

EDU 5640-030 or 6640-030
MAINTAINING THE POWER OF 1-ON-1 BASIC INTERVENTION IN SMALL
GROUPS: NEXT STEPS TRIADS PRACTICUM

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Logistics:

- on location in schools
- clinical sessions - 18 hours
- observations - 6 hours
- seminar – 5 hours
- intervention: Next Steps Triads - approx. 50 hours
- 3 credit hours = \$300
- university transcript specifies credit/no credit; no letter grade
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USOE earns 54 re-licensure points

Course Description and Expectations

This credit/no-credit continuing education course is designed to help educators execute effective, research-based assessment and intervention for struggling readers of all ages in a group format that preserves much of the power of 1-on-1 tutoring. Intervention components are designed for readers who have reached a mid-G1 level, but whose reading abilities are below mid-grade three level. The course follows a “practicum model,” in which participants build a conceptual framework for reading development and effective intervention through a year-long, mentored intervention experience.

The course is open to any educator, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and English-Language-Learner (ELL) personnel.

Through intervention, observations, reading and attendance at clinical sessions and seminars, participants will be expected to extend their knowledge of the following topics: partner reading, partner word study, partner fluency work, reading development, phonological awareness, word identification, synthetic blending, decoding by analogy, basic English syllable structure, automaticity, fluency, assisted reading at instructional level, building/activating background knowledge, comprehension strategies, textual scaffolding, motivation, and using assessment as a guide for pacing instruction.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing assessment and intervention for three struggling readers in a triad format.

Textbooks & Materials

Participants must make and assemble all materials for conducting tutoring lessons. A master binder of black-line masters is available from the Next Steps coordinator in each school.

****Recommended****

Morris, D. (2005). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.

Tyner, B. (2004). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. Newark, DE: IRA.

Course Schedule

Clinical Sessions & Seminar: Topics and Readings

Session 1/Baseline Assessment & Forming Triads

Overview of Next Steps Triads: empirical research base, theoretical framework, issues in beginning reading, overview of intervention model, review of assessments for identifying and leveling struggling readers, using assessment findings to form triads.

Assessment: overview, modeling, and assisted practice administering the University of Utah Reading Level Assessment (RLA), using accuracy and rate in determining instructional/intervention levels.

Reading: Tyner, B. (2004). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. Chapter 6: Fledging Reader.

Session 2/Assisted Reading in Triads

Assisted Reading: building and activating background knowledge prior to reading, frontloading orthographically challenging words, echo reading, solo reading, partner reading, collecting accuracy and rate data as a guide to moving up or moving laterally in text level.

Comprehension Work: narrative & expository text structures, using text structure to drive comprehension work.

Reading: Tyner, B. (2004). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. Chapter 7: Independent Reader.

Session 3/Comprehension Work & Word Study in Triads

Comprehension: using questioning during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling.

Word Study: relationship between word study scope and sequence and development of the ability to read words, high frequency words & word banks, synthetic blending, blends and digraphs, mixed short vowels, closed syllable structure, speed checks to determine automaticity, partner work.

Assessment: theoretical foundation for flash instrument for word recognition automaticity & decoding, modeling of and peer practice with flash instrument administration.

Clinic: each participant has the opportunity to provide intervention to a triad in front of mentor and peers. Intervention session is followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Reading: Tyner, B. (2004). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. Chapter 8: Independent Reader.

Morris, D. (2005). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. Chapter 2: The Initial Reading Assessment.

Session 4/Fluency Work & “Individual Extras” in Triads

Fluency: roadblocks for fluency, removing roadblocks to fluency, repeated readings, prosody echo, partner fluency.

Word Study: importance of sight vocabulary, strategies for persistent difficulty with high frequency words, transition from mixed short vowels to more difficult vowel patterns, “vowel-consonant-e” syllable structure, open syllable structure, “r-controlled syllable structure, using speed checks to determine automaticity.

Assisted reading: word study to text level correspondence.

Assessment: modeling, scoring and interpretation of flash instrument, peer practice administering flash instrument.

Clinic: each participant has the opportunity to provide intervention to three students in front of supervisor and peers. Intervention session is followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Reading: Morris, D. (2005). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. Chapter 2: The Initial Reading Assessment.

Session 5/Shifting Triad Composition When Indicated

Assisted reading: word study to book level correspondence, pacing, collecting accuracy and rate data as a guide to moving up or moving laterally in text level, using rate and accuracy data to pace triads that are struggling or excelling in a specific text level, echo and partner reading as support, when to shift triad membership.

Fluency work: rereading texts as a way to build fluency, prosody echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words.

Assessment: practicum administration of flash instrument, scoring and interpretation of flash data.

Clinic: each participant has the opportunity to tutor three students in front of supervisor and peers. Intervention sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Session 6/Triad Practicum & Assessment: Final Thoughts

Assessment: observation of flash instrument administration, interpretation of flash data and correlation with assisted reading level.

Clinic: each participant has the opportunity to tutor three students in front of supervisor and peers. Intervention sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Course Credit Criteria

To receive credit, participants must satisfactorily meet each criterion outlined below:

- completion of at least 5 of 6 possible half-day clinical trainings, conducted by a Licensed Next Steps Triads Trainer,
- complete at least 4 of 6 possible observations conducted by a Licensed Next Steps Triads Trainer or a certified Next Steps Triads Tutor working in a support capacity under a Licensed Next Steps Triads Trainer,
- earn satisfactory ratings for at least 2 of those observations, with 1 of those satisfactory ratings earned within the final 2 observations,
- completion of at least 4 of 6 possible peer observations,
- view 5 hour-long seminar DVDs on reading research/theory, and,
- completion of at least 45 tutoring sessions with a Next Steps Triad.