

Educator Response to UURC Tier I Text Practica

Our primary goal for this practicum was to help you become more effective and more efficient at using grade-level text with your students. Which statement best expresses your feelings:

I am <i>much more</i> effective and efficient at using text with my students.	N = 30
I am <i>more</i> effective and efficient at using text with my students.	N = 11
I am <i>slightly more</i> effective and efficient at using text with my students.	N = 0
I am <i>not more</i> effective and efficient at using text with my students.	N = 0

Why?

Below is every written response—verbatim--to this question from one 2014-15 Tier I Practicum (n = 12)

-The strategies are easily used with ANY text. My students know the routines and settle in easily with any text. We spend more time reading, talking about text, and questioning.

-My students are much better readers than ever before. I feel empowered with this practicum and now my students are empowered.

-It was new material or new ways to teach Tier I text. It gave me a structured way to teach that I didn't know before. When you've taught for awhile, it's hard to find new techniques.

-I feel I do a much better job in reaching all levels of proficiency (High, Mid, Low).

-I had no good routine, no training on how to use the basal and no experience. Training and planning lessons has increased confidence and comfort in executing lessons.

-I have never had any training on using grade-level text, so now I feel I have a great system that my students have grown very familiar with.

-Because my students are spending more time in the text, doing repeated readings, are more engaged during reading time which is improving their reading fluency, accuracy and retell scores. I am much more prepared for teaching each story when using the FORI method!

-My students are more engaged and reading more than they would have with other programs. The organization of the program helps the students gain reading skills and confidence.

-Because I have a structure to guide my instruction. My students read more and are more engaged. I ask better questions.

-This is a great routine that I can transfer to other areas of teaching.

-I have never taught specific reading skills to younger grades. It helped me bridge the gap between low reading skills and high thinking skills. Much more reading and questioning.

-I feel this has been so beneficial to my teaching: much more questioning, much more reading for kids. Their depth of knowledge has greatly increased.

-(Reading Coach) Students are spending more time reading text. The teachers have a set criteria and lesson plans to work from. The teachers are questioning the students more, deeper, and in connection with the text.

How did the following UURC Tier I components contribute to your students' reading achievement? Please circle your answer for each component.

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|----------------------------------|--------------------|-------------------|----------------|
| - using grade-level text | not at all (n = 0) | a little (n = 6) | a lot (n = 35) |
| - using instructional level text | not at all (n = 0) | a little (n = 8) | a lot (n = 31) |
| - FORI read-to | not at all (n = 0) | a little (n = 6) | a lot (n = 35) |
| - FORI echo-read | not at all (n = 0) | a little (n = 8) | a lot (n = 33) |
| - FORI partner read | not at all (n = 0) | a little (n = 13) | a lot (n = 26) |
| - consistent prompts | not at all (n = 0) | a little (n = 4) | a lot (n = 37) |
| - weekly schedule for text | not at all (n = 0) | a little (n = 6) | a lot (n = 34) |
| - Q&A queries for comprehension | not at all (n = 0) | a little (n = 1) | a lot (n = 40) |
| - being observed w/feedback | not at all (n = 0) | a little (n = 10) | a lot (n = 30) |
| - developing Mjr Understanding | not at all (n = 0) | a little (n = 6) | a lot (n = 35) |
| - miles on the page reading | not at all (n = 0) | a little (n = 2) | a lot (n = 36) |
| - < teacher talk, > kid talk | not at all (n = 0) | a little (n = 4) | a lot (n = 35) |