SIPPS® ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL

About this Tool

This tool can be used by teachers for self-reflection and by school leaders and instructional coaches to identify areas of implementation and professional learning support. The "Elements of Effective Implementation Reflection Tool" is organized into parts. "Part 1: Program Implementation," "Part 2: Instructional Routines," "Part 3: Student Engagement," and "Part 4: Reflect on Practice."

Protocols for Use

The protocols below offer ways to consider using this tool at your school site.

INDIVIDUAL TEACHER SELF-REFLECTION PROTOCOL

- The teacher self-reflection protocol outlined below is intended to be used at grade-level team meetings.

- Prior to meeting, ask the teachers to bring their *Teacher's Manual*.

- Let the teachers know that this is a self-reflection tool that can be used to provide common language around what instruction we might see during *SIPPS* lessons.

- Invite the teachers to spend a few minutes reviewing the past week of instruction in their *Teacher's Manuals*. Encourage the teachers to think about what they noticed during these lessons. Ask rhetorical questions to support the teachers as they reflect. You might ask questions such as:

    Q *How did your students respond to this instruction?*

    Q *What evidence did you have that the lesson goals were met?*

    Q *Which supports from the* Teacher's Manual *were helpful for you as you were planning for these lessons?*

- Allow time for the teachers to share their thinking in pairs.

- Distribute a copy of the "Elements of Effective Implementation Reflection Tool" to each teacher and allow time for the teachers to review the document.

- Invite the teachers to identify areas where they feel confident/strong. They might mark these with a plus (+) sign. Also ask the teachers to identify areas where they would like to develop/grow, and encourage them to mark these with a delta (Δ) sign. Let them know that it is not necessary to put a symbol on every line, and in fact, research suggests that it is most helpful for them to only pick a few areas to focus on at one time.

- Ask the teachers, "What are the implications of your reflections today for your planning and teaching?" Allow time for the teachers to discuss and ask questions that they may have about the program.

- Let the teachers know that they can continue to use this tool both individually and as a team as they reflect upon their instruction.

WALKTHROUGHS/INSTRUCTIONAL ROUNDS PROTOCOL FOR LEADERS AND COACHES

- Prior to observing in classrooms, determine the *SIPPS* level(s) and lesson(s) you will observe during the walkthroughs.

- Access the *Digital Teacher's Sets* on the CCC Learning Hub (ccclearninghub.org) for the grade levels you will be observing. Then locate the lessons you will observe for each class you will observe.

- When you begin observing the instruction, identify where in the lesson the teacher and students are working. Consider where on the tool you will begin making notes.

- You might indicate the amount of time a teacher spends on an aspect of the lesson or whether you observed a certain descriptor in the "Observed" column. In addition, make note of anything you see or wonder in the "Notes" section

ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL SIPPS® BEGINNING LEVEL

Name of Teacher: _____ **Date:** _____

Lesson (Lesson, List): _____

SIPPS develops the word-recognition strategies and skills that enable students to become independent and confident readers and writers. *Beginning Level* is developmentally appropriate for kindergartners and first-graders starting as nonreaders and moving through the first developmental level of reading. The focus of instruction is the alphabetic phase, with emphasis on continuous blending of single-syllable words with short vowels and learning high-frequency sight words.

- The **SIPPS K-3 Placement Assessment** is used to determine placement into the *SIPPS* program, including level and lesson.

- The **Mastery Tests** are administered at regular intervals to provide data on the mastery of foundational skills that can be used for instructional decision making. The *Teacher's Manual* offers a Mastery Test Interpretation section that includes considerations and analysis of errors.

- The typical daily lesson components are described in the "Daily Lesson Components" section in the Introduction of the *Teacher's Manual*. Each lesson component has an associated **Instructional Routine** which is outlined in "Appendix A: Routines" in the *Teacher's Manual*; some routines change over time.

- **Foundational skills** instruction that may be observed includes:

  - Phonological awareness activities (blending, segmenting, identifying first/middle/last sounds, onset and rime, rhyme)

  - Introducing and/or reviewing spelling-sounds

  - Blending decodable words

  - Introducing and/or reviewing sight words

- Application of the **foundational skills** instruction that may be observed includes:

  - Reading a Story Routine

  - Guided Spelling and Segmentation

  - Fluency Practice

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Part 1: Program Implementation

Before the *SIPPS Beginning Level* lesson, the teacher:	Observed	Notes
Uses the *SIPPS* K–3 Placement Assessment to group students for instruction		
Schedules time for *SIPPS* instruction a minimum of 4 days per week for approximately 30 minutes each day for each group		
Posts spelling-sound cards, sight word cards, and story posters so that the resources are visible to all students		
During the *SIPPS Beginning Level* lesson, the teacher:	Observed	Notes
Ensures close proximity to all students throughout the lesson		
Uses verbal and visual prompts (e.g., finger pointing, hand-held cards, spelling-sound wall cards)		
Uses adequate wait-time		
Guides students to respond chorally when appropriate		
Provides corrective feedback using the correction routines		
Does not respond or read along with students		
Listens to and confers with students as they read		

Part 2: Instructional Routines

Teacher engages students in the following routines as written:	Observed	Notes
"Rereading a Story"		
"Phonological Awareness"		
"Phonics and Decodable Words" including introducing and reviewing spelling-sound relationships and Blending Decodable Words		
"Sight Words" including introducing and reviewing sight words		
"Reading a Story" using the story chart		
"Guided Spelling and Segmentation"		
"Fluency Practice" using the Little Blue Books		

Part 3: Student Engagement

The students:	Observed	Notes
Follow routines they have learned and practiced		
Respond chorally when prompted by the teacher		
Engage in Guided Spelling to apply learning to their writing		
Engage in reading practice to apply learning and build fluency during Fluency Practice		

Part 4: Reflect on Practice

Invite the teachers to reflect on instructional practice, using questions such as:

Q *Are you teaching all parts of the lesson daily?*

Q *Is your lesson well paced?*

Q *Is your wording during routines clear, consistent, and concise?*

Q *Are you eliciting choral responses?*

Q *Do you understand the intent of each routine?*

Q *How are you using the prompts (verbal, visual, cueing) during daily lessons?*

Q *Do you use the corrective feedback routine as intended in a clear, consistent, and concise manner?*

Q *Do you strategically select which corrective feedback routine to use based on the students' response?*

Q *Does student data (choral responses, reading, writing) inform your instructional decision making?*

Q *Do you ensure that there is adequate time for fluency practice/IDR during the lesson?*

Q *Do you plan for students to read for a variety of reasons outside of the* SIPPS *lesson?*

Q *Do you use resources from the CCC Learning Hub to support instruction?*

For self-reflection or discussion:

Do you conduct ongoing assessments via mastery tests and use the data gathered along with the Mastery Test Interpretation considerations and analysis of errors to guide instruction and determine reteaching needs?

Do you engage in the Instructional Self-checks to consider teaching practices and refine instruction?

Lesson 5, page 83

Lesson 9, page 100

Lesson 15, page 152

Lesson 19, page 171

Lesson 25, page 227

Lesson 35, page 311

Lesson 45, page 394

ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL SIPPS® EXTENSION LEVEL

Name of Teacher: _____ **Date:** _____

Lesson (Lesson, List): _____

SIPPS develops the word-recognition strategies and skills that enable students to become independent and confident readers and writers. *Extension Level* is developmentally appropriate for grades 1 and 2 and can also be used as an intervention in grades 2 and 3. *Extension Level* is designed for students who are proficient in reading consonant-short vowel-consonant patterns and are now ready for the spelling-pattern phase of reading development.

- The **SIPPS K–3 Placement Assessment** is used to determine placement into the *SIPPS* program, including level and lesson.

- The **Mastery Tests** are administered at regular intervals to provide data on the mastery of foundational skills that can be used for instructional decision making. The *Teacher's Manual* offers a Mastery Test Interpretation section that includes considerations and analysis of errors.

- The typical daily lesson components are described in the "Daily Lesson Components" section in the Introduction of the *Teacher's Manual*. Each lesson component has an associated **Instructional Routine** which is outlined in "Appendix A: Routines" in the *Teacher's Manual*; some routines change over time.

- **Foundational skills** instruction that may be observed includes:

  - Phonological awareness activities (blending, segmenting, manipulation, identifying first/middle/last sounds)

  - Introducing and/or reviewing spelling-sounds

  - Reading a mixed list

  - Introducing and/or reviewing sight words

  - Reading polysyllabic words starting in Lesson 17

- Application of the **foundational skills** instruction that may be observed includes:

  - Guided Spelling

  - Reading a Selection

  - Fluency Practice/IDR

Part 1: Program Implementation

Before the *SIPPS Extension Level* lesson, the teacher:	Observed	Notes
Uses the *SIPPS* K–3 Placement Assessment to group students for instruction		
Schedules time for *SIPPS* instruction a minimum of 4 days per week for approximately 30 minutes each day for each group		
Posts spelling-sound cards, sight word cards, and story posters so that the resources are visible to all students		
During the *SIPPS Extension Level* lesson, the teacher:	**Observed**	**Notes**
Ensures close proximity to all students throughout the lesson		
Uses verbal and visual prompts (e.g., finger pointing, hand-held cards, spelling-sound wall cards)		
Uses adequate wait-time		
Guides students to respond chorally when appropriate		
Provides corrective feedback using the correction routines		
Does not respond or read along with students		
Listens to and confers with students as they read		

Part 2: Instructional Routines

SIPPS Extension Level Instructional Routines	Observed	Notes
"Phonological Awareness"		
"Phonics and Decodable Words " including introducing and reviewing the spelling-sound relationships and "Reading a Mixed List"		
"Polysyllabic Words" starting in Extension Lesson 17		
"Sight Words" including introducing and reviewing sight words		
"Guided Spelling"		
"Reading a Story" using the Story Book in Lessons R1 through 23		
"Fluency Practice/IDR" students transition to easy to read, self-selected trade books in Extension Lesson 24		

Part 3: Student Engagement

The students:	Observed	Notes
Follow routines they have learned and practiced		
Respond chorally when prompted by the teacher		
Engage in Guided Spelling to apply learning to their writing		
Engage in reading practice to apply learning and build fluency during Fluency Practice/IDR		

Reflect on Practice

Invite the teachers to reflect on instructional practice, using questions such as:

> **Q** *Are you teaching all parts of the lesson daily?*
>
> **Q** *Is your lesson well paced?*
>
> **Q** *Is your wording during routines clear, consistent, and concise?*
>
> **Q** *Are you eliciting choral responses?*
>
> **Q** *Do you understand the intent of each routine?*
>
> **Q** *How are you using the prompts (verbal, visual, cueing) during daily lessons?*
>
> **Q** *Do you use the corrective feedback routine as intended in a clear, consistent, and concise manner?*
>
> **Q** *Do you strategically select which corrective feedback routine to use based on the students' response?*
>
> **Q** *Does student data (choral responses, reading, spelling) inform your instructional decision making?*
>
> **Q** *Do you ensure that there is adequate time for fluency practice/IDR during the lesson?*
>
> **Q** *Do you plan for students to read for a variety of reasons outside of the SIPPS lesson?*
>
> **Q** *Do you use resources from the CCC Learning Hub to support instruction?*

For self-reflection or discussion:

Do you conduct ongoing assessments via mastery tests and use the data gathered along with the Mastery Test Interpretation considerations and analysis of errors to guide instruction and determine reteaching needs?

Do you engage in the Instructional Self-checks to consider teaching practices and refine instruction? Self-checks appear on:

Review Lesson 6, page 50

Review Lesson 9, page 63

Lesson 6, page 160

Lesson 11, page 194

Lesson 24, page 294

Lesson 34, page 351

ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL SIPPS® PLUS

Name of Teacher: _____ **Date:** _____

Lesson (Set, Week, Day): _____

SIPPS develops the word-recognition strategies and skills that enable students to become independent and confident readers and writers. *SIPPS Plus* is designed for older students who are reading at a first- or second-grade level and covers the content of *SIPPS Beginning* and *Extension Levels*. *SIPPS Plus* is designed with age-appropriate reading materials and an accelerative scope and sequence focusing on the alphabetic and spelling-pattern phases of reading. Instruction assumes that students know the sounds of most consonants.

- The **SIPPS 4–12 Placement Assessment** is used to determine placement into the *SIPPS* program, including level and lesson.

- The **Mastery Tests** are administered at regular intervals to provide data on the mastery of foundational skills that can be used for instructional decision making. The *Teacher's Manual* offers a Mastery Test Interpretation section, including considerations and analysis of errors.

- The typical daily lesson components are described in the "Daily Lesson Components" section in the Introduction of the *Teacher's Manual*. Each lesson component has an associated **Instructional Routine** which is outlined in "Appendix A: Routines" in the *Teacher's Manual*; some routines change over time.

- **Foundational skills** instruction that may be observed includes:

  - Phonological awareness activities (blending, segmenting, manipulation, identifying first/middle/last sounds)

  - Introducing and/or reviewing spelling-sounds

  - Reading a mixed list

  - Introducing and/or reviewing sight words

  - Reading polysyllabic words starting in Lesson 32

- Application of the **foundational skills** instruction that may be observed includes:

  - Guided Spelling

  - Reading a Selection

  - Fluency Practice/IDR

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Part 1: Lesson Implementation

Before the *SIPPS Plus* lesson, the teacher:	Observed	Notes
Uses the *SIPPS* 4–12 Placement Assessment to group students for instruction		
Schedules time for *SIPPS* instruction for a minimum of 4 days per week for approximately 30 minutes each day for each group		
Posts spelling-sound wall cards and sight word cards so that the resources are visible to all students		
During the *SIPPS Plus* lesson, the teacher:	Observed	Notes
Ensures close proximity to all students throughout the lesson		
Uses verbal and visual prompts (e.g., finger pointing, hand-held cards, spelling-sound wall cards)		
Uses adequate wait-time		
Guides students to respond chorally when appropriate		
Provides corrective feedback using the correction routines		
Does not respond or read along with students		
Listens to and confers with students as they read		

Part 2: Instructional Routines

SIPPS Plus Level Instructional Routines	Observed	Notes
"Phonological Awareness"		
"Phonics and Decodable Words " including introducing and reviewing the spelling-sound relationships and "Reading a Mixed List"		
"Polysyllabic Words" starting in Plus Lesson 32		
"Sight Words" including introducing and reviewing sight words		
"Guided Spelling"		
"Reading a Selection" using Dreams on Wheels		
"Fluency Practice/IDR"		

Part 3: Student Engagement

The students:	Observed	Notes
Follow routines they have learned and practiced		
Respond chorally when prompted by the teacher		
Engage in Guided Spelling to apply learning to their writing		
Engage in reading practice to apply learning and build fluency during Fluency Practice		

Reflect on Practice

Invite teachers to reflect on instructional practice, using questions such as:

Q *Are you teaching all parts of the lesson daily?*

Q *Is your lesson well paced?*

Q *Is your wording during routines clear, consistent, and concise?*

Q *Are you eliciting choral responses?*

Q *Do you understand the intent of each routine?*

Q *How are you using the prompts (verbal, visual, cueing) during daily lessons?*

Q *Do you use the corrective feedback routine as intended in a clear, consistent, and concise manner?*

Q *Do you strategically select which corrective feedback routine to use based on the students' response?*

Q *Does student data (choral responses, reading, spelling) inform your instructional decision making?*

Q *Do you ensure that there is adequate time for Fluency Practice/IDR during the lesson?*

Q *Do you plan for students to read for a variety of reasons outside of the SIPPS lesson?*

Q *Do you use resources from the CCC Learning Hub to support instruction?*

For self-reflection or discussion:

Do you conduct ongoing assessments via mastery tests and use the data gathered along with the Mastery Test Interpretation considerations and analysis of errors to guide instruction and determine reteaching needs?

Do you engage in the Instructional Self-checks to consider teaching practices and refine instruction?
Self-checks appear on:

Lesson 4, page 47

Lesson 11, page 109

Lesson 14, page 128

Lesson 19, page 181

Lesson 24, page 218

Lesson 39, page 343

Lesson 49, page 430

ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL SIPPS® CHALLENGE LEVEL

Name of Teacher: _____ **Date:** _____

Lesson (Week, Day): _____

SIPPS develops the word-recognition strategies and skills that enable students to become independent and confident readers and writers. *Challenge Level* is developmentally appropriate for grades 2 and 3 and can also be used as an intervention in grades 4–12 and with adults. *Challenge Level* is designed for students who have mastered the spelling-pattern phase of reading and focuses on the highest level of decoding skill, the polysyllabic/morphemic phase.

- The ***SIPPS* K–3 or 4–12 Placement Assessment** is used to determine placement into the *SIPPS* program, including level and lesson.

- The **Progress Assessments** are administered at regular intervals to provide data on the mastery of foundational skills that can be used for instructional decision making. The T*eacher's Manual* offers Progress Assessment Interpretation considerations.

- The typical daily lesson components are described in the "Daily Lesson Components" section of the Introduction in the *Teacher's Manual*. Each lesson component has an associated **Instructional Routine** which is outlined in "Appendix A: Routines" in the *Teacher's Manual*; some routines change over time.

- **Foundational skills** instruction that may be observed includes the application of syllabication strategies, syllabic patterns, and morphological units, including common prefixes, roots, and suffixes.

- Application of the **foundational skills** instruction that may be observed includes:

  - Guided Spelling

  - Fluency Practice/IDR

(continues)

Part 1: Lesson Implementation

Before the *SIPPS Challenge Level* lesson, the teacher:	Observed	Notes
Uses the *SIPPS* K–3 or 4–12 Placement Assessment to group students for instruction (in some situations, *Challenge Level* may taught taught as foundational skills instruction in a whole-class setting)		
Selects the appropriate list (A, B, or C) and stays with that list across all lessons starting at Lesson 6		
Schedules time for *SIPPS* instruction for a minimum of 4 days per week for approximately 20 minutes each day for each group (or the class)		
Posts the spelling-sound wall chart, irregular sight syllables chart, and the vowel generalizations poster so that the resources are visible to all students		
During the *SIPPS Challenge Level* lesson, the teacher:	**Observed**	**Notes**
Ensures close proximity to all students throughout the lesson		
Uses verbal and visual prompts (e.g., finger pointing, hand-held cards, spelling-sound wall chart, irregular sight syllables chart, vowel generalizations poster)		
Uses adequate wait-time		
Guides students to respond chorally when appropriate		
Provides corrective feedback using the correction routines		
Does not respond or read along with students		
Listens to and confers with students as they read		

Part 2: Instructional Routines

SIPPS Challenge Level Instructional Routines	Observed	Notes
"Single-Syllable Phonics" (Optional) including introducing and reviewing spelling-sound relationships and "Read a Mixed List of Words and Syllable Types"		
"Syllabic Transformations" for Lessons 1–20		
"Morphemic Transformations" for Lessons 21–75		
"Sight Syllables" including introducing and reviewing sight syllables		
"Reading by Syllables"		
"Reading Entire Words"		
"Guided Spelling"		
"Fluency Practice/IDR" (students read self-select "just right" trade or chapter books)		

Part 3: Student Engagement

The students:	Observed	Notes
Follow routines they have learned and practiced		
Respond chorally when prompted by the teacher		
Engage in Guided Spelling to apply learning to their writing		
Engage in reading practice to apply learning and build fluency during Fluency Practice/IDR		

Reflect on Practice

Invite teachers to reflect on instructional practice, using questions such as:

Q *Are you teaching all parts of the lesson daily?*

Q *Is your lesson well paced?*

Q *Is your wording during routines clear, consistent, and concise?*

Q *Are you eliciting choral responses?*

Q *Do you understand the intent of each routine?*

Q *How are you using the prompts (verbal, visual, cueing) during daily lessons?*

Q *Do you use the corrective feedback routine as intended in a clear, consistent, and concise manner?*

Q *Do you strategically select which corrective feedback routine to use based on the students' response?*

Q *Does student data (choral responses, reading, spelling) inform your instructional decision making?*

Q *Do you ensure that there is adequate time for fluency practice/IDR during the lesson?*

Q *Do you plan for students to read for a variety of reasons outside of the* SIPPS *lesson?*

Q *Do you use resources from the CCC Learning Hub to support instruction?*

For self-reflection or discussion:

Do you conduct ongoing assessments via the Progress Monitoring Assessments and use the data gathered along with the Progress Assessment Interpretation considerations to guide instruction and determine reteaching needs?