

Educator Response to UURC Tier I Text Practica

Our primary goal for this practicum was to help you become more effective and more efficient at using grade-level text with your students. Which statement best expresses your feelings:

I am <i>much more</i> effective and efficient at using text with my students.	N = 30
I am <i>more</i> effective and efficient at using text with my students.	N = 11
I am <i>slightly more</i> effective and efficient at using text with my students.	N = 0
I am <i>not more</i> effective and efficient at using text with my students.	N = 0

Why?

Below is every written response—verbatim--to this question from one 2014-15 Tier I Practicum (n = 12)

-The strategies are easily used with ANY text. My students know the routines and settle in easily with any text. We spend more time reading, talking about text, and questioning.

-My students are much better readers than ever before. I feel empowered with this practicum and now my students are empowered.

-It was new material or new ways to teach Tier I text. It gave me a structured way to teach that I didn't know before. When you've taught for awhile, it's hard to find new techniques.

-I feel I do a much better job in reaching all levels of proficiency (High, Mid, Low).

-I had no good routine, no training on how to use the basal and no experience. Training and planning lessons has increased confidence and comfort in executing lessons.

-I have never had any training on using grade-level text, so now I feel I have a great system that my students have grown very familiar with.

-Because my students are spending more time in the text, doing repeated readings, are more engaged during reading time which is improving their reading fluency, accuracy and retell scores. I am much more prepared for teaching each story when using the FORI method!

-My students are more engaged and reading more than they would have with other programs. The organization of the program helps the students gain reading skills and confidence.

-Because I have a structure to guide my instruction. My students read more and are more engaged. I ask better questions.

-This is a great routine that I can transfer to other areas of teaching.

-I have never taught specific reading skills to younger grades. It helped me bridge the gap between low reading skills and high thinking skills. Much more reading and questioning.

-I feel this has been so beneficial to my teaching: much more questioning, much more reading reading for kids. Their depth of knowledge has greatly increased.

-(Reading Coach) Students are spending more time reading text. The teachers have a set criteria and lesson plans to work from. The teachers are questioning the students more, deeper, and in connection with the text.

How did the following UURC Tier I components contribute to your students' reading achievement? Please circle your answer for each component.

- using grade-level text	not at all (n = 0)	a little (n = 6)	a lot (n = 35)
- using instructional level text	not at all (n = 0)	a little (n = 8)	a lot (n = 31)
- FORI read-to	not at all (n = 0)	a little (n = 6)	a lot (n = 35)
- FORI echo-read	not at all (n = 0)	a little (n = 8)	a lot (n = 33)
- FORI partner read	not at all (n = 0)	a little (n = 13)	a lot (n = 26)
- consistent prompts	not at all (n = 0)	a little (n = 4)	a lot (n = 37)
- weekly schedule for text	not at all (n = 0)	a little (n = 6)	a lot (n = 34)
- QtA queries for comprehension	not at all (n = 0)	a little (n = 1)	a lot (n = 40)
- being observed w/feedback	not at all (n = 0)	a little (n = 10)	a lot (n = 30)
- developing Mjr Understanding	not at all (n = 0)	a little (n = 6)	a lot (n = 35)
- miles on the page reading	not at all (n = 0)	a little (n = 2)	a lot (n = 36)
- < teacher talk, > kid talk	not at all (n = 0)	a little (n = 4)	a lot (n = 35)