3/30/23
Learning Site Debrief Notes

Host Teachers: Dianne Pierce, Stephen MacCormack
School: Haynes EEC

Stephen MacCormack- my intervention lessons are not usually full phonological awareness. I usually do a short phonological awareness warmup and move up the hierarchy of phonological awareness. Then it would lead into phonics and the rest of the intervention work I do.

Strong Side chart- each student has their name in a box and there's 5 criteria- transfers to reward system they have in the classroom.
- How did you get started?
- How are you sitting?
- How are you listening?
- Are you trying hard?
- Are you being nice?

S.M.- This has been a good opportunity to see Heggerty in action because some of my hand movements and kinesthetic motions are different than Heggerty. I'm sort of working out what I need to make match and what I want to keep doing differently.


**Group 1: Routines & Repetition**
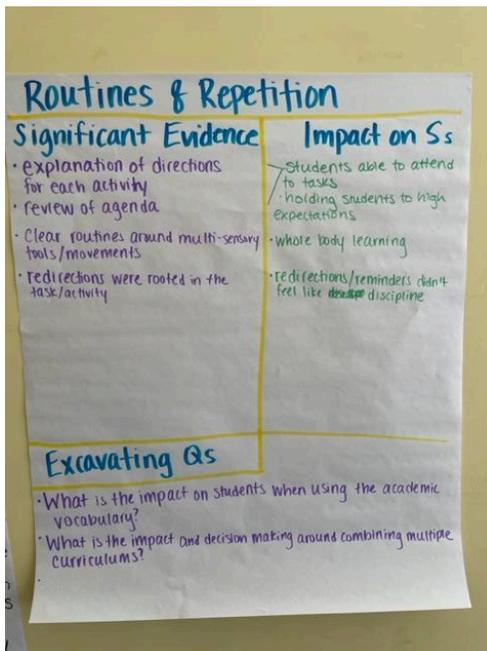


- Explanation of directions for each activity and review of the agenda ⬜ students were able to attend to the tasks, holding students to high expectations.

- Clear routines around multisensory tools/movements☐ whole body learning
- Redirections were rooted in the task/activity☐redirections/reminders didn't feel like discipline.
- Excavating Questions
  - What is the impact and decision making around using multiple curriculums? How are you able to bring all of this in
    - S.M. Fundations/ Heggerty- multisensory piece is different- it's a work in progress. I don't think it's bad for kids to have 2 systems in place or have different hand gestures, but I want to make sure I'm not a confusing factor as opposed to a streamlined factor. I stick with Fundations as much as we can.
    - D.P.- In small intervention groups, I also use Heggerty. We start with Heggerty and talk about what we already know. They know the terms we use (blending/ segmenting, etc.) so in small groups they know why we do it and we use our reading as a way to bring it all together.
      - For Focus, they give us the books to read. Ss are able to read those books and see them in the books. Ex: Cocoa beans (Ss see vowel team ea in text)
  - What is the impact on students when using the academic vocabulary?
    - I noticed that some simple CVC words were not part of their vocabulary repertoire, I realized I needed to include as much vocab as I could in my groups.
    - I want the students to know that we aren't just tapping out sounds, we are building meaning when we are reading.

**Group 2: Student Engagement**
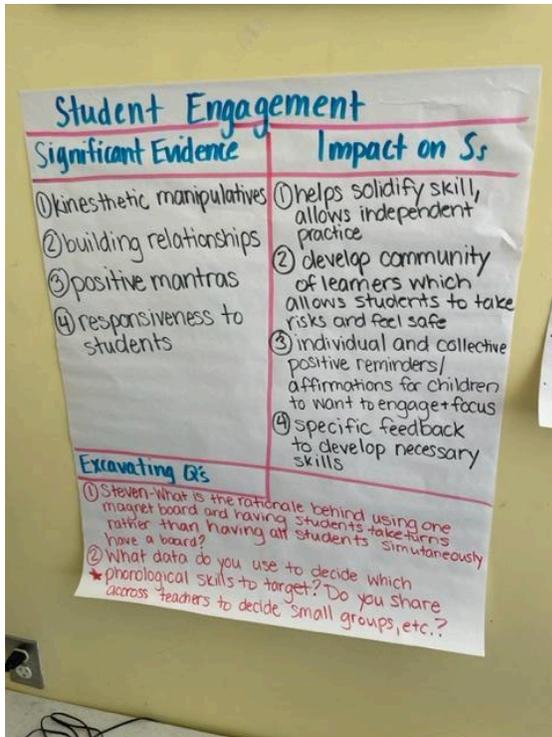
- Kinesthetic manipulatives (chopping, rhyming, tapping, blending) ☐ helps solidify skills and allows independent practice.
- Building relationships & positive mantras☐ develop community of learners which allows students to take risks and feel safe; individual and collective positive reminders/ affirmations for children who want to engage & focus.
- Responsiveness to students ☐ specific feedback to develop necessary skills.
- Excavating Questions:
  - What data do you use to decide which phonological skills to target? Do you share across teachers to decide small groups, etc.?
    - S.M. Using the PAST for progress monitoring because we are not using the Heggerty assessment right now. The spreadsheet is helpful to pinpoint where to work and realize that some students were solid at blending and segmenting but needed more work on phoneme manipulation.
    - D.P. I use Heggerty and write down daily what I notice- I can see kids that are picking it up and kids that are not so I can continue to work with them.
    - Q: You mentioned that some students were with you in kindergarten? How are you progress monitoring to determine if students need to still be with you in a small group? How does the intervention differ in a small group from whole group?
      - S.M. Last year student M really struggled with phonological awareness. I had to stop him from using his fingers because he tries to use the strategies but not well. This year he has made

strong moves and I'm considering decreasing the amount of time I'm working with him. He's working well at phonological awareness level and phonics/decoding. He's also starting to turn the corner into fluent reading. He's on my mind in terms of decreasing services. Student H has built up skills but there's a self-esteem issue. She struggles to apply to reading. She freezes when it's time to bring stuff up to the surface. Challenge for her is knowing how to complete a task. She's someone I'm going to stick with even if her phonological awareness is strong. Student J is making progress. His phonics is catching up and he is writing but still working on applying it to their reading.

## Group 3: Access for All Learners (Differentiation/ Inclusion)



- Slowing down/prompting to use words in context□ vocabulary/language development.
- Clear, specific directions □students know what to expect (visual calendar); understand target skill.
- Clear, specific feedback (you blended the first 2 consonants together)□ self-corrections (You put first two sounds together, try it separate)
- Multisensory approach □ student accountability; student agency; different access points
- Excavating Question:
  - How are data sources utilized to drive whole group instruction as well as small group?
  - What does the full picture look like? How are you choosing your groups/ how are you making them?

- S.M. Choosing groups came from B.O.Y. Map data. Used Heggerty data in Oct. to fine-tune the groupings.
  - I try to keep kids in same classroom for scheduling purposes but that changes as I try to see kids with same learning profile.
  - I try to group kids according to similar attributes & profiles so I can emphasize those skills with them and do a lighter load on what they are already strong in. I use data and my own decision making.
    - Ex: students who need focus on phonological awareness group
    - Ex: 2 students with rapid automatized naming deficiencies
- Q: How do Stephen's group inform the groups you are making in the classroom?
  - D.P. The first group was 5 students without letter sounds.
    - Students are seen 2-3 times today.
      - Ms. Pierce works with them.
      - Para (Ms. Torres) works with them.
  - S.M. Challenge with how the decodables are fitting in. I buy into the decodables for instruction. I'm still trying to figure out as we move forward into using decodables from Spire. Struggle- if and how I can use reading in that context as data.

**How do you know when you've been successful?**

D.P. My students can write a paragraph using the hamburger organizer. They can write it well. I want to make sure that they can write and spell before they leave. If they are tapping and writing sounds, then that's the most important thing for me. Writing and being able to read their writing. I love to teach. I was a student who struggled so I want to give them what they need. For example, onset, I want them to know what it means so they can use it the right way.

S.M. For me, it's how they apply those foundational skills into reading. In the past, we would have gone through chapter books and would have used those to measure success. Students with R.A.N. difficulties are moving towards reading in chunks rather than reading word by word. Student H needs to move past what is stopping her so she can apply her skills.

D.P. Student H likes to write and she's happy about it. But she has that feeling of not being sure of herself.

**What might some of this look like for one teacher to manage? How could I do this as one teacher with one class?**

S.M. Speaking as an intervention person, if you have an opportunity to work with small groups with your kids, have the O.G. MSL (multisensory systematic language) instruction with phonological awareness, phonics in isolation, decoding, orthographic mapping for sight words,

sentence reading, text reading, spelling, sentence dictation, & authentic writing. Moving up the hierarchy- EC dept. the basketball analogy/ shooting free throws- emphasizes the importance of using skills consistently throughout the lesson.

D.P. I try to see students consistently all day. For me, it's relationships so they can feel good about themselves and know you are invested. If you give them the plan and the why, they will do it. And you will do it until you see them succeed. If they know they are struggling, I will say I notice you are struggling with _____, then we come up with ideas together to help support their learning. If you believe in them, they will believe in you and then will learn. If you have a mindset that students won't get, then they won't. If you have a mindset that they will get, then they will learn.

S.M. Building a relationship with kids is the most important thing for me. Article from EC dept, how important struggling is for kids. It's important to build a relationship with kids who are struggling. If you trust them and they trust you, you can give them objective feedback and they will accept that; kids are resilient.

D.P. That works for self-regulation too.

**Closing the Loop:**

| If educators _____, | then students _____. |
|---|---|
| Inspire | Soar |
| Show their trust and belief in Ss in their learning | Ss will show their genius |
| Are transparent about why behind act | Ss will engage and take agency in learning |
| Show they care | Want to learn |
| Use data and plan intentionally | Students will be working on specific skills they need to be successful |
| Share love | Hear and absorb useful feedback |
| Encourage | Try |
| Believe | Believe |
| Believe | Will learn |
| Make their thinking visible | Students can do it too |
| Reflect in collaborative spaces | Students will grow |
| Hold high expectations | Will be more deeply engaged in learning process |

**Change Ideas:**
- Cassie- In my small groups or right after, make sure I'm jotting down notes about what is going on and what I'm noticing about how students are doing with the skill.
- Keri- To think about (we have systems in place for larger data, Fundations assessments, MAP data, etc.). but what the kids are doing right in front of you- across the grade levels, what are the kinds of observational notes and systems that people have in place and what they would like to get in place
- Lindsay- Showing students and being explicit about what she was doing and why for phonological instruction.
- Amy- start a new writing genre with that- being more explicit.
- Charleen- pulling them whenever you can, in the morning we have 15 min. Trying to see if I feel comfortable pulling 2 students before school starts during that time.
- Lane- setting clear expectations and routines during my intervention time and incorporating more phonological awareness- a lot of the issues I've been seeing in my group is with speech and sounds.
- David- clear and specific feedback. Telling the kids this is what you're doing so they know how to self-correct.
- Mary-Kate- More meaningful way of doing agenda for Fundations time- like a job for a scheduler to keep us on track.
- Quayisha- help team with kinesthetic movement in phonological awareness practice
- Shakera- thinking about developing leadership practice that supports effective teaching and learning in schools, particularly with SLs of youngest scholars- what are those strategies for progress monitoring to guide improvement.
- Brooke- thinking about the structure of today and ways to replicate this structure with more informal learning walks that happen with EC dept. Seeing the host teachers being reflective and vulnerable about their practice.
- SL- looking forward to getting inquiry groups and in house coaching up and running.
- SM- I'm a huge proponent of phonological awareness. It has been under-emphasized over the years so I'm glad that Heggerty is here. We are looking for Tier 2 version of Heggerty for small groups. Anybody who wants to add phonological awareness to your work, it's hugely important. Middle school and high school students struggling with reading are struggling with phonological awareness at that level.