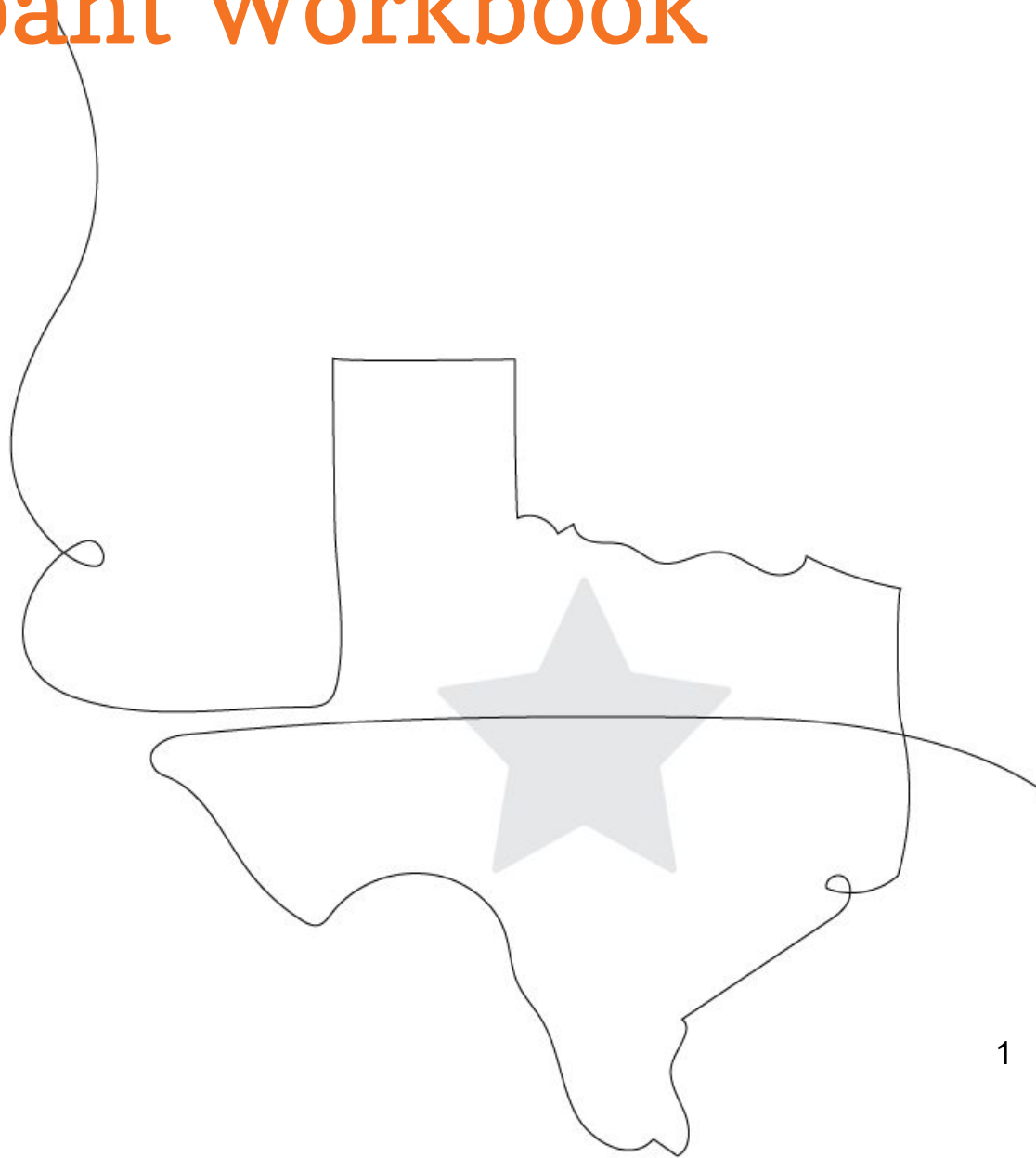


# Amplify Tutoring

Tutor Capstone Training

## Participant Workbook

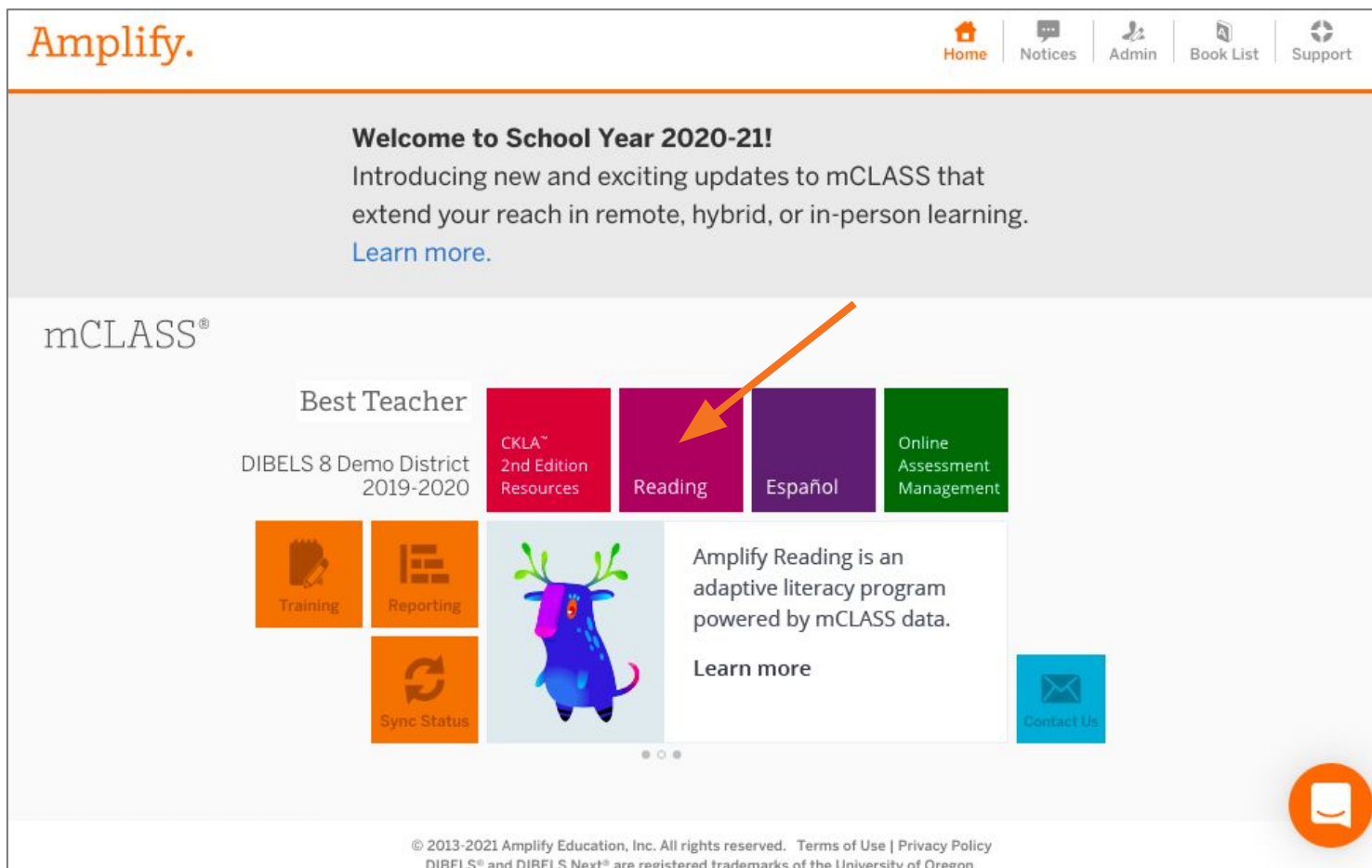


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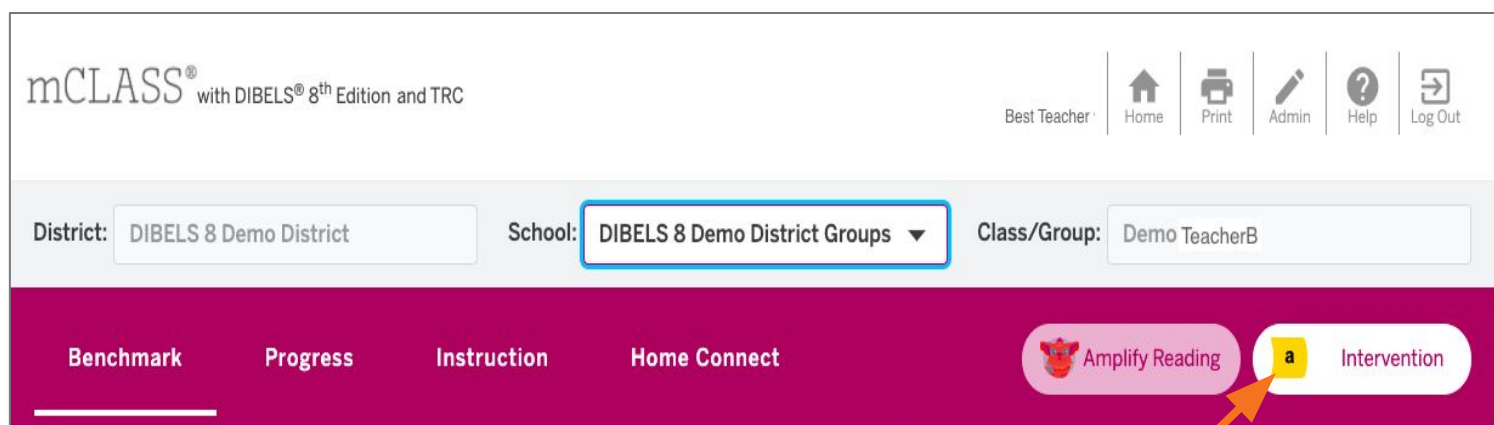
# Accessing mCLASS Intervention

Before  
7/1/23

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

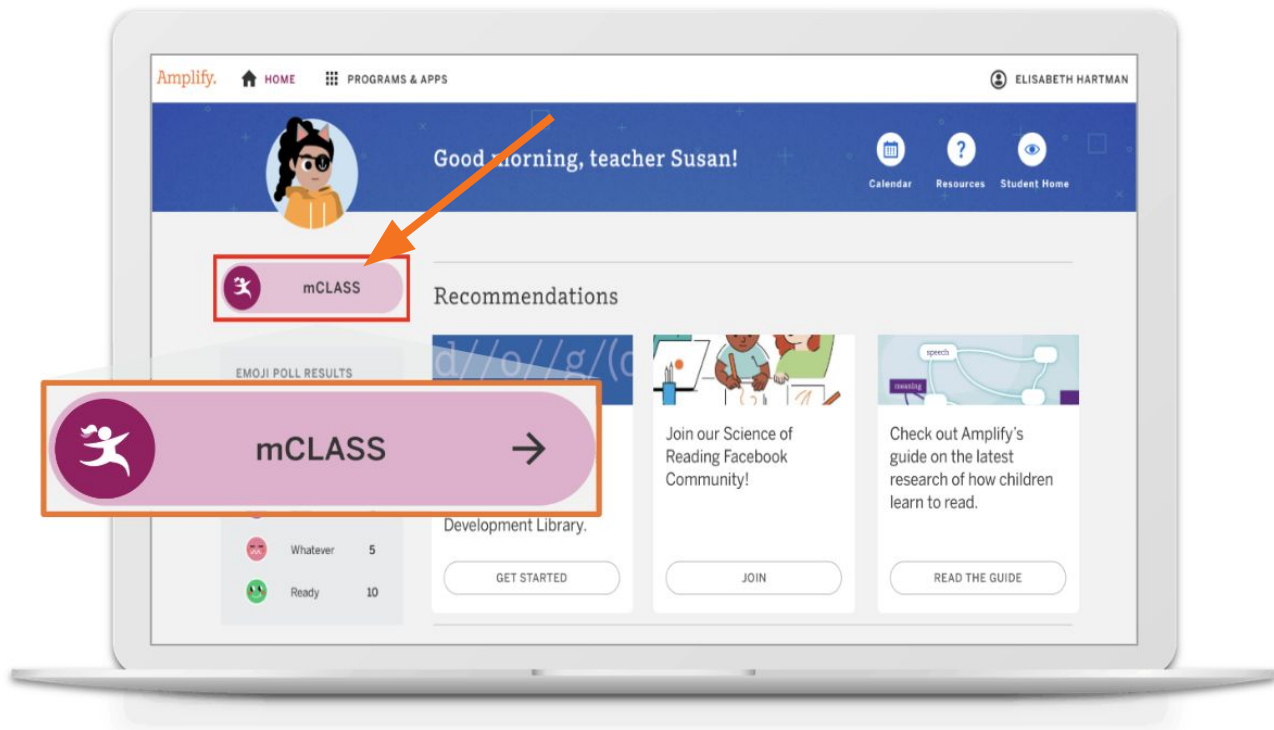


3. Once inside, click on the **Intervention** button.

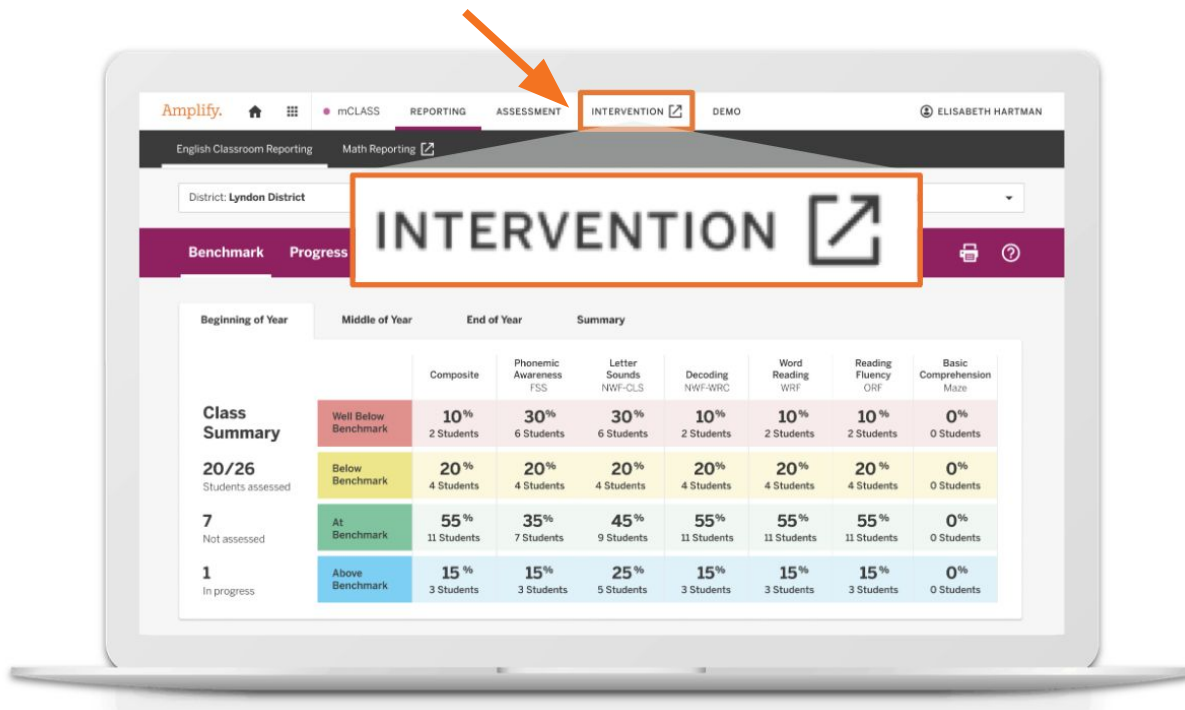


# Accessing mCLASS Intervention

1. Log in to **learning.amplify.com**
2. Under *Your Programs* click mCLASS

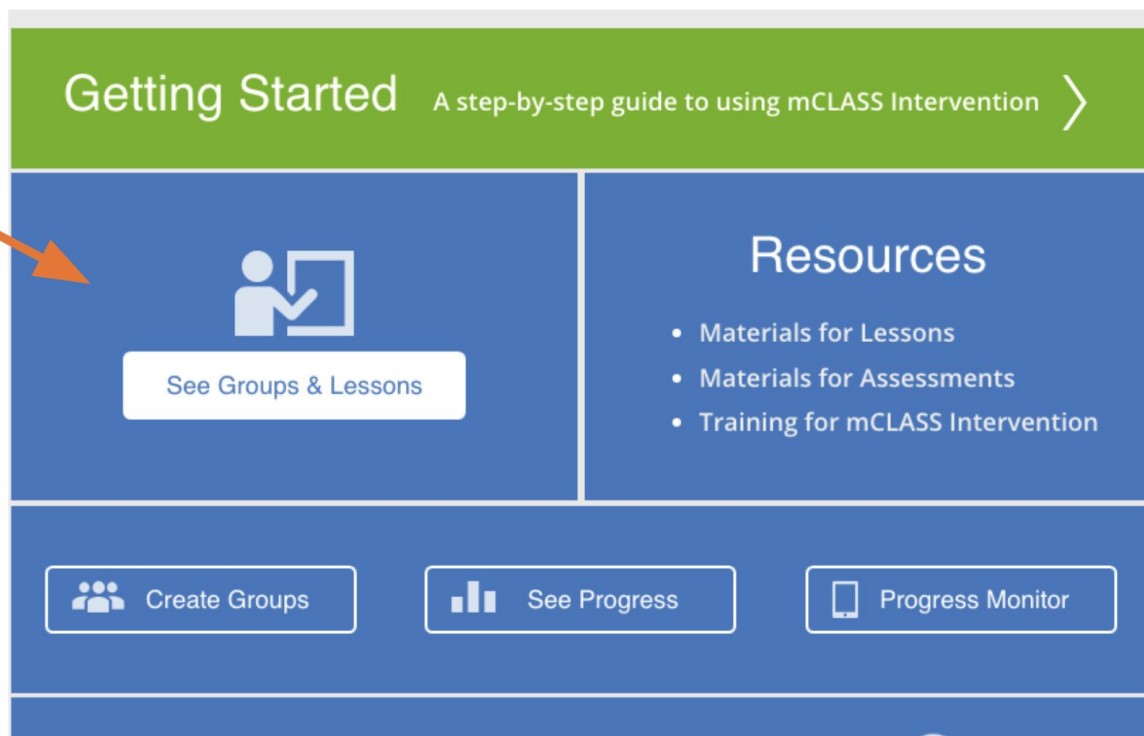


3. Once inside, click on the **Intervention** button on the top navigation bar.

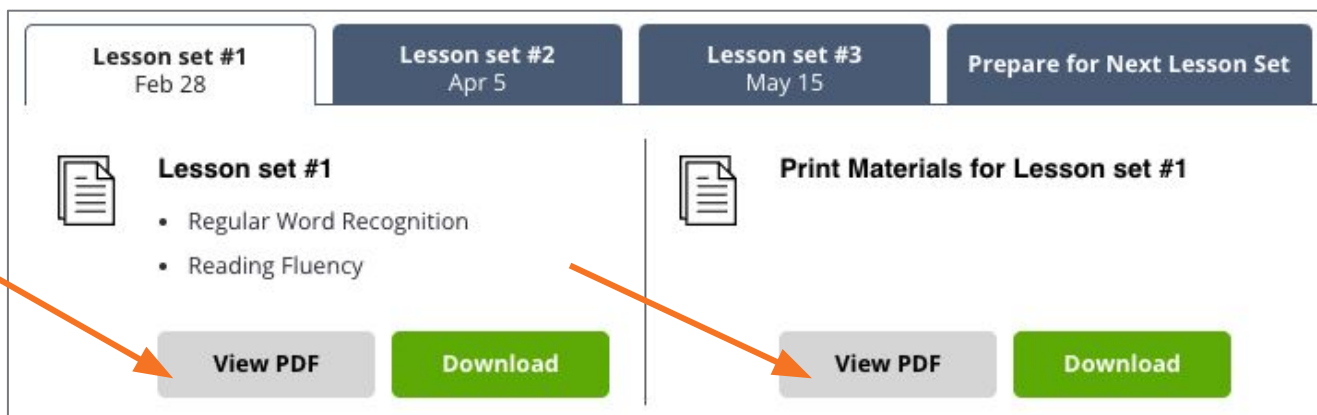


## Accessing mCLASS Intervention Lessons

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.



# Assessment Measures

## DIBELS 8 Measures

Acronym	Name of measure	Skill it measures
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	Overall assessment
LNF	Letter Naming Fluency	Ability to recognize letters and name them
PSF	Phonemic Segmentation Fluency	Phonemic Awareness: the ability to hear, identify, and manipulate individual sounds in spoken words
NWF	Nonsense Word Fluency	Phonics: map sounds onto letters and blend those sounds into words
WRF	Word Reading Fluency	Phonics and fluency: read whole words accurately with automaticity and expression
ORF	Oral Reading Fluency	Accurate and Fluent Reading: read a text accurately with automaticity and expression
MAZE	MAZE	Comprehension: make meaning from text

## mCLASS Intervention Measures

Acronym	Name of measure	Skill it measures
DEC	Decoding Measures	Name of set of measures that assess decoding skills
RW	Regular Words	1. Decoding: measures the ability to read words with regular spelling patterns
IW	Irregular words	2. Decoding: measures the ability to read words with irregular spelling patterns
LC	Letter Combinations	3. Decoding: measures the ability to read words with letters that are combined to make 1 sound.
AP	Advanced Phonics	4. Decoding: measures the ability to read words with advanced spelling patterns
CS	Comprehension Skills	Comprehension: make meaning from text

# 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



**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.

#### PRACTICE

- 3  Now it's your turn. The next sound is /i/ like in the word *piiiiill*. 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.

#### 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.

## Notes & Questions



# Analyzing mCLASS Intervention Lessons: Guiding Questions

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

## 1. Preparation

- ☐ All materials are set up at the workstation prior to students' arrival.
- ☐ Students and tutor arrive on time.
- ☐ Students are seated in positions where they can see the materials.
- ☐ Students with the most needs are seated closest to the tutor.
- ☐ Tutor takes attendance.

## 2. Lesson Accuracy/Fidelity

- ☐ All five activities are delivered in order.
- ☐ All parts of each activity (e.g. Model, Practice, etc.) are completed.
- ☐ The lesson's focus/objective, instructional approach, content, and materials remain as indicated.

## 3. Student Engagement

- ☐ *Body Language:* Students show physical attentiveness by maintaining eye contact, sitting up, leaning forward in their chair, following along with the material using a pointed finger and/or tracking the speaker with their eyes.
- ☐ *Mental Focus:* Students are mentally focused on each activity. They are not distracted by other students' off-task behavior or environmental factors such as a noisy room or interruptions.
- ☐ *Verbal Participation:* Students verbally participate at least once per each activity by: responding to questions, asking clarifying questions, expressing thoughtful ideas, and providing reflective answers.

## 4. Tutor Actions to Engage and Lead Students

- ☐ *Delivers script in engaging way:* Uses varied affect, speed (fast/slow), pitch (high/low), volume (loud/soft), to engage students. (e.g., uses tone and pacing to build suspense)
- ☐ *Maximizes student thinking:* Provides each student with at least one individual practice turn per activity; gives wait time after posing the question to all in the group, then calls on an individual student to answer (e.g., "which object has the middle sound /a/ [5-second pause]... Sally?"); discourages random guessing
- ☐ *Provides encouragement:* Provides scaffolds and encouragement to students who are unsure or hesitant to respond. (e.g., "Try to break up the word" or "How do you think we can figure it out?")
- ☐ *Keeps students on task:* Praises students for on-task/appropriate behavior (i.e. "narrates the positive"); quickly and effectively redirects off-task student behavior (by disregarding/ignoring it, or by using facial expressions, gestures, or other non-verbal methods to correct the behavior), resulting in zero or minimal loss of instructional time.

## 5. Instructional Feedback to Students

Models the right answer whether a student get it right or wrong and sincerely praises the student's effort and risk-taking.

- ☐ When a student responds correctly, the tutor avoids saying "Good job!" Instead, tutor praises the student's effort and risk-taking and affirms their response is correct (e.g., "Yes, the sound is /mmmmm/.")
- ☐ When a student responds incorrectly, praises the student's effort and risk taking and, when appropriate, asks specific, scaffolding questions to lead the student to the right answer without giving the answer. For example:

Tutor: Nice effort. What sound did I ask for?

Student: /o/

Tutor: Say /c/ /ar/ Student: car

Tutor: Do you hear /o/ in car? Student: No

Tutor: Let's try another.

- ☐ Avoids praising qualities that would be perceived as natural (e.g. does not say "you are so smart" or "you are good at this")

## 6. Differentiation

- ☐ Uses Support activity when at least one child is struggling.
- ☐ Uses Challenge activity when students grasp lesson material quickly.

# 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: *mmmuud*. 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.

## Notes & Questions

# 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

None.


### PREPARE

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.

## Notes & Questions

# 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

Board to write on.


## PREPARE

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: *fffiilll*.

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.

## Notes & Questions



# 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

- Fluency bags.

## PREPARE

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.

(Continued on next page)

# Tutoring Best Practices Checklist

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

# ToT Reflection: Observing Tutoring in Action

After each round of practice teaching, tutors will answer a set of reflection questions:

- *How did it go?*
- *What did you learn?*
- *What would you do differently next time you lead a lesson?*

Thinking as a leader/facilitator of professional learning for tutors, answer the reflection questions below.

<b>What might tutors be thinking and feeling <u>during</u> their turn practice teaching?</b>	
<b>What might tutors be thinking and feeling <u>after</u> their turn practice teaching?</b>	
<b>How do you anticipate tutors will respond to the third question?</b> <i>(What would you do differently next time you lead a lesson?)</i>	
<b>What sorts of feedback, encouragement, or reflection prompts will you use to facilitate tutors' thoughtful reflections?</b>	



# Amplify Program & Technical Support

## Office Hours

### Attend Amplify Tutoring Office Hours

- Sessions offered for
  - Tutors
  - School/District Leaders
- Access [Amplify Tutoring Support Website](https://texas.start.amplify.com/tutoring/)
  - <https://texas.start.amplify.com/tutoring/>
- *Office hours will be posted in July*

## 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**

# Resource Links

## Training Resources

Training Slide Deck	A pdf copy of the presentation with live videos and links.	
mCLASS Account	The link to access your mCLASS Account: you will need a username and password to access.	<a href="http://learning.amplify.com/">http://learning.amplify.com/</a>

## About mCLASS Intervention

<b>How mCLASS Intervention Works</b>	A handy FAQ with answers to many common questions about mCLASS Intervention	<a href="#">How mCLASS Intervention Works FAQ link</a>
<b>mCLASS Intervention Hub</b>	A comprehensive resource for using mCLASS Intervention	<a href="https://interventionhub.amplify.com/">https://interventionhub.amplify.com/</a>

## Assessment Resources

<b>Assessment Platform and Reports</b>	A comprehensive 41-minute video going over assessments	<a href="#">How mCLASS Intervention Works FAQ link</a>
<b>Administering Progress Monitoring</b>	Page in the mCLASS Intervention Hub that provides guidance and training on progress monitoring	<a href="#">mCLASS Intervention Hub Progress Monitoring Link</a>
<b>How to administer Maze</b>	A brief video walking through administering the Maze assessment	<a href="#">D8 Maze Online</a>
<b>Amplify Tutoring Assessment Measures</b>	Tables with the breakdown of measures as well as a guide to time commitment for each measure	<a href="#">Assessment Measures Guide</a>
<b>DIBELS 8 Scoring Rules</b>	Tables of scoring rules for LNF PSF, NWF, WRF, ORF	<a href="#">Scoring Tables</a>