

Next Steps Triads #1

Overview, Assessment & Expectations

The Goal: to preserve the power of 1-on-1 assisted reading intervention in a small group where students read instructional level text and engage in word study as much as possible in the time allotted (45 minutes).

Agenda for Today's Training:

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

What is Next Steps?

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

- research-based
- comprehensive
- minimum twice weekly; 45 minutes
- 1:1 or 1:3 or 1:5

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 (NST #1)

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

C. _____ bring raw RLA data to training, discuss RLA data, form groups, and learn NST Word Bank & Assisted Reading (NST #2).

D. ASAP, start NST tutoring (Word Bank & Assisted Reading)

E. _____ - Fast Follow-up (NST #3) “drop-dead” date. Tutor Assisted Reading & Word Study; learn Sentence Stem & Fluency.

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

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

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.

Stop scoring & timing after reaching 100 word indicator (slash). Student must finish passage to answer comprehension questions.

Note: see *Baby Bear Goes Fishing* score sheet for its unique scoring protocol.

Criteria for G2 Students:

- minimum of 85% accuracy on G1-March text w/ no less than 25 wpm (*Mouse Tales*)
- maximum of 90% accuracy w/40 wpm on G1-End text (*Frog & Toad*)

In September, G2 NST students are not lower than shaky G1-March and not higher than strong G1-End.

Criteria for G3 and Above:

- minimum of 85% accuracy w/ no less than 25 wpm on G1-March text (*Mouse Tales*)
- maximum of 90% accuracy and 80 wpm on G2-End text (*Whiz...*)

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

Cautions for student selection during training year:

- motivation
- 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.

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

Forming Groups

1. Conduct RLA with each student.
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 5 wpm and 5 %points of accuracy in matching.

Note: a strong G1-March reader may be able to work with shaky G1-End readers, and so on.

For Each Training, Bring:

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

Site Coordinators: Initiate Home Word Charts?

<http://www.uurc.utah.edu/General/HomeWord.php>

Go to www.uurc.org. Click on the *For All* tab in the left-hand column. Then, click on the *Forms & Charts* tab. Click on the *Home Word Charts* tab.

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 (principal must attend 1st and last trainings)

Observations w/certified NST tutor working directly under licensed NST 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 NST lessons; watch your lessons while completing NST 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 Triad Tutors and/or Site Coordinators are ***not*** licensed NS Triad trainers. Training without NS Triad license violates UURC service mark rights. Coaching = OK.

Site Coordinators!

Please provide your UURC liaison with:

1. A copy of the RLA cover sheet for each student receiving NST from any educator in training.
2. Educator info sheet.

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 6640-030 - Maintaining the Power of 1:1 Basic Intervention in Small Groups: Next Steps Triads

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