

Early Steps Quads #1 **Overview, Assessment & Expectations**

Agenda for today's training:

1. What is Early Steps?
2. How do we know Early Steps works?
3. What is our timeline?
4. How do we get started?
5. Review practicum requirements.

What Is Early Steps?

Tier II Intervention for at-risk beginning (typically G1) readers:

- research-based
- comprehensive
- daily, 45 minutes
- 1:1 or 1:4 (need *at least* 85 sessions or more!)

An Early Steps Practicum provides educators with:

- extensive
- ongoing professional development in beginning reading instruction/intervention.

RESULT?

---better reading teachers for beginning readers at **ALL** levels!!!!

NOTE: High quality, **RELENTLESS** Tier II intervention is necessary but not sufficient for school improvement. High quality Tier I instruction is also necessary!

What Does Early Steps Look Like?

1. Reread 3 familiar texts for **fluency**.

(20 minutes)

(NRP, 2000; Samuels, 1998; Stahl, 2004)

2. Isolated, explicit, systematic Word Study to help at-risk beginners develop **phonological awareness, decoding & spelling** skills. (15 minutes)

(Foorman et al., 1998; NRP, 2000)

3. Guided oral reading of new text at **instructional level**.

(10 minutes)

(Good & Brophy, 1986; Stallings & Kaskowitz, 1974)

4. Overt **attribution** for success to skills/strategies.

(occasional)

(Bandura, 1982; Schunk & Rice, 1993)

Total time: 45 minutes/daily M-->F

How Do We Know ES Works?

Scientific evidence strong for 1:1 model:

Santa, C.M. & Høien, T. (1999). An assessment of Early Steps: A program for early intervention. *Reading Research Quarterly*, 34, 54-79.

Morris, D., Tyner, B., & Perney, J. (2000). Early Steps: Replicating the effects of a first-grade reading intervention. *Journal of Educational Psychology*, 97, 681-693

Brown, K.J., Reynolds, V., Lowe, S., Skidmore, D., Van Gorder, D., Patillo, S., Weinstein, C., Robertson, J., & Morris, A. (2000, July). *Early Steps intervention in schools with explicit code instruction: Is it effective? Does isolated phonological awareness instruction increase effectiveness?* Paper presented at the Society for the Scientific Study of Reading, Stockholm, Sweden.

A large-scale UURC empirical study conducted in 2011-12 shows no advantage for 1:1 over 1:4 on any measure.

Early Steps Quads Timeline

A. Today - learn how to do ERI & select candidates; review practicum requirements (*ESQ #1*).

B. Between today and _____ - give ERI to 8-10 students, finish making & organizing ESQ materials.

C. _____ - bring raw ERI data to training, discuss ERI data, form groups, and learn half of ESQ lesson (*ESQ #2*)

D. ASAP, start ESQ tutoring.

E. _____ - tutor, then learn rest of ESQ lesson = “drop-dead” date (*ESQ #3*)

F. Video Seminars – required for certification (organized by site coordinator)

How Do We Get Started?

Gather baseline data and select students:

Early Reading Inventory (ERI)

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

→ Assessment. It's free!!!

1. 10 minutes per student
2. alphabet (recognition & production)
3. passage reading
4. phoneme awareness & spelling

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

At Minimum, Who Should Take the ERI?

- students whose DIBELS scores indicate “intensive” or “strategic” (esp. NWF)
- recommended by G1 teacher

Many G1 teachers administer the ERI to all of their students (good info).

ERI Passage Reading Assessment

<i>Baby Bear Goes Fishing</i>	(G1-Oct/ES 5)
<i>Mouse Tales</i>	(G1-March/ES 10)
<i>Days w/Frog & Toad</i>	(G1-End/ES 12)
<i>Woods & Moe passages</i>	(G2-mid and up)

Take the candidate from G1-Oct to frustration. You need to see what s/he *can't* do to determine candidacy.

Errors

- | | |
|--------------|-----------------|
| - omissions | - substitutions |
| - insertions | - helps |

The girl ran quickly.

To code these errors, just slash the specific word. Be sure to identify self-corrects.

Self corrects are NOT errors on any G1 text. Self corrects ARE errors on G2 text and above.

Candidates for Early Steps Intervention

- recognize at least 16 lower case letters, but have less than 85% accuracy on *Baby Bear Goes Fishing*.
- Those who recognize fewer than 16 need intensive alphabet and phonological awareness instruction before they benefit from a reading intervention.
- Those who score better than 85% accuracy on *BBGF* are above grade level for beginning G1

Try to form quads that look like they will “stay together” in terms of progress.

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

Practicum Requirements

Tutoring Sessions: minimum of 85, but many at-risk beginners need more!

Group Training Sessions: 9 (principal must attend 1st and last trainings)

Observations w/certified ESQ tutor working directly under licensed ESQ trainer: 6 w/2 “satisfactory” scores; 1 satisfactory score must be earned during final observation.
Review Observation form! Note: “jump-ins” likely!

Self-Observation: Film yourself during 2 ESQ lessons; watch your lessons while completing ESQ 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: ESQ Tutors and/or Site Coordinators are *not* licensed ESQ trainers. Training without ESQ license violates UURC service mark rights. Certified ESQ tutors are allowed to “coach” other individuals in the ESQ model.

For Each Training, Bring:

- binder with ESQ lesson plans, etc.
- word study kit

Questions? Check the master binder at
www.uurc.org/Educators/USteps.

If you still don't know the answer, contact your UURC liaison!!

Site Coordinators:

Please provide your UURC liaison with:

1. A copy of the ERI cover sheet for each student receiving ESQ from any educator in training.
2. Educator info sheet from beginning and end of year.

University Credit

University Credit is available; not mandatory. Cost: \$450 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 6649-030 - Maintaining the Power of 1:1 Early Intervention in Small Groups: Early Steps Quads Practicum.

UURC International Opportunity!

English-Speaking Internships in Botswana with *Stepping Stones International* providing orphaned & vulnerable youth with U Steps Intervention (ES, NS, HS and/or Tier I)

For more info go to -

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