



Exploring and Installing SIM

Jocelyn Washburn

Director of Professional
Development KU Center for
Research on Learning

jwashburn@ku.edu

Objectives

- Provide an overview of SIM
- Share resources for effective practices for professional learning
- Dialogue about connecting SIM to student needs
- Orient to SIMposium & breakout session choices

Think of a student in your school for whom you are concerned.



consider
his or her

strengths' consider his or her areas for growth.

a comprehensive, evidence-based approach to adolescent literacy that addresses the needs of students to be able to read and understand large volumes of complex materials and to express themselves in writing



Content Enhancement

Routines: • Teacher routines

• Focus on critical content •

Co-constructed with students

Learning Strategies:

- Student centered
- Focus on independent use
- Explicit, direct instruction

17 CER in the ~~areas~~
of:

NAME **The Unit Organizer** BIGGER PICTURE ⁴ DATE Sharra Ti 4/1

The Animal Kingdom Interrelationships

LAST UNIT/Experience CURRENT UNIT NEXT UNIT/Experience

² ₁ CURRENT UNIT ³ Vertebrates

Invertebrates Ecology

⁸
UNIT SCHEDULE UNIT MAP 5

i's about...

- Planning and learning
- Higher order reasoning
- Concepts
- Explaining

leading

4/1 Introduce vertebrates
of choice report due
4/5 Fish/amphibian quiz

fishes

such as the

4/10 Reptile quiz

such as the

• Increasing

performance

4/12 Trip to natural history museum

4/15 Trip report due

the most advanced and
intelligent animals on the
earth
such as the such as the pp. 427-482

such as the
mammals

4/16 Bird/mammal quiz 4/17 Lab report due

4/18 Review

4/19 Test

amphibians birds reptiles

TI
NU

7

What are the basic
differences among
the major groups of
vertebrates?

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In what ways is life

on land more
difficult than life in
water?

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What is meant by
cold-blooded and
warm-blooded?

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Which of the major
groups of
vertebrates is the
most successful
group? Why?

explanation

compare/contrast

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56 Learning Strategies in the areas of:

- Reading
- Writing
- Math
- Study
- Social-emotional learning
- Motivation and self-advocacy



KUCRL Reading Programs:

<http://sim.ku.edu/reading-programs>

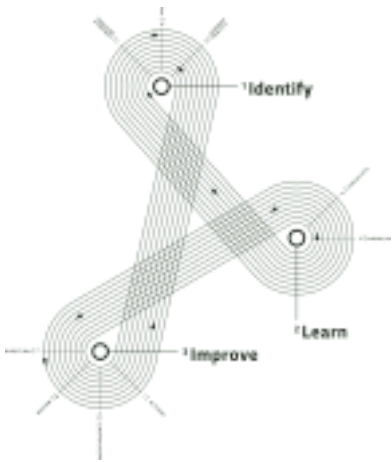


• Both are designed to help students acquire the reading and thinking skills that are necessary for success in today's challenging core classes and postsecondary settings, and include:

- Explicit direct instruction
- Data driven decision making
- Positive, Corrective Feedback
- Personalized, differentiated learning



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focused

- ❖ Active learning
- ❖ Collaboration

❖ Content

- ❖ Models of effective practice ❖
- Coaching and expert support ❖
- Feedback and reflection ❖
- Sustained duration

KUCRL 2019

coaches, administrators, and
professional developers
value and support principles
related to:

Evidenced-based practices
are implemented more
effectively when teachers,

Partnership

Principles 1. Equality

2. Choice

3. Dialogue

4. Praxis

5. Voice

6. Reflection

7. Reciprocity

Jim Knight

www.instructionalcoach.org



❖ Content focused

❖ ~~Active learning~~

❖ Collaboration

❖ Models of effective practice

❖ Coaching and expert support

❖ Feedback and reflection

❖ Sustained duration

<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

Professional Learning that leads to change!

Expected Outcomes

Training Components **Change in**

Knowledge Change in Skills Application to fidelity

Lecture/ Presentations	Study of Theory	10%	5%	0%
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Demonstrations 30% 10% 0% Practice

(and low risk feedback) 60% 60% 5% + Coaching

+ Admin feedback +Study Teams/Peer Visits

95% 95% 95% Joyce & Showers, 2002

Impact Cycle for Instructional

Coaching

Jim Knight

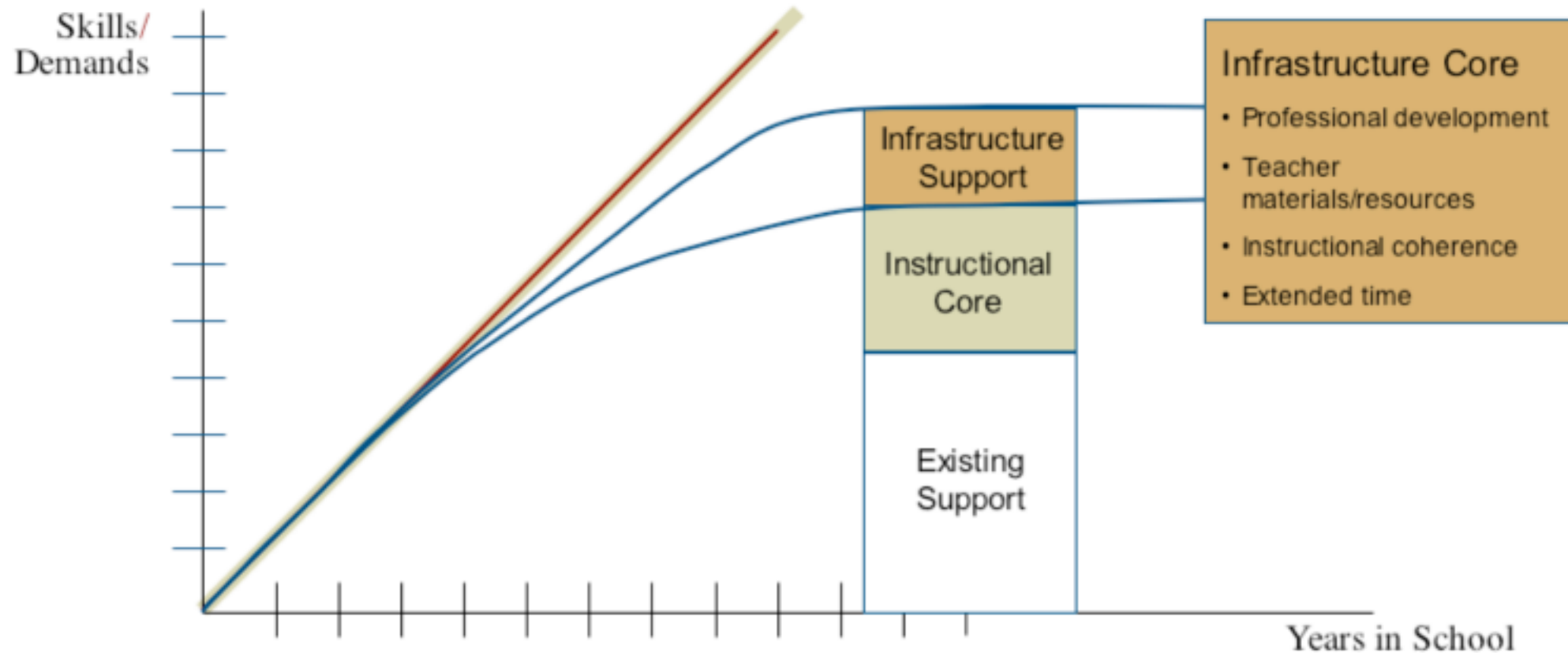
- # 1. Teacher and coach set instructional goals



2. Teacher learns an instructional practice from the coach
3. Teacher applies it in the classroom and both reflect on the outcome

<https://www.instructionalcoaching.com/instructional-coaching-a-brief-overview/>

The Performance Gap



Deshler, D. (2005). A closer look: Closing the performance gap. *Stratenotes*, 13,(4).

Considerations for Selecting SIM to Meet

Student and School-wide Needs

- LS and CER Needs Charts • LS Taught in Xtreme Reading
- Which LS and CER will aid access to core curriculum and develop strategic learners?
- Action plan for admin involvement and coaching support
- Profile for Xtreme:
 - Adolescents reading, minimally, at the 4th grade level and two or more years behind grade level
 - Students exhibiting:
 - Basic phonics and fluency skills in place, yet show a need for instruction in word attack skills for multisyllabic words
 - Limited word understanding and multiple word meanings
 - Limited background and conceptual knowledge • Few skills or strategies to enhance understanding and remembering oral and written language

Think of a student in your school for

you are ... ned.

Consider

how SI_M

will
accentuate

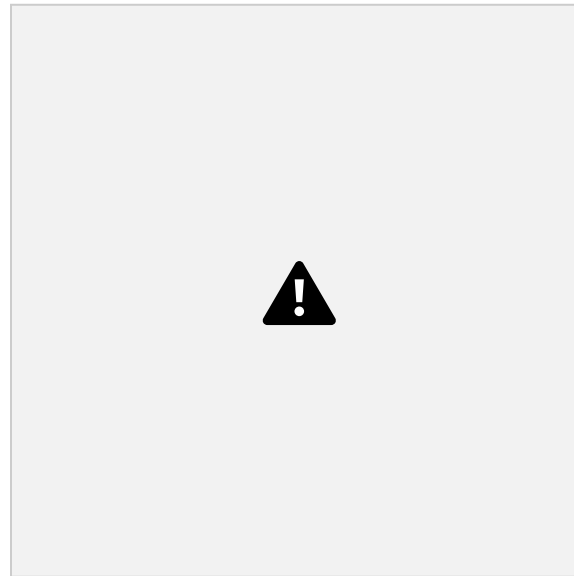
his

or her strengths. Consider how SI_M

will assist with his

or her areas for
growth.

Session Evaluation



Let us know your thoughts!

Scan the QR Code or visit

<https://www.surveymonkey.com/r/2019SIMposium>