#2 UURC Tier I Core Program Clinical Practicum

Goal: to become more effective & efficient at delivering Tier I instruction so that all G2+ readers—especially those who struggle--improve fluency and comprehension for immediate & transfer texts.

Debrief & Review Use of FORI & QtA Routines

Note: importance of 40 minutes a day "miles on the page"
How's it going? Review expectations as needed.

Practicum Roles

Educator:
- suggestion: plan in grade level teams
- develop Organizers & LPs → execute routines
- complete other requirements (see expectations)

Site Coordinator:
- coordinate training & observation logistics with Liaison
- support educators in planning & execution
- coordinate seminar viewing

Liaison:
- attend trainings & connect site & UURC
- coordinate observations with Site Coordinator
- conduct observations & provide feedback

Program Trainer:
- practicum (n=8)
- troubleshoot as needed
- direct data collection & analysis

Note: Tier I Site Coordinators are **not** licensed Tier I Trainers. Training without a license violates UURC service mark rights. Coaching = OK.

Today's Focus: Major Understanding & Theme
- *MU* is text-based, specific content info. Not preachy.
- *Theme* is the abstract moral, is value-laden, "life lesson".
- For MU, ask yourself: what STUFF do I want my students to know when they finish this text?
- **for narrative text, MU = plot (main character, conflict, resolution)**
- for informational text, MU = main idea + important details
- collapse into a 1 sentence summary

The Major Understanding for a text should drive your comprehension queries (i.e., where you stop, what you want students to understand/learn)

Modeling with Educators
1. Access Lesson Plan, Narrative Organizer.
2. With pre-chosen/read narrative text, trainer models using key words/phrases to develop a *Narrative Organizer*.
3. Trainer models using *Organizer* to deduce *Theme*; then juxtaposes deduction of *Major Understanding*.
4. Trainer writes *Theme & MU* on LP.
5. Trainer models using *Organizer* to develop *Preview* on LP.
6. Trainer models stopping points for *Basic Queries*.
7. Trainer uses MU to model *Deep Queries* stopping points.

<u>Sample Basic Queries:</u>
> *What is the author telling us?*
> *What does the author want us to know?*
> *What's happening here?*
> *What's going on?*

Modeling with Students
1. Educators bring Observation Form & student text to classroom.
2. Trainer models *Preview* & 7-10 minutes of *Read-To w/Basic Queries* in classroom.
3. Return to training room; debrief. Remind: bookmark!

Key Features of *Reviews:* Compare & Contrast with *Preview*
(trainer models with educators→educators discuss in small groups→whole group debriefs)
- brief (no > 3-6 minutes or so)
- must be interactive (kids talk & write)
- "raise the bar" on sketches & important terms w/retrieval
- ask students to pair-share using important terms on Day 3
- use sentence-starters & forced-choice questions

Key Features of *Echo Read*
(trainer models with educators→educators discuss in small groups→whole group debriefs)
- use consistent, succinct, precise prompts (see bookmark)
- start strong, fade out….come in strong again….fade out again… YOU set the pace, but then fade to listen to them!
- break up by paragraph or page; no > 6 lines at a time

Key Features of *Deep Queries:* Compare & Contrast with Basic Queries

(trainer models-with educators→educators discuss in small groups→whole group debriefs)

- use MU to decide where to stop & query
- more specific & more complex than Day 1
- goal=to *refine/expand* kids' thinking to *increase* comprehension from previous day
- use kid-friendly language and then translate to academic language
- ask students to find evidence in text
- suggestion: post academic queries at front of room

Sample Deep Queries

- Where is this happening? → Describe the setting.
- So, why are cows so important to these people → What status do cattle play in the life of the Maasai?

Key Features of *Partner Reading & QtA Kid Comp.*

(trainer models→whole group debriefs)

- 2 roles for leader: prompts & comp question
- 1 voice = goal
- **partners read chorally (together)** while tracking!
- pair kids who are somewhat close in level
- teacher roves, models as needed, praises on-task behavior
- only comp question = *What does the author want us to know from this part?* No 'trick your partner' questions!!!

Requirements for Tier I Text Certification

- use routines with whole class **daily** for 40 minutes;

- weekly LPs & Organizers (minimum of 25 each required) maintained in binder;
- attend 8 half-day clinical trainings;
- be observed 1:1 in classroom 6 times (20 min. observation followed by 10 min. debrief);
- earn "satisfactory scores" on at least 2 observations, with 1 earned on last observation;
- complete observation forms on 2 self-observation videos;
- view 5 seminars (1 hour each) as a group; and,
- read research articles on comprehension theory/instruction.

Note: literacy coaches/Title I facilitators are **<u>strongly encouraged</u>** to "substitute" and be observed!

<u>For Next Time, Please…</u>

1. Continuing implementing all routines. Ask site coordinator for assistance.
2. Think about the difference between Theme & MU. Theme = moral; MU = 1 sentence summary.
3. Push yourself on QtA Basic queries. See how many kids you can get to contribute!
4. Be gentle with yourself on Deep Queries!!! More on these next time!
5. What **Informational** text will we use for next time? All participants, please read before next training.

<u>When Your UURC Observer Arrives, Please Provide:</u>
   - your binder with LPs and Organizers
   - a hard copy of that day's section of text

- a hard copy of that week's LP & organizer
- 1st observation will be "feedback only"

Observation Schedule
1. Read-To w/Basic Queries (feedback only)
2. Read-To w/Basic Queries
3. Echo Reading w/Deep Queries
4. Partner Reading w/Kid Comp
5. Echo Reading w/ Deep Queries
6. Echo Reading w/ Deep Queries

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:
http://www.uurc.utah.edu/UStudents/UCourseSyllabi.php
EDU 6651-030: Tier I Instruction for Improved Fluency and Comprehension.

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

Tier I Text Certification OR Tier II Certification (Early, Next or Higher Steps) satisfy main pre-requisite!
http://www.uurc.utah.edu/Educators/BotswanaInternship.php