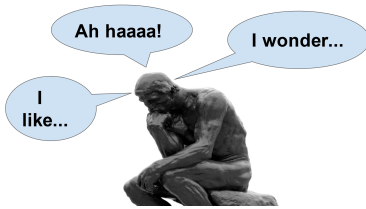


“Change Agent” Meeting with FSA Data 10/22 JH

Slide	Content
Welcome!  Strategic Instruction Model® Learning Strategies Overview Before we begin, will you please type in the chat: • Your name • One hope you have for your students	Welcome Before we begin, will you please type in the chat one hope you have for your students Debrief/positive discussion until time to begin
 Strategic Instruction Model® Overview jane.hines@fdirsaction.org  melissa.mulock@fdirsaction.org	Welcome • Introduce me • Thank you for being here • Thank Dr. Abner for inviting us to share some information and data and thank her for her continuing support of SWD and educators who serve them. SIM Background/Quick Overview • educators are critical consumers of “education strategies” and can’t afford to use methods that are not highly effective. Adv Org/Agenda • share some information about the Strategic Instruction Model – highly effective—particularly share info about SIM LSs • include some data – because data is always important • provide a link to explore additional resources.

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The Strategic Instruction Model



Look at the origins of the SIM

- make note of things you like, ah ha moments, and things you wonder about.
- We'll ask you to share your thoughts in just a few minutes.



What do you think was happening to the students who no longer had academic support at the secondary level?

In the mid-1970s, the passage of a federal education law required that special education services be delivered to all students who qualified for them from kindergarten through high school.

Up to that point, while there may have been an expectation, the reality was that support services were really only provided in elementary schools. Once students reached junior high or middle school and went on to high school, they were not receiving the support they needed to be successful.

PROCESS: As educators, you are keen observers of students. What do you think was happening to those students who no longer had academic support at the secondary level? Please jot your thoughts in the chat.../// Debrief. Yes! We agree—students probably were NOT succeeding! That IS what was happening...

So, three education researchers - Don Deshler, Gordon Alley, and Gary Clark- were

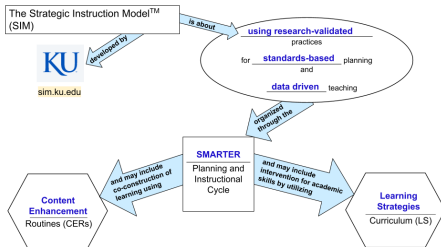
- working to set up demonstration projects in schools so secondary teachers could learn the skills they needed to work with students needing academic support, but they had no research to back up their work. They were
- invited to present information about teaching secondary SWD at 1976 Chicago CEC conference
- 300+ participants jammed into their sessions indicating need for information and strategies to support secondary SWD.

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	resolved that they would get the funding to do research; the following summer they wrote a proposal to receive federal education funds for an institute focusing on adolescent learning.
Center for Research on Learning, established 1978 <i>Noted for creating solutions that dramatically improve struggling learners' quality of life, learning, and performance at school, home & work, and out in the community</i>	That is how the Center for Research on Learning, headed by Don Deshler, and the Strategic Instruction Model (SIM) were born at the University of Kansas in 1978. - original goal was to address learning challenges of secondary students with disabilities. That is, they wanted to understand how successful learners acquire, store, and apply their knowledge and then strategically teach those strategies to struggling learners. They worked and continue to work directly with classroom teachers to field test and refine these “Strategic Instruction” materials. Using actual classroom data, the CRL can VALIDATE the effectiveness of the lessons. I want to emphasize that these SIM interventions from the CRL are not only based on research indicating they <u>should</u> be effective, but on research data and success stories of actual students in classrooms, showing that these interventions <u>are</u> effective. - Today—with over 40 years of research under its belt— the Center for Research on Learning is an internationally recognized research and development organization noted for creating solutions for SWD that dramatically improve their quality of life & learning, and their performance at school, home & work, and out in the community. Based on the research, many of these SIM interventions are currently listed in the What Works Clearinghouse as having a statistically significant, positive impact on student learning. So that’s the story of how the CRL and SIM came about. Please remember to jot down any “ah has!” or questions you have///

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Let’s look now at how the SIM is organized...



This is an example of a content map from the Unit Organizer Routine, one of the SIM CERs.

At the top left of this map, it reminds us that the SIM was developed by the KU CRL. You can take a deep dive into SIM at this website, sim.ku.edu///

SIM lessons are tested & refined in classrooms, so, looking at the top right, we would say that SIM is about **using research-validated** practices for **standards-based** planning and **data driven** teaching. ///

Planning and teaching are organized through the **SMARTER** planning and instructional cycle

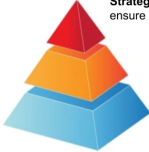
The CRL separates the SIM interventions into two categories -- Content Enhancement Routines and Learning Strategies.

Looking at our content map, we see the two categories at the bottom of the page. The lower left side is about co-construction of learning by using **Content Enhancement** Routines. CERS were developed to respond to the question “How do we help students who may struggle with the content while they are learning how to learn?” They work wonderfully in all content classrooms but can be especially useful in collaborative teaching partnerships.

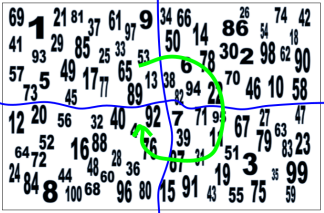
These CERs are a way of teaching an academically diverse group of students in which

- the critical parts of the content are selected and graphically laid out in a way that promotes student learning. This allows the integrity of the content to be maintained-- there is no watering down those rigorous learning goals!

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	• In addition to supporting and engaging students, CERs support effective teacher pedagogy and promote explicit, systematic instruction in the general education classroom. • Thinking about a multi-tiered system of supports, MTSS, CERs offer strong Tier 1 instruction that supports learning for ALL students. Looking now at the right-hand side...and this is the information we want to focus on today... this arm includes Learning Strategies designed to build academic skills like reading, writing, and math, and other interventions that support developing executive functioning skills like planning, organizing, motivation, and decision-making. These strategies are taught explicitly through an 8- stage process that begins with a description of the strategy, moves to modeling and various levels of practicing the strategy, and finally asks students to generalize the use of the strategy across settings. Our completed graphic organizer broadly lays out how the SIM is organized. Please remember to jot down any “ah has!” or questions you have
How does SIM fit?  Tier 3 - explicitly and completely teach the SIM Learning Strategies from introduction through generalization to ensure mastery of specific skills Tier 2 - Use Content Enhancement Routines and embed SIM Learning Strategies instruction in inclusive general education content classes Tier 1 - Use Content Enhancement Routines to enhance content instruction for ALL learners in general education classrooms	We’re all teachers with high hopes for our students’ success. How does SIM support our goal to help students become efficient, effective learners long-term? Thinking again about a multi-tiered system of support, At Tier 1 – we saw that SIM CERS support content instruction for ALL learners in gen ed classrooms – this includes most of our SWD At Tier 2 teachers continue using CERs and embed some SIM LS instruction in gen ed content classes. Learning Strategies would probably not be REQUIRED by all students,

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	BUT if offered as Tier 2 instruction in a Gen Ed classroom, many students would benefit from an increased awareness and practice using a Learning Strategy. At Tier 3, teachers would explicitly and completely teach the SIM LS through generalization to ensure that their students who need these strategies have mastered the specific learning skills they need to succeed. Research reported by the CRL indicates that 98% of at-risk students who have been taught and practiced a strategy using the complete 8 stage process, master that strategy. <i>Connecting this idea to us today, many of you wrote in the chat that you hope your students master the skills and strategies they need to be successful</i>
What is a strategy? A strategy is an individual's approach to a task and includes how they think and how they act.	Focus today is SIM Learning Strategies– Let's start with What is a strategy. <i>Please think for just a few seconds /// then quickly type your definition in the chat./// Monitor for full participation then debrief</i> CRL defines a strategy as an individual's approach to a task and includes how they <u>think</u> and how they <u>act</u>.
The Pattern Game 	Please take a look at the Pattern Game you see on the screen... • Describe task • Questions? • Go! Click timer for :30 Give me a thumbs up if you got to 100...oh, no one?

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	Did you start to feel frustrated? Do you think it would have helped if I had provided an explicit strategy like this? • Describe strategy • Try again • go! Click timer for :30 <i>Give me a thumbs up if providing a strategy helped you locate more numbers...</i> Debrief: The idea is that a strategy helps us accomplish a task. It is a tool we can provide that helps students solve problems independently.								
Strategies need to be effective and efficient Manicure Cosmetic beauty treatment for the fingernails and hands performed at home or in a salon VS <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 5px;">1. Word Part</td><td style="padding: 2px 5px;">2. Word-Part Meaning</td></tr> <tr> <td style="padding: 5px;">man</td><td style="padding: 5px;">hand</td></tr> <tr> <td style="padding: 2px 5px;">3. Memory Word</td><td style="padding: 2px 5px;">4. Picture</td></tr> <tr> <td style="padding: 5px;">manicure</td><td style="padding: 5px;">  </td></tr> </table>	1. Word Part	2. Word-Part Meaning	man	hand	3. Memory Word	4. Picture	manicure		But not all strategies are created equal! Strategies need to be effective, meaning that they produce the intended result. On the screen you see a Vocab flashcard with a glossary definition versus a Memory Table from the SIM Word Mapping strategy. Students can study them, take a test, and possibly get the same score. So Which was more effective? Neither, if they got the same score, these tools are equally effective BUT, Strategies also need to be efficient, meaning that they function best using the least amount of resources/or number of steps. Our flashcard student spent hours and hours reading, rereading, and memorizing the cards and can only recognize the given glossary definitions of the word. Our word mapping student understands the gist of the word by understanding the meaning of its parts and can generalize the meaning to other contexts. Which is more efficient? Word Mapping is more time-efficient and promotes a broader understanding.
1. Word Part	2. Word-Part Meaning								
man	hand								
3. Memory Word	4. Picture								
manicure									

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The purpose of a strategy is to organize, store and communicate complex sets of information.



I mentioned earlier that the purpose of a strategy is to help students organize, store and communicate complex sets of information.

How challenging would it be for you to find your black jacket in this closet?/// LOL
Really hard—there is no organization!

Looking at *this* closet – [click for organized closet](#) How challenging would it be for you to find your jacket in this closet? By using a strategy to organize and store information, retrieval and communication of ideas becomes much easier!



Learning Strategies
Curriculum in MS
Reading Classes

Fundamentals in
Paraphrasing &
Summarizing and the
Inference Strategy

STAR Reading
Assessment Progress
Monitoring Data



How well do LS work?

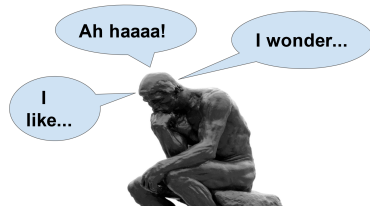
- line graph from Lake Gibson Middle School
- 6 students in this middle school Tier 3 reading intervention class. Their reading levels were between second grade, eighth month and fifth grade, fourth month.
- They were taught 2 LS
- initial scores were from the fall, final scores before the winter break
- look at the gains Some students made well over a year of growth in just a few months. **When we continue to utilize these strategies students make multiple years of growth, gains which CLOSE their learning gaps.**

The direct, explicit, systematic instruction embedded in the SIM LSs helped students get results they were proud of and that supported their future success

Sometimes, LS classes are used for HW help and to provide “extra time” to complete assignments. ***It’s a rhetorical question but please consider this...If Mrs. May, the LS teacher at Lake Gibson MS, had provided HW help, and not LS instruction, where might these students be? Would their engagement and learning / their school experience have changed?///***

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The Strategic Instruction Model



Think about what you heard about SIM... the origins of the KU CRL and SIM...the organization of the SIM with its 2 arms...information about strategies, their data, and how they might fit into MTSS and the class schedule... Now jot down at least one thing you liked about SIM and at least one question you still have about SIM.

click timer for 30 seconds

- explain task: take about 30 seconds each to introduce yourself and to share things you like and things you wonder about the SIM. The person whose name comes first alphabetically will begin the conversation.
- send random groups of 3 to break out room for 2 minutes

Very often we hear teachers say that they like...longevity, data, validated in classrooms

FAQs: can I see some of the strategies and where do we get more info?

Lake County 2021-2022 FSA Scores for SWD

FSA Level	Students	Percentage
5	25	1%
4	99	3%
3	260	9%
2	615	21%
1	1975	66%
Total Tested	2974	

The chart above represents 2021-2022 FSA Scores for SWD in Grades 6-12 in Lake.

Lake County data

We anticipated that one of your questions would be how SIM LS relates to Lake County– let’s look at FSA data.

This table represents the 2021-2022 FSA Scores for 2,974 of the 3000 SWD in grades 6-12 in Lake County.///

What does this data mean?

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FSA, Performance Levels

Florida Department of Education

Lake Co		
1%	Level 5	Mastery—highly likely to excel in the next grade/course
3%	Level 4	Proficient—likely to excel in the next grade/course
9%	Level 3	Satisfactory—may need additional support for the next grade/course
21%	Level 2	Below Satisfactory—likely to need substantial support for the next grade/course
66%	Level 1	Inadequate—highly likely to need substantial support for the next grade/course

Please take a minute to read how the FL DoE website describes the varying levels of performance on the FSA...///

I always think of a “3” as proficient, but the 3 on this table describes a student who may need Tier 2 support to be successful at the next grade level or in the next course. The “4” is labeled proficient.

Here again are the results for Lake County SDW on the 2021-2022 FSA ... We know that we have recently experienced major events beyond our control, but moving forward, how can we proactively address the needs of SWD who performed below a level 3 or 4?

“Academic self-efficacy is one of the important factors influencing academic performance.”



Pekrun et al. (2009) revealed that “positive activating emotions like...hope, and pride have a significant relationship with the students’... exam scores.”



Chin et al. (2017) found a significant relationship between the students’ positive emotions and their performance.

SIM helps us with two things that **are** within our control

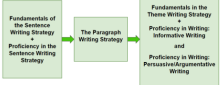
- provide the explicit, systematic strategy instruction our SWDs need, and
- the built-in scaffolding and support that help assure student engagement, motivation, and success.

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-01995-9#Sec2>

Research indicates that “Academic self-efficacy or the belief that I can be successful with academics- is one of the important factors influencing academic performance.///Chin et al. (2017) found a significant relationship between the students’ positive emotions and their performance [21]. Pekrun et al. (2009) revealed that positive activating emotions like enjoyment, hope, and pride have a significant relationship with the students’ ... exam scores “

Our interpretation of this research and our observations in class are that when students feel successful and capable of meeting the demands of schooling, they are more motivated to persevere through challenges, remain engaged, and eventually graduate. We bet you have seen this same thing with your students!

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	We do want to point out that SIM LSs are not a “quick fix”-- as much as we want one RIGHT NOW, there really is no such thing– but you will see a positive return on the time you invest just like Mrs. May did at Lake Gibson and other teachers all over the world have; data for SIM strategies indicates that they are effective practices that do help close learning gaps. Based on the Lake County FSA data we examined we want to share some of the SIM LS that appear to match student needs...
99% of learners struggled with “Key Ideas and Details” The Inference Strategy Fundamentals of Paraphrasing and Summarizing helps students make inferences about information they have read and answer inferential questions helps students acquire the fundamental skills they need to be able to identify and paraphrase main ideas and details	The data indicated that 99% of learners struggled with “Key Ideas and Details” which assesses students' skill to read closely to understand information, and be able to cite textual evidence to support their conclusions and summarize key concepts. SIM LS to support mastery of these skills include • Inference Strategy which helps students make inferences about information they have read and answer inferential questions including questions about main ideas and supporting details, the author’s purpose, and predictions based on known information • Fundamentals of Paraphrasing and Summarizing helps students acquire the fundamental skills they need to be able to identify and paraphrase main ideas and details
99% of learners struggled with “Craft and Structure” and “Integration of Knowledge and Ideas” Word Mapping SIM LS Writing Continuum helps students learn how to predict the meaning of unknown words using morphemes helps students understand the process of writing and produce clear, coherent writing 	The data indicated that 99% of learners struggled with “Craft and Structure” and “Integration of Knowledge” These both require skill in higher order thinking. In the Craft and Structure strand, students interpret connotative and figurative language. They analyze how word choice affects meaning and tone, how text structures impact the text, and determine the effects of point of view or author’s purpose.

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	In the Integration of Knowledge strand students are asked to integrate and evaluate content presented in diverse media formats. Perhaps they are given a piece of informational text, a video, and a primary source and then they’re asked to use all of the information to answer questions or write an essay. They evaluate arguments for claims, validity, relevance, and sufficient evidence. SIM LS to support mastery of the skills required to be successful with these strands • Word Mapping which helps students understand unknown words by analyzing their prefixes, suffixes and roots. • The strategies in the SIM LS Writing continuum help students develop a better understanding of the craft of writing. Explain continuum
99% of learners struggled with “Language and Editing Tasks” Word Mapping helps students predict the meaning of unknown words and words in context with multiple possible meanings SIM LS Writing Continuum helps students understand the process of writing and produce clear, coherent writing  <pre> graph LR A[Fundamentals of the Sentence Writing Strategy Proficiency in the Sentence Writing Strategy] --> B[The Paragraph Writing Strategy] B --> C[Fundamentals in the Theme Writing Strategy Proficiency in Writing: Informative Writing and Persuasive/Argumentative Writing] </pre>	The data indicated that 99% of learners struggled with “Language and editing tasks” – these strands include vocabulary knowledge and correct use of conventions Language aka vocabulary is often a challenge! We again recommend teaching the Word Mapping Strategy because it helps students predict the meaning of unknown words and determine the best definition for words with multiple meanings Lessons about punctuation, capitalization, subject/verb agreement, conjunctions, and appropriate transitions are embedded in the SIM Writing continuum strategies so this is another repeated recommendation.

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99% of learners struggled with “Text-Based Writing” The Inference Strategy helps students draw relevant evidence from various texts to support a claim or controlling idea SIM LS Writing Continuum helps students understand the process of writing and produce clear, coherent writing 	The data indicated that 99% of learners struggled with “Text-Based Writing” In this strand, students need to draw relevant evidence from texts to support a claim or controlling idea - You probably remember that the Inference Strategy helps students find evidence from text to support their claims. By learning to identify relevant evidence, students also learn to incorporate relevant details in their own writing. - Did you predict that the SIM LS Writing Continuum was also going to support students with this strand? We recommend these strategies because they help students produce clear and coherent writing with development, organization, and style // appropriate to task, purpose and audience.
Where do we begin? - read over the strategies in the <i>Quick Reference Guide</i> - think about which strategy/strategies you believe would be a good starting point for you and your students - mark up the <i>Reference Guide</i> to help with your decision—we’ll invite you to share your thoughts in two minutes... 	Where do we begin? - take about 90 seconds right now to look over the strategies we described and listed in the Quick Reference Guide—these are effective, research-validated strategies available to help meet the needs of your students. <i>Yesterday, Dr. Abner emailed you a Quick Reference Guide to LS –I’ll also drop it in the chat in just a minute</i> PDF in downloads - please think about which strategy or strategies you think would be a good starting point– you are the experts when it comes to your students’ needs. - share your thoughts and recommendations on a Google form we’ll share in a few minutes set timer for 1.5 minutes

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Our role in this partnership is to • provide SIM Professional Learning opportunities • support your implementation of the strategies • cheer you on jane.hines@fdlrsaction.org melissa.mulock@fdlrsaction.org 	Thank you! FDLRS role in this partnership will be to • provide PD • support you as you learn new strategies, implement them, and refine your practice. • answer “SIM” questions and model lessons, brainstorm how to overcome barriers We also want to hear your success stories!
Please complete the Google Form! 	Thank you for your time and attention today! We are looking forward to working with you! Put Google form in the chat...please take a few minutes now to answer all of the questions. We appreciate your feedback. https://forms.gle/uDEd2F7KgdyERV6V7