

Ms. Pat Parrott was a wonderful coach to work with. She explained the requirements for Badge List and answered all of my questions about the Framing Routine. We met virtually and discussed the SIM Microcredential on 11/15/22, 1/10/23, and 3/7/23, as well as kept in contact via email.

By January, my co-teacher and I had developed several FRAMES to use with our students. Ms. Parrott left us the following feedback. We used her feedback to change the formatting of one of our FRAMES and resubmit it. These changes can be found below the "Framing Routine Device Checklist."

The feedback that I received from Ms. Parrott was specific and constructive and I was able to apply it while creating several additional FRAMES.

① Real Number System      ④ Solving equations by distribution  
 ② Ordering & Comparing Real Numbers      ⑤ Types of Angles  
 ③ Inequality Symbols

### Framing Routine Device Checklist

Directions: Put a checkmark (✓) by each component present.

Teacher: Benson Voss      Coach: Pat Parrott  
 School: Northside Middle      Subject: Math 8  
 Date: 1/12/23      Key Topic: \_\_\_\_\_

**KEY TOPIC** all p. 6 in Framing guidebook

☒ The key topic central to the understanding of the unit is named and written specifically (e.g. The Progressive Era, not Chapter 1)

**"IS ABOUT" STATEMENT** all p. 6 in Framing guidebook

☒ The statement is in the form of a paraphrase summarizing the whole topic  
☒ The statement is written in words the students can understand

**MAIN OR KEY IDEAS** Format of ① may need revision pp. 6-7, 35-42 in Framing guidebook

☒ The main or key ideas are related to the 'is about' statement  
☒ One main or key idea is written per box  
☒ The main or key idea summarizes all of the details listed below it see attachment

**ESSENTIAL DETAILS** see suggested format revision for ① p. 7 in Framing guidebook

☒ The details are absolutely necessary for students to understand the main or key idea  
☒ The details included are details that ALL students should know and remember  
☒ The details are recorded in a parallel manner (all sentences or all phrases). If presented as phrases, the phrase makes a complete sentence when the name of the concept or example is used as the subject

**ENTER A "SO WHAT?" STATEMENT** p. 7 in Framing guidebook

☒ A "So What" statement is present in all but ②  
☒ The statement addresses the question-"What is important to understand about this?"  
☒ It clarifies how the current topic is related to the context of the overall unit of study to understand and solve a real-world problem

**EXTENDS UNDERSTANDING** (Circles) Not evident on Frame itself. Would have been conveyed in class activity. pp. 7, 21-22 in Framing guidebook

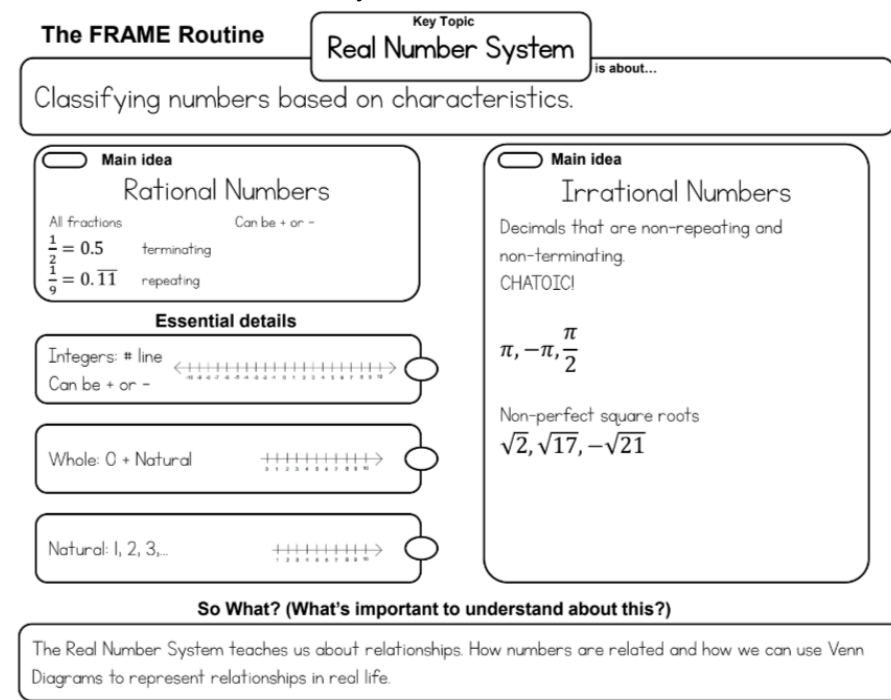
☐ A related extension activity is present  
☐ The extension activity facilitates evaluation of the new information and extends student understanding of it so that students explore the significance of the information and its connections to other ideas  
☐ The extension activity reflects how the new ideas are connected to previously learned ideas, to personal background knowledge, or to presentday, real-world contexts



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SIM™ fidelity checklists were developed originally by CRL researchers. Over the years, SIM Professional Developers have modified

## Original FRAME for the Real Number System



## Updated FRAME for the Real Number System

