

UURC SMALL GROUP INTERVENTION MODELS FOR STRUGGLING READERS:
Early Steps, Next Steps & Higher Steps

Goals:

- to provide instructional level intervention for struggling readers
- to help teachers become more effective and efficient at delivering Tier II reading intervention

Research Base:

- model shown to be effective in inner-city Chicago, Chattanooga, and the Bronx, NYC, as well as Salt Lake City, Utah and rural Virginia, Montana, North Carolina, and Utah.
- empirical effectiveness documented in high quality, blind peer-reviewed journals (*Reading Research Quarterly, 1999, Elementary School Journal, 1984, 1990; Scientific Studies of Reading, 1996; Journal of Educational Psychology, 2001; Journal of Literacy Research, 2005*).

Why a Clinical Practicum?

- Extensive modeling, practice, coaching & feedback over time → each educator moves to his/her own “next level”

What Does Early Steps Intervention for At-Risk, Beginning Readers Look Like?

1. Reread familiar books (goal=fluency)
 2. Word Study (goal=improve basic word id, phon. awareness, spelling skills)
 3. Assisted Reading (goal=comprehension, push instructional level)
- target population: at-risk readers at G1-Mid level or below (including ELL & LD)
 - 1-on-1 or small group, 30 minutes/day, 5 days per week until grade level is reached

What Does Next Steps Intervention for Struggling Readers Look Like?

1. Assisted reading (goal=comprehension, push instructional level)
 2. Word Study (goal=improve 1 syllable word id, spelling skills)
 3. Repeated reading (goal=fluency)
- target population: struggling readers from G1-January to G2-End (including ELL & LD)
 - 1-on-1 or small group, 45 minutes, 2-3x per week until grade level is reached

What Does Higher Steps Intervention for More Advanced Struggling Readers Look Like?

1. Repeated Reading (goal=fluency)
 2. Assisted reading (goal=comprehension, push instructional level)
 3. Advanced Word Study (goal=improve multi-syllable word id, spelling skills)
 4. Repeated reading (goal=fluency)
- target population: struggling readers from G3-Early and up (including ELL & LD)
 - 1-on-1 or small group, 45 minutes, 2-3x per week until grade level is reached

For each model:

- phonics/word study has systematic scope and sequence: no guesswork
- efficient and effective lesson format
- minimal prep time (approx. 5-7 minutes)

What does Early/Next/Higher Steps look like in Utah?

- Since 2000, year-long clinical practica in ES, NS, and HS have been conducted with hundreds of elementary and secondary educators in 14 districts (*Davis, Duchesne, Granite, Garfield, Jordan, Murray, Park City, Cache, Ogden, Nebo, North Sanpete, South Sanpete, Salt Lake, South Sanpete, Iron, Juab, Washington*).

- Practica include a diverse range of educator participants: classroom teachers, para-educators, reading specialists, Title 1 specialists, special educators, administrators, volunteer coordinators, literacy coordinators, ELD personnel.

Participating Educators Will:

1. - become proficient at placing and pacing struggling readers in text and phonics in small groups.
2. - develop a cognitive framework for how reading develops and what to do when it stalls.

What Does a School Get From UURC Early/Next/Higher Steps?

1. High quality, intensive, year-long reading professional development for up to 12 educators on-site in school and via distance technology.
2. Effective intervention for at-risk and/or struggling readers, including ELs & SPED students.
3. Program evaluation (facilitation of data collection and analysis).
4. Potential internship hours for participants working on USBE Level II Reading Endorsement.
5. Next and Higher Steps practica count toward USBE Reading Interventionist Endorsement.
6. Potential for re-licensure/university undergraduate & graduate credit.
7. Development of a "team approach" for intervention in among staff.

What Does a School Need To Do To Bring in UURC Early/Next/Higher Steps?

1. Fund approximately 1/3 time position to coordinate program & tutor at least 2 students (e.g., literacy coordinator).
2. For Early Steps, secure commitment of at least 2 G1 teachers & others who will tutor 1-4 students daily for 30 minutes for a minimum of 85 lessons.
3. For Next/Higher Steps, secure commitment of at least 2 certified teachers & others who will tutor 3 students twice a week for 45 minutes each session for a minimum of 45 lessons.
4. Make arrangements for teachers to be able to tutor & be observed by UURC staff 6 times over the course of the schoolyear.

5. Purchase, order, and organize books and tutoring materials (depending on model and existing school supplies, total varies from \$1,500 - \$5,000).
6. Provide workspace adequate for small-groups working simultaneously.
7. Fund professional development for up to 12 educators (no fewer than 10) for full year (9 halfday, on-site clinical sessions depending on model, 6 formal observations, 5 hour-long seminars, ongoing consultation access).
8. Fund substitutes to allow certified participants to attend clinical sessions (9 halfdays).
9. Principal must attend first and last trainings.

What Do Regular & Special Educators Say About Early Steps/Next/Higher Steps Training?

From first-year novices to veteran teachers with twenty-plus years of experience:

- This is the best professional development that I have ever experienced!
- Why didn't I get this in my university training?
- I use these techniques every day with my small groups!
- I'm so relieved I don't have to re-invent the wheel every day for my below-level readers!

As we all know, educators vote with their feet. ***In every instance***, the UURC has been asked back for a second, and often, third and fourth year of clinical training.

Questions?

Please contact Dr. Kathleen J. Brown at 801-541-4594 or kathleen.brown@utah.edu. Feel free to access our website at www.uurc.org and peruse "U" Steps Resources for specifics on Early, Next and Higher Steps.