accuracy and 80 wpm on G3 passage

Cautions for student selection during training year:

- motivation
- attendance
- dyslexia

Record all data on test, including child's name, grade, etc. Your UURC liaison will need a copy of each student's RLA summary page.

Review UURC on-line resources for RLA data entry and computation: <http://www.uurc.utah.edu/> & go to: Teacher Login on left side.

Note grade level spelling test in master binder. Helpful to i.d. instructional spelling levels.

Forming Groups:

1. Conduct RLA.
2. Determine each student's print- processing instructional level from oral reading accuracy and rate.
3. Match level, accuracy and rate as closely as possible to form groups of 3. Try to stay within 10 wpm and 5% points of accuracy in matching.

Note: a strong 3D reader may be able to work with shaky 4Es, and so on.

4. Use HS Assisted Reading Criteria to find challenging text level.

Word Bank Procedures

Trainer models & explains:

- Write each **vowel** on its own index card. Vowel cards stay in the Word Bank forever. You can put “crib notes” for YOU on the back.
- Also, collect high frequency words that present difficulty during reading and/or on the Fry List. Write each word on its own index card. You can add 1-2 new Fry words per lesson. Make sure that Fry words begin with different letters. [Trainer: *Distribute Fry List*].
- 1 Word Bank serves entire group.
- Use flash presentation with a silent physical cue. Students respond chorally.
- Sort into 2 piles: correct & automatic OR trouble. Re-do trouble deck.
- Remove words when students are firm in text reading. Vowel cards stay in Word Bank FOREVER!
- Add long vowel chants at module 4 – Open Syllables.

Certification Requirements

Tutoring Sessions: minimum of 45, but the more, the better!

Group Training Sessions: 9

Observations w/certified HST tutor working directly under licensed HST trainer: 6 w/2 “satisfactory” scores; 1 satisfactory score must be earned during final observation. [Trainer: *Review Observation form*]

Self-Observation: Film yourself during 2 Triad lessons; watch your lessons while completing HST observation forms. Submit both completed forms to UURC liaison.

Observations of a peer during training sessions: 6

Watch 5 Video Seminars (preferably in group setting; organized by coordinator)

Note: HS Triad Tutors and/or Site Coordinators are **not** licensed HS Triad trainers. Training without HS Triad license violates UURC service mark rights. Certified HS

tutors **are** allowed to “coach” other individuals in the HS model. Proceed with lowered expectations!

Materials to Bring to Each Training

- binder with all HS lesson plans, etc.
- word study kit, LPs & inventories - 2 index cards
- AWS General Instructions
- white board, 2 markers, mechanical pencil/pointer
- spelling notebooks for students

Questions? Check the master binder on-line!!!! If you still don't know the answer, contact your UURC liaison!!

Site Coordinators!

Please provide your UURC liaison with a copy of the RLA cover sheet for each student receiving HST from any educator in training.

University Credit

University Credit is available; not mandatory. Cost: \$300 for 3 continuing ed credits. Register with Linda

Jensen (801-265-3951 or linda.jensen@utah.edu) by October 31st.

For syllabus, see:

www.uurc.utah.edu/UStudents/UCourseSyllabi.php

EDU 5642-030 - Maintaining the Power of Advanced 1:1 Intervention in Small Groups: Higher Steps Practicum

Fabulous UURC International Opportunity!

English-Speaking Internships in Botswana with ***Stepping Stones International*** providing orphaned & vulnerable youth with UURC intervention and/or coaching local educators.

Tier I Text Certification OR Tier II Certification (Early, Next or Higher Steps) satisfy main pre-requisite!

www.uurc.utah.edu/Educators/BotswanaInternship.php