

## Application Questions for the Learning Strategies Strand of the Content Literacy Leadership Institute for Prospective SIM™ Professional Developers

- 1. Commitment.** Why would you like to become a SIM™ Professional Developer in Learning Strategies? Briefly describe how you would like to use your expertise as a SIM Professional Developer in your career, school/district, or region/state.

Being a SIM PDer would allow me to support not only the schools that have been able to work with me when I have had Gwen's support, but also schools that need to meet at alternate times. I would also like to use this opportunity to spread SIM strategies beyond my region. By having this certification, I will be able to support regions beyond my south central Kentucky region.
- 2. Describe your current position.** I am currently a Special Education Literacy Consultant within a Kentucky Station regional cooperative training facility. My work is focused on improving student reading and writing outcomes at all levels, kindergarten through high school.
- 3. Classroom Impact.** Describe the impact that the implementation of Learning Strategies has had on your teaching. While I'm not in a traditional classroom setting, I work with numerous classroom and special education teachers. The teachers I work with have found success, and a few struggles, with the strategies. Each time I mention having a SIM strategy training opportunity, teachers are excited to attend, even during the pandemic. Many middle and high teachers do not know or have specific strategies to support their students, the SIM strategies meet this need. When I have worked with students in a small group setting, I often refer to the strategies we have used during later sessions. This has helped with transfer of skills.
- 4. Professional Development Background.** Describe your background in delivering professional development sessions for individuals or groups of teachers related to SIM (if you hold a SIM Specialist micro-credential) or related to any evidence-based practices and/or other initiatives in your school/district/organization. I have worked with Gwen Berry to deliver the Word Mapping strategy to a small group of teachers. We provided an initial day of training and then a follow-up day. During the follow up day, we coached teachers, cleared up confusions, and shared the Listening and Note-Taking strategy in the afternoon. I have answered multiple questions during one-on-one sessions and emails related to the Word Mapping strategy. I also provide multiple reading and writing trainings for the regional cooperative I work for. I am consistently connecting writing to content areas. Beyond literacy trainings, I also provide co-teach trainings for general and special educators across my region. Leading engaging professional learning is a skill and area of focus that I utilize daily for my own or in support of other's trainings within my current position.
- 5. Instructional Coaching Background.** Do you have experience providing instructional coaching related to SIM (if you hold a SIM Specialist micro-credential) or related to any evidence-based practices and/or other initiatives in your school/district/organization. I have been trained to coach using a couple of coaching models. I put these coaching trainings and coaching stems to practice when working with classroom teachers and administrators. The desire to have administrators share their thoughts and then guide through questioning to determine the steps they will need to take to implement new learning and teaching strategies in their building is a necessity. Without the administrator determining the pathway I would be instilling my thoughts into a solution that may not be a best fit. When coaching teachers, it is

always best for them to identify their areas of growth and next steps so they don't feel as if they are being criticized or directed, which often creates resistance and pushback. I love supporting educators through a team approach, by building our relationship prior to offering guidance.

6. **Adolescent Literacy Background.** Describe your background knowledge and skills related to adolescent and/or content literacy (i.e., reading intervention placement process and progress monitoring, literacy across the curriculum and discipline-specific literacy, such as math or science literacy). I have a variety of literacy background. I have taught primary and intermediate literacy classes. I have taught high school special education, focusing on incorporating literacy strategies within content and study skills. I was trained as a Reading Recovery teacher, and I taught Reading Recovery for five years. I am National Board Certified in early and middle grades literacy (2011 and 2020). I also worked in a middle school setting supporting literacy interventions for struggling readers, special education, and ESL students. While earning my Ph.D. I focused my dissertation on the effects of a packaged guided reading program's effects versus an intervention that keyed into the five components of literacy effects. The research and findings allowed me to better address student needs based on their current deficit areas. There is rarely a one-size-fits-all solution when it comes to students learning to read.
7. **Letters of Support.** Who are the two individuals sending letters of support and what role do they play in your on-going professional learning? Dr. Gwen Berry, author of *Listening and Note-Taking*, wrote one of my letters of support. Dr. Berry has provided my initial instruction in various strategies as well as helped me teach and provide professional learning for the strategies. She has guided me along the way, and she has been the one to encourage me to complete this application process to become a SIM PDer. Dr. Kelly Davis, Director of Special Education in my cooperative, is my employer. She has encouraged and supported my desire to learn and offer SIM strategies within our region to improve learning outcomes for middle and high school students with learning deficits and disabilities. Dr. Davis, Dr. Berry, and I have spoken many times about the need for our region to have a local SIM PDer. This would allow our region to offer more training opportunities without relying on the limited availability of the one or two SIM PDer in our state.
8. **Apprenticeship.** Describe your understanding of the apprenticeship requirements. Provide the name of your SIM Mentor or let us know if you need help identifying a SIM Mentor. I have asked Gwen Berry to be my mentor through the process. She has agreed. I know that following the SIM institute I will be required to complete tasks assigned to me for the next one to two years that show my ability to support SIM strategies. I know I will be required to participate in ongoing virtual learning sessions/meetings, complete learning and activities independently, and upload items into the badgelist portfolios as assigned.
9. **SIM Content Enhancement Routines Background.** If you have had any instruction or have implemented any of the SIM Content Enhancement Routines, describe the extent, length, content, and name(s) of the professional developer(s). Additionally, are you certified as a SIM Professional Developer in Content Enhancement? (Experience with Content Enhancement Routines is not necessary to be a Learning Strategies Professional developer but knowledge of your experience is helpful to the institute instructors.) I have only engaged in SIM trainings since the fall of 2020, which has limited my participation and sharing learning somewhat. Therefore, I have not received any training on the Content Enhancement

Routines, but I am looking forward to engaging in more research and learning on these routines as my SIM knowledge increases.