

Next Steps #1

Overview, Assessment & Expectations

Agenda for Today's Training:

1. Complete pre-practicum questionnaires (NCLB sites).
2. What is Next Steps?
3. How do we know Next Steps works?
4. What is our timeline?
5. How do we get started?
6. Review practicum requirements.

What is Next Steps?

Tier II Intervention for struggling readers stuck between G1-March and G2-End levels:

- research-based
- comprehensive
- daily, 45 minutes
- 1:1 or 1:4

A Next Steps Practicum provides educators with:

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

RESULT?

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

What Does Next Steps Look Like?

1. Assisted reading of **new text** on instructional level
(*Morris, Shaw, & Perney, 1990; Brown, Morris & Fields, 2005*)
2. Isolated, systematic Word Study to help develop automatic **decoding & spelling** skills (*Foorman et al., 1998*)
3. Re-read familiar text to build Fluency.
(*Kuhn & Stahl, 2003; Stahl & Heubach, 2005*)
4. Overt **attribution** of reading progress to Next Steps skills/strategies
(*Bandura, 1982; Schunk & Rice, 1993*)

How Do We Know NS Works?

Model shown effective in:

- urban Chicago, Chattanooga, Bronx, SLC
- rural Virginia, Montana, and North Carolina

Scientific evidence:

Morris, D., Shaw, B., & Perney, J. (1990). Helping low readers in grades 2 and 3: An after-school volunteer program. *Elementary School Journal*, 91, 133-150.

Brown, K.J., Fields, M.K., Craig, G.T., & Morris, D. (2008, July). *Maintaining the power of 1-on-1 in a group of 3*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.

Brown, K.J., Morris, D., & Fields, M. (2005). Intervention after grade 1: Serving increased numbers of struggling readers effectively. *Journal of Literacy Research*, 37, 61-94.

How does our school fit in?

- A. Today - learn how to do RLA & selection; review practicum requirements (NS #1)

- B. Between today and _____ - give RLA to 3-5 students, finish making & organizing NS materials

- C. _____ - bring raw RLA data to training, discuss RLA data, choose student, learn NS lesson (NS #2).

- D. ASAP, start NS tutoring.

- E. _____ - Fast Follow-up (NS #3) “drop-dead” date; tutor NS lesson.

- 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.uurc.org →Educators

→Assessment. It's *free!!!*

- approx. 10 minutes

- instructional and independent reading levels

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

Passage Reading Assessment

Baby Bear Goes Fishing (G1-Oct/ES 5)

Mouse Tales (G1-March/ES 10)

Days w/Frog & Toad (G1-End/ES 12)

Woods & Moe passages (G2-mid and up)

Take the candidate from G1-Oct or G1-March text to frustration. You need to see what s/he *can't* do to determine the appropriate level.

Errors

- omissions
- insertions
- substitutions
- helps

The girl ran quickly.

The girl ran quickly.

The girl ran quickly.

The girl ran quickly.

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.

G2 Next Steps Candidates:

- minimum of 85% accuracy on G1-March text w/ no less than 25 wpm (*Mouse Tales*)
- maximum of 95% accuracy w/40 wpm on G1-End text (*Frog & Toad*)

In September, G2 NS students are no lower than a “shaky G1-March, no higher than a “strong G1-End.”

G3 Next Steps Candidates:

- minimum of 85% accuracy w/ no less than 25 wpm

on G1-March text (*Mouse Tales*)

- maximum of 95% accuracy and 90 wpm on G2-End text (*Whiz...*)

In September, students in grades 3 and up, NS students are no lower than a “shaky G1-March and no higher than a “strong G2-End.”

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.

For Each Training, Bring:

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

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

Practicum Requirements

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

Group Training Sessions: 9

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

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

Site Coordinators!

Please provide your UURC liaison with:

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

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 6634-030: Basis Assessment & Intervention for Struggling Readers: Next 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