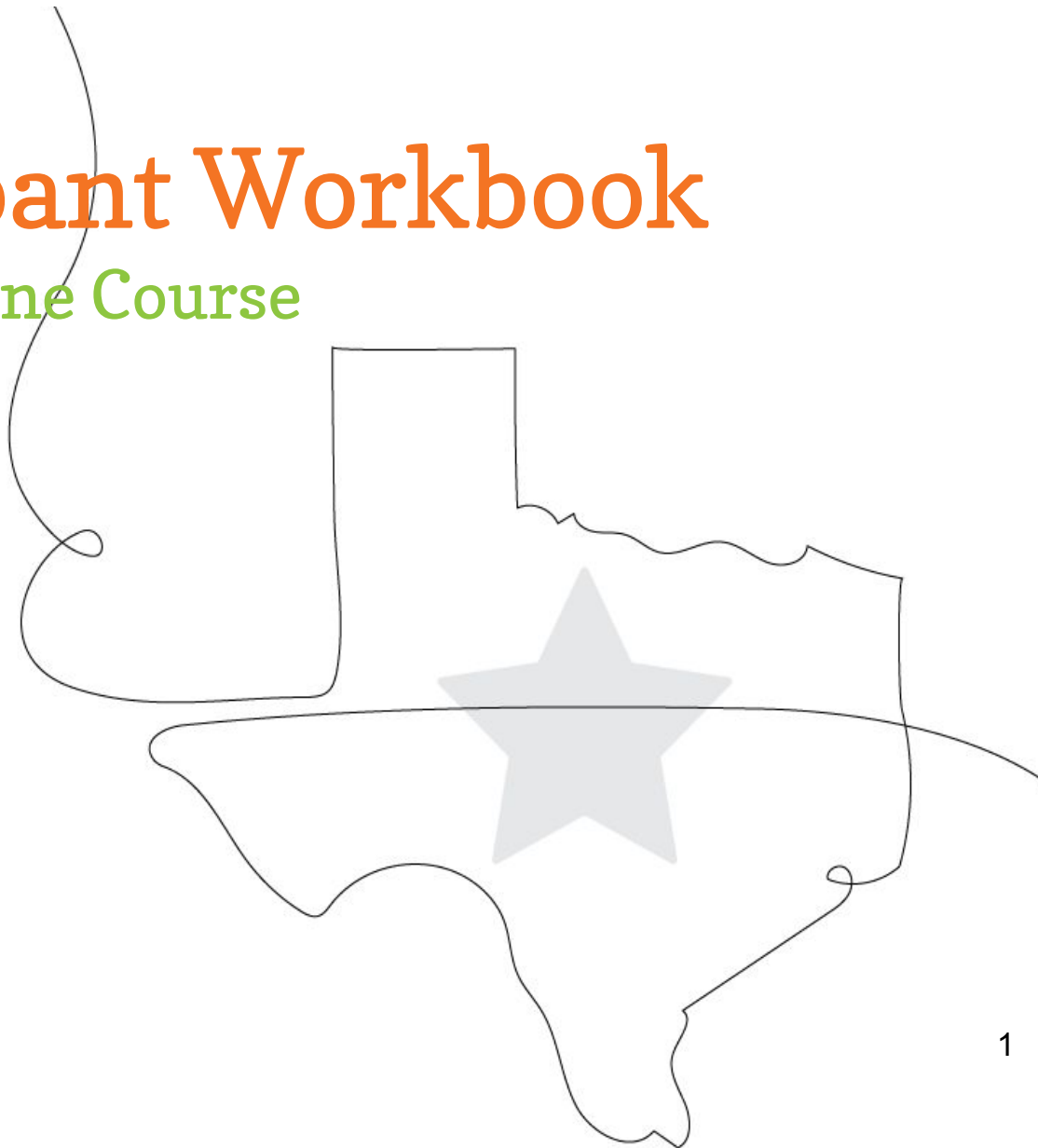# Amplify.

High-Impact Tutoring with mCLASS Texas Edition & mCLASS Intervention

Participant Workbook

Tutor Capstone Course

TEA
Texas Education Agency

Agenda: Tutor Capstone Session

Outcomes
The goals for this session are to provide you the information and support you need to: ● Cement key learnings from the asynchronous course ● Spend valuable time in peer practice using-tutor-friendly rubrics ● Practice delivering mCLASS Intervention activities and incorporating key engagement strategies into lessons ● Learn the role that assessments play in Burst cycles ● Familiarize yourself with the progress monitoring measures and how to implement them with fidelity

Zones of Comfort, Stretch and Panic

"One can choose to go back toward safety or forward toward growth. Growth must be chosen again and again; fear must be overcome again and again."

--Abraham Maslow
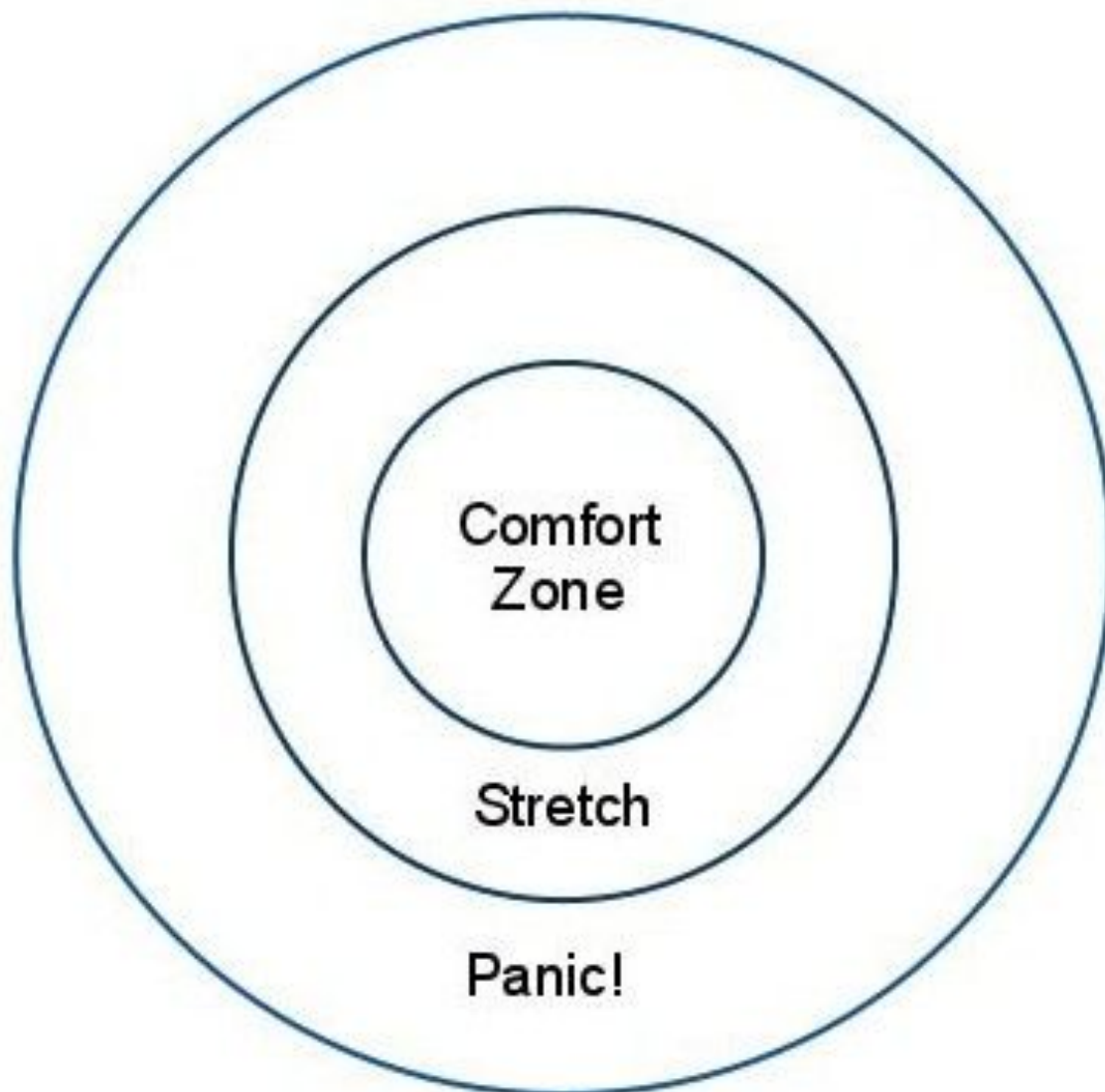
In your actual tutoring sessions, how might doing this activity with students be helpful? What information might it give you?

How Do You Learn About Students?

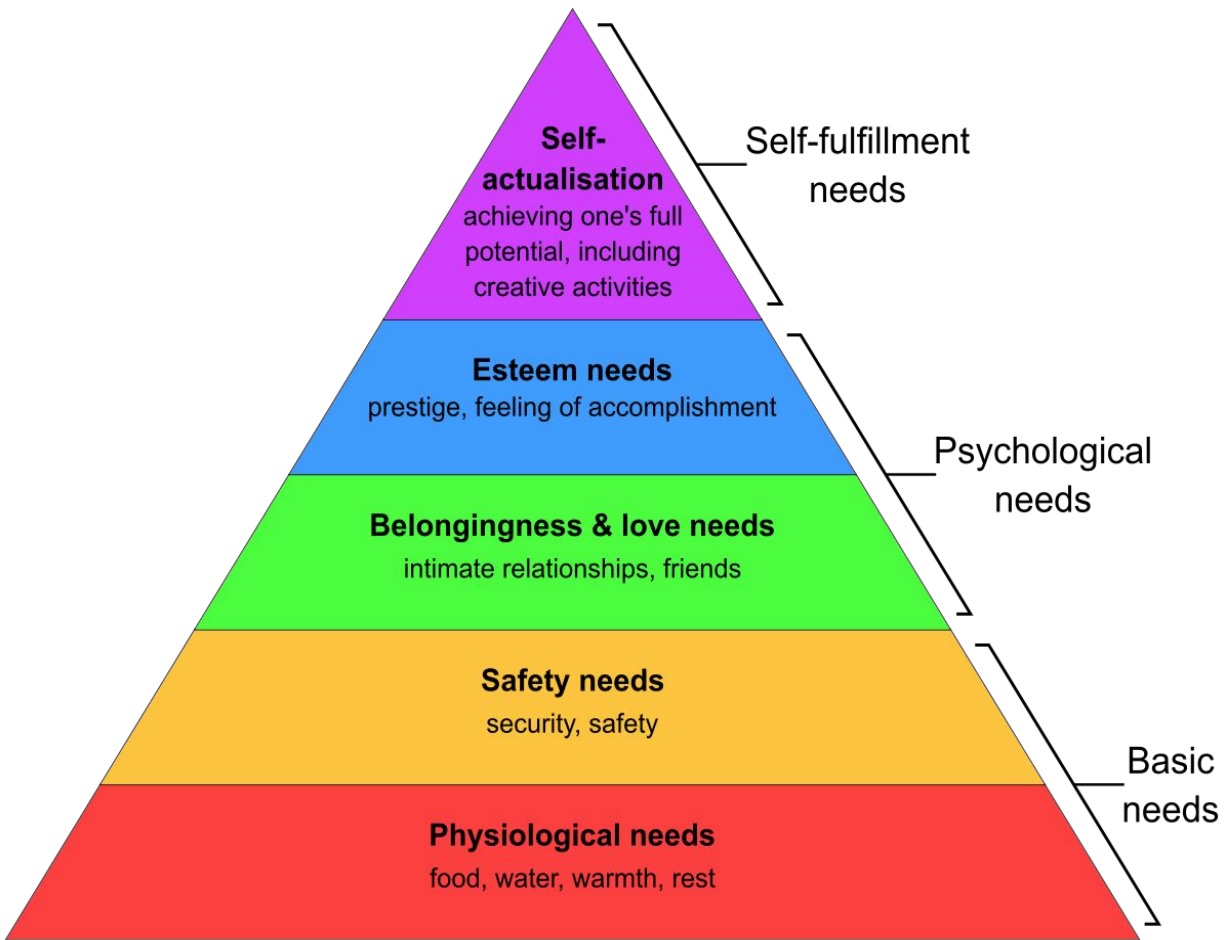1. How do your students know you care about them as people?
2. How do your students know you care about yourself as a professional?
3. How do your students know you hold their abilities in high regard?
4. How do your students know that they are capable?

Think about each of the questions above, then answer:
- What questions feel easy to answer? Why is that?

- What questions feel more challenging to answer? Why is that?

Aspects of Tutoring & Maslow's Hierarchy of Needs

Self-fulfillment needs

- **Self-actualisation**
  achieving one's full potential, including creative activities

Psychological needs

- **Esteem needs**
  prestige, feeling of accomplishment

- **Belongingness & love needs**
  intimate relationships, friends

Basic needs

- **Safety needs**
  security, safety

- **Physiological needs**
  food, water, warmth, rest

Successful tutoring programs support students through the following components:

1. *Establishing nurturing relationships and authentic engagement*
2. *Addressing learners' confidence and acknowledging challenges to learning*
3. *Setting goals*
4. *Learning how to learn*
5. *Learning content*
6. *Practicing deliberately (transferring learning)*
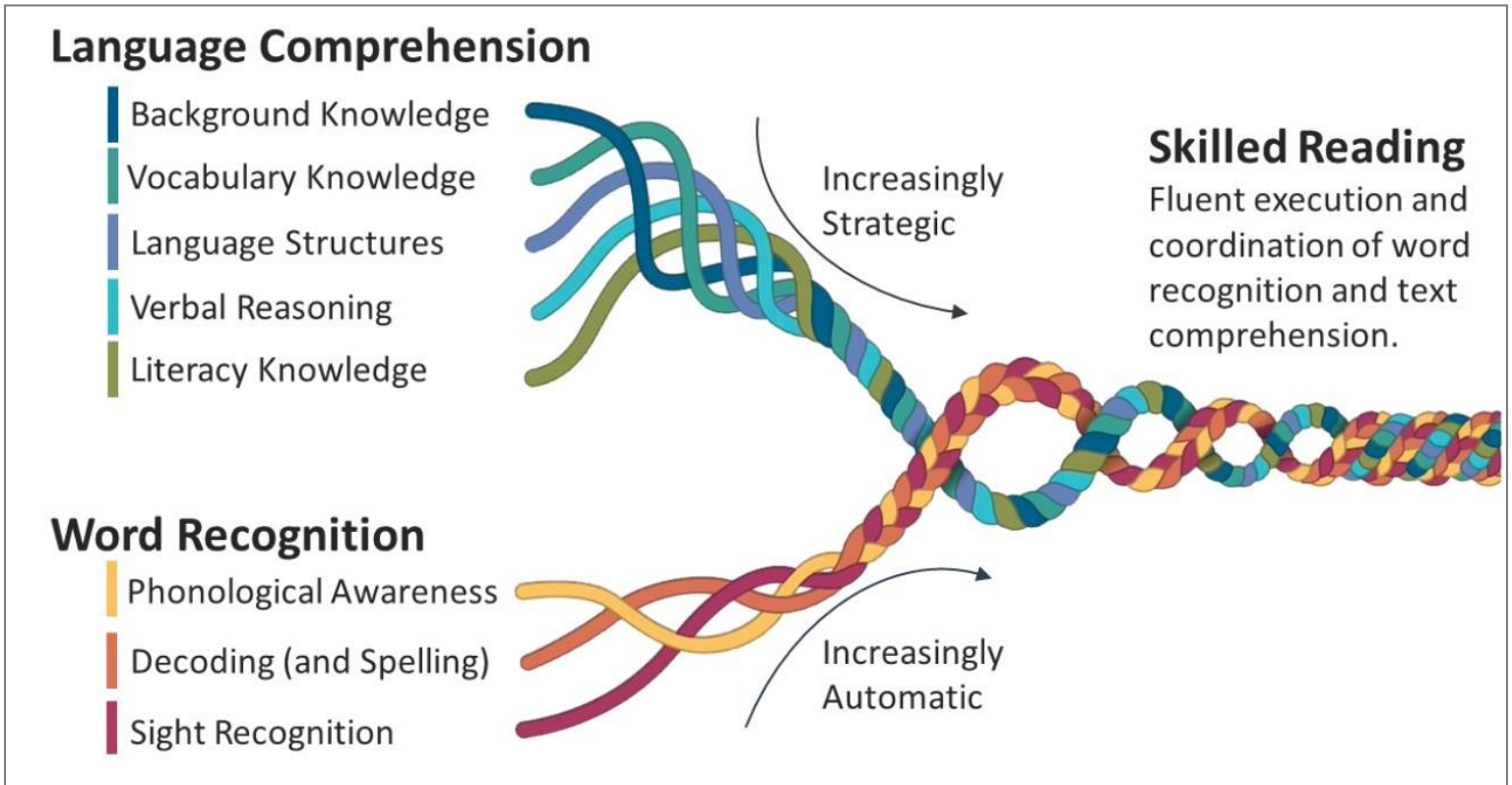
Maslow's Hierarchy of Needs in Tutoring

- Imagine a highly-engaging tutoring session.
- In the chart below, jot your thoughts what it "looks/sounds/feels" like in this tutoring session
- Consider the perspectives of:
  - *Students*
  - *Tutor*
  - *Observers*

Looks Like	Sounds Like	Feels Like

Brain Break Planning Sheet

Activity Name / Description	Intended Impact on Students	Timing within Lesson; additional prep required, etc.
	❏ Build energy ❏ Build mindfulness ❏ Other:	
	❏ Build energy ❏ Build mindfulness ❏ Other:	
	❏ Build energy ❏ Build mindfulness ❏ Other:	
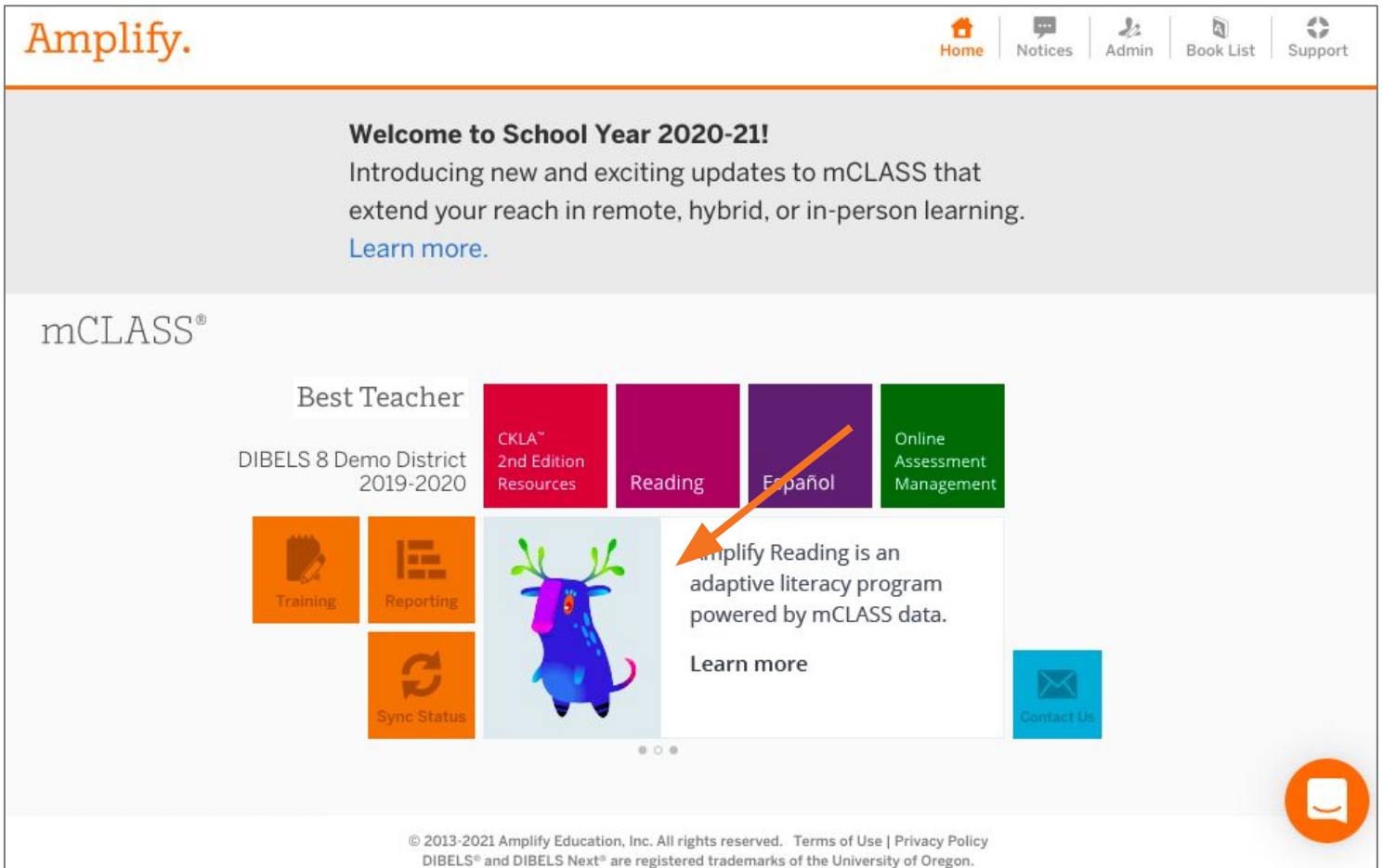
The Science of Reading: Scarborough's Rope

Language Comprehension

▮	Background Knowledge
▮	Vocabulary Knowledge
▮	Language Structures
▮	Verbal Reasoning
▮	Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

▮	Phonological Awareness
▮	Decoding (and Spelling)
▮	Sight Recognition

Increasingly Automatic

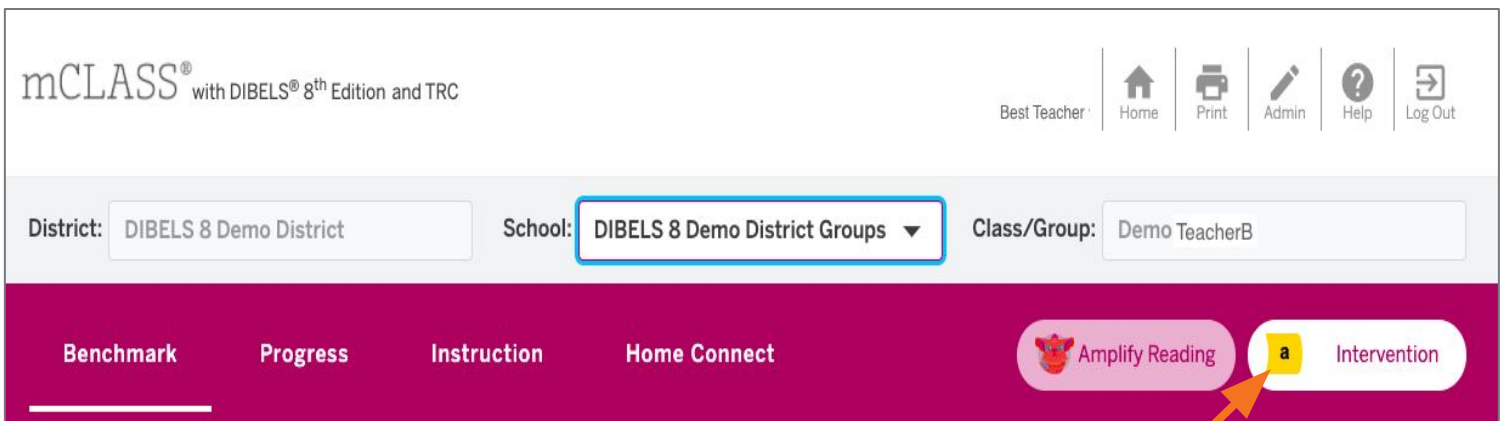|	
What might be possible barriers for your tutoring students?	
How might challenges with an aspect of reading represented by Scarborough's Rope show up in student engagement, behavior, participation, and/or self-confidence?	

Accessing mCLASS Intervention

1. Log in to **mclass.amplify.com**
2. Click on the **Reading** tile.

3. Once inside, click on the **Intervention** button.

Accessing mCLASS Intervention Lessons

1. Follow steps to access **mCLASS Intervention**.
2. Click on "**See Groups and Lessons**"
3. Select your **semester** and **group name** from the drop-down menus.

4. Select **"View PDF"** or **"Download"** to access your 10-day lesson plan and supplemental resources.
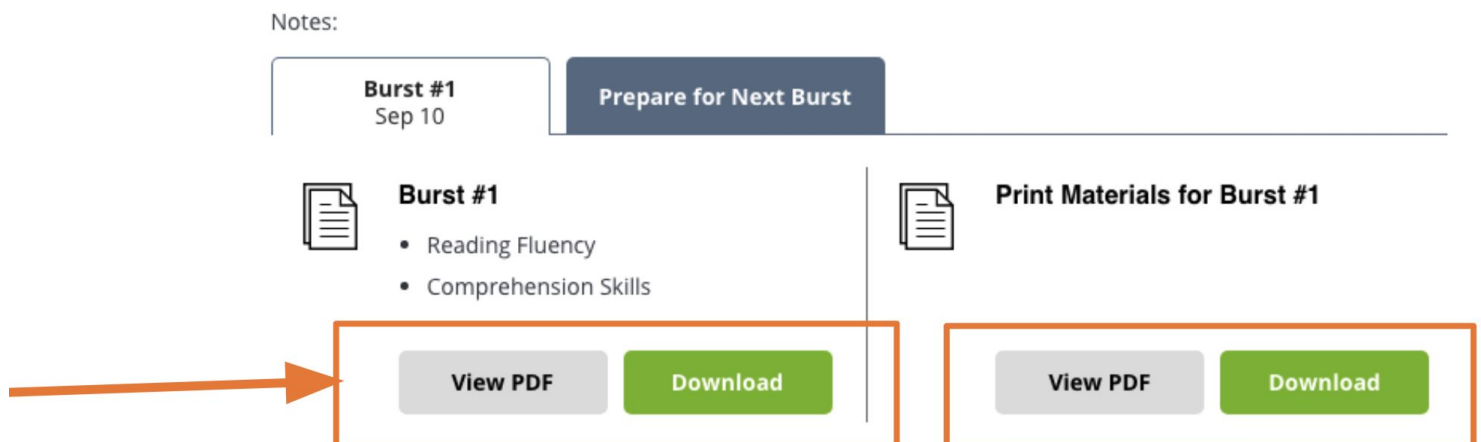
Sample Burst Materials: 10-Day Roadmap

Sunnyvale School 1st Grade Burst #1

District 52

10-day lesson plan (30 minutes per day)

Created February 14, 2020

Students	Skills	Progress Monitor:
Tomás Jane Hector	Phonological Awareness Letter Sound Knowledge	**PSF, NWF**

Day 1
A Introduce Phoneme Segmentation (*fit, ham ... sit*)
B Phoneme Segmentation Accuracy (*bad, fan ... Tim*)
C Introduce *a*
D Reintroduce *a*
E Initial Sound Memory: Phonological Awareness Game

Day 2
A Phoneme Segmentation Accuracy (*cut, fish ... wash*)
B Phoneme Identification With Chips (*bed, cat ... van*)
C Introduce *m*
D Letter Hunt: Letter Sound Accuracy (*a*)
E I Spy: Letter Sounds Game

Day 3
A Walk it Out: Phoneme Segmentation Accuracy (*can, cub ... tub*)
B Phoneme Identification Accuracy (*bag, box ... wave*)
C Reintroduce *m*
D Let Me Introduce Myself: Letter Sound Accuracy (*a, m*)
E Word Race: Phonological Awareness Game

Day 4
A Phoneme Identification Accuracy (*box, cup ... well*)
B Phoneme Identification With Chips (*ant, coat ... wood*)
C Introduce *s*
D Letter Sound Fluency (*a, m*)
E Letter Cups: Letter Sounds Game

Day 5
A How Many Sounds?: Phoneme Segmentation Accuracy (*back, box ... time*)
B Favorite Things: Phoneme Segmentation and Blending Accuracy (colors)
C Reintroduce *s*
D Letter Sound Accuracy (*/a/, /m/, /s/*)
E Word Race: Phonological Awareness Game

Day 6
A Sound Change: Introduce Phoneme Substitution (*-at, -am, -ad*)
B Sound Change: Phoneme Substitution Accuracy (*-id, -it, -ip*)
C Introduce *t*
D Letter Sound Fluency (*a, m, s*)
E I Spy: Letter Sounds Game

Day 7
A Sound Change: Phoneme Substitution Accuracy (*-ot, -op, -og*)
B Sound Change: Phoneme Substitution Accuracy (*-eg, -en, -et*)
C Reintroduce *t*
D Letter Hunt: Letter Sound Accuracy (*a, m, s, t*)
E Word Race: Phonological Awareness Game

Day 8
A Sound Change: Phoneme Substitution Accuracy (*-ug, -un, -ut*)
B First Sound Segmentation Accuracy (*box, egg ... yard*)
C Introduce *i*
D Letter Sound Fluency: Student-led (*a, m, s, t*)
E Letter Cups: Letter Sounds Game

Day 9
A Last Sound Segmentation Accuracy (*ant, bag ... yarn*)
B Middle Sound Segmentation Accuracy (*cat, dog ... van*)
C Reintroduce *i*
D Letter Sound Accuracy (*/a/, /m/, /s/, /t/, /i/*)
E Initial Sound Memory: Phonological Awareness Game

Day 10
Progress monitor:
Choose activities from earlier lessons for review and reinforcement.

Analyzing mCLASS Intervention Lessons: Note Catcher

Analyze the *Middle Sound Segmentation Accuracy* activity. Jot notes in the space provided and use the guiding questions on the next page to guide your analysis and reflection.

Middle Sound Segmentation Accuracy

DAY 9 A B C D E

Goal: Given a spoken word, the student can identify its middle sound.

In a Nutshell: (5–8 minutes)
Students identify picture cards that have a given sound in the middle and place them into a basket.

MATERIALS

Basket.

Picture cards: *cat, dog, duck, fish, fox, hat, lock, mop, nose, rat, six, van.*

PREPARE

Gather appropriate picture cards.

MODEL

1 Place the empty basket in the center of the circle. Place all of the picture cards in front of the students.

2 Let's pretend we are sound detectives. We need to find pictures to fill up our basket. I am going to say a sound and I want you to find which picture has that sound in the middle. My turn first.

The sound is /a/, like in the word *laaap*. Now I am going to be a detective and search for the picture that has the sound /a/ in the middle.

I found the picture of *cat; cat* has the sound /a/ in the middle: *caaat*. I was a great sound detective and I can place the picture I found in our basket.

Support

Start with just two cards. As students become more proficient, increase the number of cards.

Challenge

Tell students that some of the sounds you will say do not have a corresponding picture card.

PRACTICE

3 Now it's your turn. The next sound is /i/ like in the word *piiill*. Now you search through the pictures for one that has the sound /i/ in the middle. Call on students individually to be the detective. Continue until all the cards are in the basket.

Notes & Questions	

Analyzing mCLASS Intervention Lessons: Guiding Questions

What is the goal of this activity?	
What materials are required for this activity?	
What is the purpose of the "Model" section vs. the "Practice" section?	
Are there any parts to this lesson that a tutor might find challenging to implement?	
What purpose does the "Support and Challenge" section serve?	

Resource Spotlight: BurstBase.net

www.BurstBase.net

Resources available on Burst Base:
- Printable lesson materials
- Printable assessment materials
- EL Spanish language resources
- Parent communication templates
- Training videos and resources
- Frequently Asked Questions (& answers!)

Best Practices for Daily Lesson Preparation

What habits and practices make Florence an effective planner?
(check all that apply)

- ❏ Keeps activities focused on the goal
- ❏ Keeps materials simple and straightforward
- ❏ Adapts materials to meet goal
- ❏ Prepares materials beforehand
- ❏ Rehearses the activities
- ❏ Internalizes the learning goal
- ❏ Reads through the lesson
- ❏ Plans before the session

How will you emulate Florence when planning/preparing your tutoring sessions?

Tutoring Best Practices Checklist

"Look For"	Observations & Evidence
Did the tutor prepare for the lesson effectively?	
Was the lesson executed accurately?	
Were the students engaged during the lesson?	
Did the tutor interact with the students effectively?	
Did the tutor offer instructional feedback?	
Did the tutor differentiate instruction in order to provide support when needed?	

Whispering: Sounding Out Accuracy

Goal: Given a written regular word, the student can sound out the word in a whisper and then say it.

In a Nutshell: (5–8 minutes)

Students sound out a word in a whisper and then say the word in a regular voice.

MATERIALS

- Board to write on.

PREPARE

Prepare a list of the following words for you to reference: *mud, mum, rut, sum, us.*

MODEL

1 Review letter sounds that students are likely to struggle with in the target words. Focus especially on (a) letter sounds that one or more students do not automatically recognize and (b) the vowels and consonants *d* and *b* (if included in the word list), which students frequently confuse. Write the letters on the board, point at them in a random order, and call on students individually to say the correct sound.

2 > Now let's sound out some words. We are going to do something a little different when we sound them out. We are going to say the sounds in a whisper! When I touch each letter, say its sound using a whisper voice and keep saying it until I touch the next letter. Don't stop between sounds. After you sound out the word correctly, you will say it fast in a regular voice.

3 Write the word *mud* on the board.

> My turn first: *mmmuuud.* Start saying the first sound in an audible whisper as you touch just beneath the first letter. Hold each sound for about one second. **Now I'll say it fast in a regular voice. What's the word?** *mud.*

PRACTICE

4 Write *mum* on the board.

> Now it's your turn. I'll touch the letters and you say the sound. Remember to say the sounds in a whisper. Students: *mmmuuummm.* **Now let's say it fast in a regular voice. What's the word?** *mum.*

5 Look for students who pronounce the word incorrectly, perhaps by making a different vowel sound, correct them, and have them repeat the word with the correct pronunciation.

6 Continue with the other words in the list.

7 Call on each student to sound out the words individually using a whisper voice. Point to the words in a random order to prevent students memorizing a sequence.

Support

If students can say the sounds slowly but have difficulty reading the word quickly, review oral blending without the written words. If students have difficulty sounding out in a whisper, have them sound out using a regular voice.

Challenge

Have students use a barely audible whisper or just mouth the sounds. Find the same words in a big book and have students read them from the page. Ask students to sound out other regular words in the book. Be sure to choose only regular words containing letters that students know.

Burst Lesson Delivery: Steps for Practice Protocol

1. **Join your breakout room.** We will work for 10 minutes in our breakout rooms.

2. **Choose** one of the two lessons.

3. **Read** through the lesson and imagine:

   a. How should the lesson be prepared?
   b. How should this lesson be delivered to be effective?
   c. Are there any student materials?

4. **Deliver the lesson** starting with the Intro & Model.

5. **Receive** feedback from colleagues.

Burst Lesson Delivery: Practice Protocol Timing

Preparation

- everyone together at same time):
- 3 minutes to read through the lesson and prepare independently

Lesson 1 (4 min. total)

- 3 minutes for delivery
- 1 minute for feedback

Lesson 2 (4 min. total)

- 3 minutes for delivery
- 1 minute for feedback

Lesson 3: (4 min. total)

- *This lesson is a repeat of one that was given before.*
- 3 minutes for delivery
- 1 minute for feedback (4 min. total)

Practice Lesson: Option A

Phoneme Segmenting Accuracy

Goal: Given a spoken word, the student can segment it into separate sounds.

In a Nutshell: (5–8 minutes)
Students touch their shoulders, elbows, and then hands for each sound when segmenting phonemes.

MATERIALS	PREPARE
None.	Make a list of these words for you to reference: *bad, fan, fit, fun, hen, him, kit, mad, run, tan, ten, Tim.*

MODEL

1. Today, we're going to break words apart into separate sounds. So instead of saying the word *mad*, we will say *mmmaaad*, and touch our arms like this when we sound it out.

   Touch your shoulder as you say the first phoneme, your elbow as you say the second phoneme, and your hand as you say the third. Hold each letter sound for about a second and do not pause between sounds.

2. Now let's do it together: *mad, mmmaaad.* Remember to touch your shoulder, elbow, and hand as you say the sounds. Ready? *mad, mmmaaad.*

3. Watch for students who do not segment the word or use the hand gestures correctly. Model for those students again, and have them try it on their own.

PRACTICE

4. Now it's your turn. I'll say a new word and you will break the sounds apart. Ready?

   Call on an individual student. Then continue with the list of words, calling on other students individually.

5. Repeat words in a different order to check for understanding of the skill.

Support

For students distracted by hand gestures due to coordination issues, have them clap out the individual phonemes instead.

Challenge

Introduce words with consonant blends, such as *best, plan, stretch,* and *panda.* Touch hip, knee, and foot for additional phonemes.

Introduce Double-Letter Words

Goal: Given a written word with a double letter such as *fill*, the student can read the word.

In a Nutshell: (5–8 minutes)
Students sound out double-letter words on the board, then read the words.

MATERIALS	PREPARE
Board to write on.	Make a list of these words for you to reference: *egg, fill, fizz, hill, miss, pull.* Write the word *fill* on the board.

MODEL

1. Here's a special word. It's special because it has the same letter twice, but you only say that letter's sound once. What letter appears twice in *fill?* Students: the letter *l.* We call that a double letter. Even though *fill* has a double-letter *l*, when we sound it out we're only going to say the /l/ sound once. Sound it out with me as I point to the letters: *fffiiilll.*

   Exaggerate staying silent when you point to the second *l.*

2. Now, let's blend the letters to read the word. Remember, we only say the /l/ sound once. My turn first: *fill.*

PRACTICE

3. Write the word *miss* on the board.

   Now it's your turn. Sound out this word, then say it fast. Remember, you only say the double letter once.

4. Call on an individual student to read the double-letter word. If necessary, point to each letter for support.

5. Continue with the rest of the words in the list, giving each student an individual turn.

6. If time allows, repeat the activity, writing the words in a different order.

Support

Write the double letters in a different color to make them stand out. Remind students to pretend there is just one letter when they say the word.

Challenge

Have each student read all the words in the list without sounding them out. (Mix up the list before each student attempts it.) Then have the student make up a sentence that uses two or more of the words. If time allows, erase the words and have students write them as you say them.

Practice Lesson: Option C

Model With Expression: Declarative Sentences

Goal: The student can read a passage fluently and accurately.

In a Nutshell: (5–8 minutes)

Students hear the teacher model fluent reading before practicing the passage independently.

MATERIALS	PREPARE
• Fluency bags.	Review your copy of the passage *Jackie Evancho: A Little Girl With a Big Voice* and practice reading it aloud several times before modeling for students. Pay particular attention to declarative sentences.

MODEL

1 Build Background

Have students open their Fluency bags and take out the passage *Jackie Evancho: A Little Girl With a Big Voice*.

> As we work on our fluency skills with *Jackie Evancho: A Little Girl With a Big Voice*, we are going to spend some time focusing on declarative sentences. Before we talk about declarative sentences, I want to talk about the passage. In this passage, the author mentions that Jackie sang songs from the musical *Phantom of the Opera*. *Phantom of the Opera* is a musical play performed on stage. There are many songs in this musical and Jackie used these songs to strengthen her voice. This passage uses many declarative sentences to state facts about Jackie's musical development. Your voice should sound steady when you read declarative sentences. Declarative sentences can be short or long, simple or complex. They always end with periods.

2 Model Reading the Passage

Have students turn over their copies of the passage.

> I'm going to read *Jackie Evancho: A Little Girl With a Big Voice* to you. Listen for the way I say the words as I read. Pay close attention to how my voice sounds as I read declarative sentences. Read the passage aloud, modeling declarative sentences. Students should not be following along with their copies of the passage. They should be listening to the modeled reading so they have a sense of what the passage should sound like.

> Tell me what you noticed about the way I read. Elicit feedback. As I read, I maintained a steady tone. I sounded sure of what I was reading.

Support

If students are struggling with words in the passage, give them some time to work out the words independently before providing support.

Challenge

If students can read the passage easily, challenge them to read the passage with a steady pace.

Practice Lesson: Option C

Model With Expression: Declarative Sentences

PRACTICE

3 **Students Read the Passage**

> Now it's your turn to read the passage. I would like each of you to read the passage aloud quietly to yourselves. As you are reading, pay attention to the sound of your voice as you read declarative sentences. Have students read the passage quietly, but loud enough that you can hear each student. If some students are reading in sync, stop one of them briefly until they are all reading independently. Assist struggling readers individually, as needed.

4 **Wrap Up**

Close the activity by discussing with students the way that declarative sentences affected the reading. Ask students what they noticed about reading declarative sentences. To offer additional support, you may want to ask students if there were any vocabulary words in the passage that they would like clarified.

> When we sit down with this passage again, you will have several opportunities to read it aloud to practice your fluency skills. When it is time to do that, I want you to keep in mind what we talked about today. You'll want to think about how this passage sounded when you heard it read fluently and you'll also want to think about specific ways that declarative sentences will affect your reading. These things will help you become more fluent readers.

5 Have students put the materials back in their Fluency bags and collect them for the next session.

Practice Lesson: Option C

Jackie Evancho: A Little Girl With a Big Voice

17 Some people say 11-year-old Jackie Evancho has a voice like an angel. It is a powerful voice that has received a lot of praise.

26 When Jackie was only 7 years old, she fell in love with the musical *Phantom of*
42 *the Opera*. She began singing the songs around the house. When Jackie's mom
55 heard her daughter's voice, she knew it was special. She signed up Jackie for a
70 talent contest. She didn't win but was excited that she came in second place. She
85 decided to take singing lessons and continued practicing almost every day.

96 Then in 2010, she was a contestant on the TV show *America's Got Talent*.
110 Millions of people watched and heard her sing. Right away she became a
123 favorite. Jackie came in second again. However, she still felt like a winner. The
137 show made her world-famous. Her records have sold in the millions. Looks like this
152 little girl with a big voice will always hold first place for her fans.

Title:
Jackie Evancho: A Little Girl With a Big Voice

Grade:
4

Sample Burst Cards: Multisyllabic Regular Words

floppy

penmanship

important

America

letter

gobble

toothbrush

water
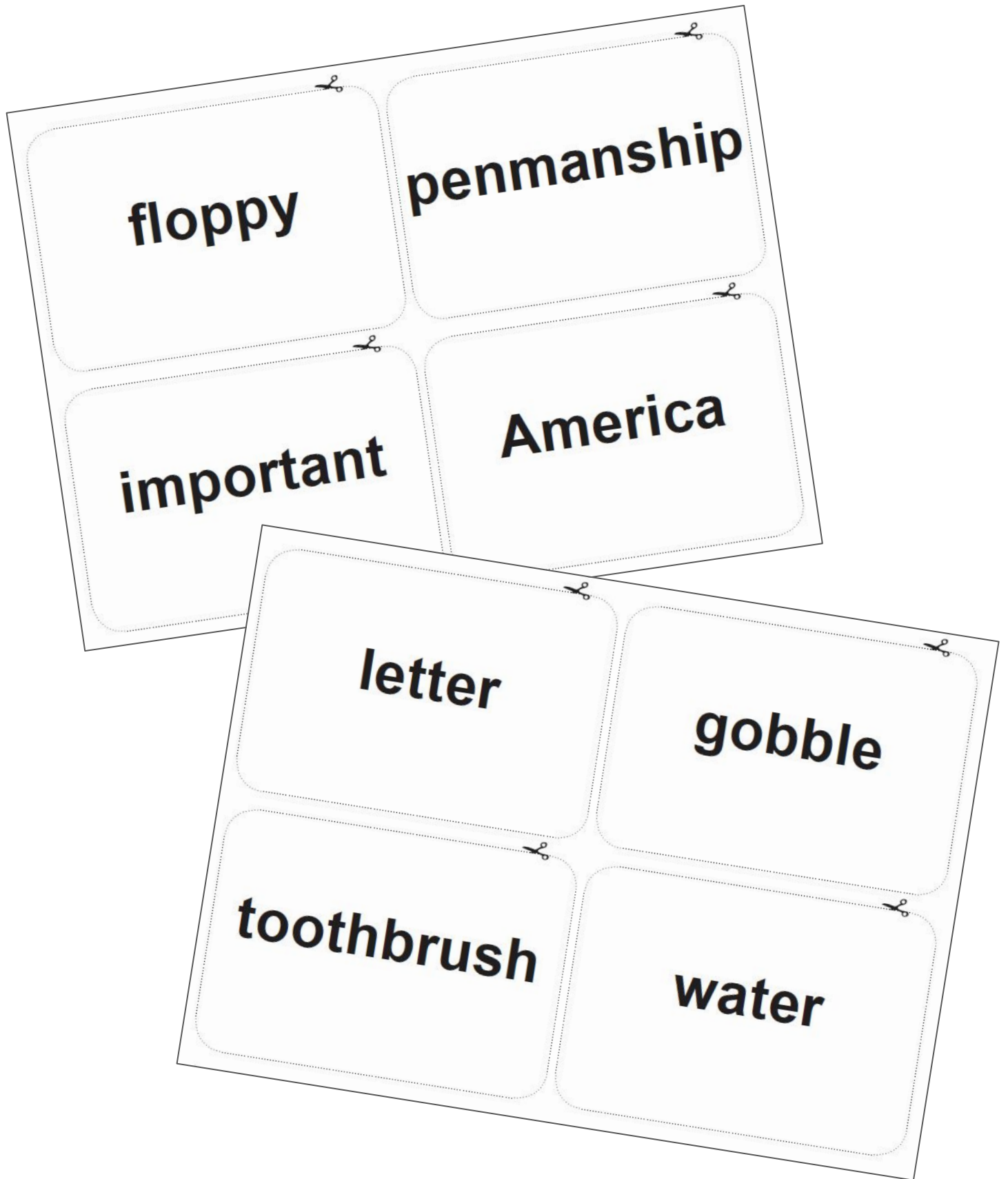
Reflection on Burst Lesson Delivery Practice

How did it go?	
What did you learn?	
What will you do differently next time you lead a lesson?	
Additional notes	

Progress Monitoring with mCLASS Texas Edition and mCLASS Intervention

- Progress monitoring is the part of the mCLASS Intervention cycle where you measure skills.
- When you progress monitor your students, you will use measures from mCLASS Texas Edition and from mCLASS Intervention.
  - mCLASS Texas Edition uses an assessment called DIBELS 8 and most of the progress monitoring you do will use the DIBELS 8 measures.
  - mCLASS Intervention also has measures they will recommend. They will all be available on your mCLASS Intervention dashboard and in the mCLASS assessment app.
- Don't worry about trying to keep it straight, your mCLASS Intervention group pages and mCLASS assessment page will prompt you to use the correct progress monitoring measure. We just wanted you to be aware of the language as you are training.

Progress Monitoring: mCLASS Scoring Rules (page 1)

LNF: Letter Naming Fluency

Correct	Incorrect
- Correct letter names - Self-corrections	- Incorrect letter names - Letter sounds (/d/ for "D") - Letter reversals ("d" for "b") 3-second hesitation - Omissions

PSF: Phonemic Segmentation Fluency

Correct	Incorrect
- Correct sounds in isolation - Correct blends - Self-corrections - Overlapping segmentation - Sound elongation and schwa sounds	- Incorrect sounds in isolation - Incorrect blends - No segmentation 3-second hesitation *(leave blank)* - Omission *(leave blank)* - Spelling - Added sound combined with a phoneme

WRF: Word Reading Fluency

Correct	Incorrect
- Words read correctly - Words sounded out and then blended - Self-corrections	- Words read correctly but in wrong order - Words sounded out with no blending 3-second hesitation - Omission

Progress Monitoring: mCLASS Scoring Rules (page 2)

NWF: Nonsense Word Fluency

Correct	Incorrect
- Correct letter sounds read in isolation - Correct blends - Correct whole words - Correct sounds followed by correct whole word *(recoding)* - Self-corrections - Added sounds *(when reading sound-by-sound)* - Repeated sounds	- Incorrect letter sounds in isolation - Incorrect blends - Incorrect whole words 3-second hesitation *(tap but don't underline)* - Omission *(leave blank)* - Added sounds *(when reading words)* - Sounds produced out of order

ORF: Oral Reading Fluency

Correct	Incorrect
- Words read correctly - Self-corrections - Words sounded out and then blended - Inserted words - Repeated words	3-second hesitation - Omissions - Mispronunciations - Substitutions - Words read out of order - Words sounded out

Maze

Correct	Incorrect
Correct word choices Self-corrections	- Incorrect word choices - Multiple words selected for one response - Skipped items

Amplify Program & Technical Support

Office Hours

Amplify Tutoring Office Hours
- Sessions offered for
    - *Tutors*
    - *School/District Leaders*
- Register via Amplify Tutoring Support Website
    - **https://amplify.com/texastutorsupport**
    - **password** = amplify
    - Navigate to *Office Hours with Amplify* section
    - Click to complete appropriate registration survey

Chat

Tap chat icon
Monday - Friday,
7 am - 5 pm CST

Call

888-671-3789
Monday - Friday,
6 am - 9 pm CST

Email

help@amplify.com
You will receive a response within one business day.

Pedagogical Support

edsupport@amplify.com
You will receive a response within 1-3 business days.