STRATEGIC INSTRUCTION MODEL (SIM) LEARNING STRATEGIES POTENTIAL PROFESSIONAL DEVELOPER INSTITUTE (PPDI)

The SIM Learning Strategies Potential Professional Developer Institutes are five-day professional development institutes that will use the Content Literacy Continuum as the unifying framework in SIM. Participants for the institute will be selected through an application process.

The **Learning Strategies** Institute will prepare experienced SIM LS educators to instruct other educators in how to implement Learning Strategies with low-achieving adolescents (including adolescents with learning disabilities). **Instruction in the use of specific Learning Strategies will not be offered during this week; the focus will be on instructing and coaching others to ensure effective implementation**.

Eligible Applicants: (a) are experienced SIM teachers, administrators, coordinators or university personnel who have previously received professional development in Learning Strategies and have implemented them successfully with students, (b) have the energy and spirit required to be good professional developers, (c) have effective communication skills in teaching adults and working with administrators and, most critically (d) have administrative support for their participation in acquiring professional development/instruction, attending update sessions to maintain their professional developer status, finding time and resources required to deliver instruction to others, and gaining wide-spread, long-term implementation success.

There is no registration fee for the Florida SIM Potential Professional Developers' Institutes for Florida educators and includes all professional development materials. Participants must purchase (at their own expense) a one-year subscription to **STRATEWORKS**, a service for SIM Network Professional Developers. Professional development materials include resources necessary for preparing and delivering professional development in the Strategic Instruction Model. This does not include the LS manuals or books.

APPLICATION PROCESS and DIRECTIONS

POTENTIAL SIM LEARNING STRATEGIES PROFESSIONAL DEVELOPERS' INSTITUTE

Each applicant should complete their own application form in order to provide the most detailed information for our deliberations. Pairs or teams are desirable as they provide a support system.

Step 1. Review and complete the **Application Checklist** (page 3) to ensure that all necessary items are included when submitting your application portfolio. Applicants should include a copy of the checklist with their application materials as well as keep a copy for their own records.

Step 2. Review the **Checklist of Requirements** to become a SIM Learning Strategies Professional Developer (page 4)**.** Applicants **do not** need to do anything with this checklist other than be aware of the expectations for completing their certification.

Step 3. Review the **Requirements for Active SIM Professional Developer Mentors** (page 6)**.** Each person attending the SIM Learning Strategies (LS) PPDI session will need to be sponsored by an existing SIM LS Professional Developer who will work with them to help him or her meet requirements and act as a mentor.

Step 4. Review the **Directions for Submitting the Learning Strategies Log** (page 7). Create and submit a Learning Strategy Log for one 8-Stage Learning Strategy taught to students.

Step 5. Review the **Directions for Submitting Student Folders** (page 8). Select and submit two of your student folders with your application portfolio.

Step 6. Review the **Directions for Submitting a Videotape of the Modeling Stage** (page 9). Create and submit one video of yourself conducting the Modeling Stage.

Step 7. Complete the **Application for the SIM Learning Strategies Potential Professional Developers' Institute** (pages 12-14). Respond to each of the items as completely and specifically as possible. Additional pages may be added to the application when space to answer questions is inadequate.

Step 8. Mail all completed materials to:

> **FDLRS Administration Project**
> **Attn: Mary Ann Ahearn**
> **3841 Reid St.**
> **Palatka, FL 32177**

SIM LEARNING STRATEGIES (LS) APPLICATION CHECKLIST
Complete and submit BEFORE the LS Potential Professional Developer Institute.

Section 1: In column to the right, choose your appropriate classification(s).	
1. Educators eligible to apply to become a potential professional developer in Learning Strategies meet **at least one** of the following requirements noted as A, B, and C (*please indicate your appropriate classification by placing your initials in the box to the right*):	**Initials**
A. Educator who has taught a minimum of four SIM Learning Strategies from the Learning Strategies Curriculum (see attached) through generalization to students. Minimally, this includes two 8-stage Strategies and **up to two** of the *Lesson-Based* Strategies, one from each strand (Acquisition, Storage and Expression).	
B. Educator who has implemented the Learning Strategies for a sufficient length of time (2 years) to demonstrate proficiency and/or competence as verified by a certified SIM Professional Developer. Minimally, one 8-Stage Learning Strategy and one of the *Lesson-Based* Strategies.	
C. Supervisor, coordinator or university personnel who have taught at least two 8-Stage SIM Learning Strategies from two strands through generalization to students.	
Section 2: To be completed and submitted (*please review and complete the five required items listed below*).	**Date Completed**
1. **Submit one completed application form** (pages 12-14).	
2. **Submit one Learning Strategies Log** (see directions on page 7).	
3. **Select and submit two student folders** (see directions on page 8). Strategy 1: _____ Strategy 2: _____	
4. **One videotape and checklist** of you conducting the Model Stage of an 8-Stage strategy with students (see directions on page 9 and checklist on pages 10-11).	
5. **Secure and submit a letter of reference from immediate supervisor or agency administrator to address the following 5 areas of concern below:** A. The applicant's instruction and/or implementation of SIM Learning Strategies. B. A commitment to an apprenticeship relationship between the local potential professional developer(s) and the SIM Professional Developer currently providing instruction in the area for at least one year (mentor). C. The commitment of the agency to continue instruction and implementation of SIM over the next three to five years, including a statement of potential impact in number of teachers to be trained and number of students to receive instruction in Learning Strategies. D. The applicant's role in future professional development in the district and/or agency. E. The district or agency's commitment to support the continuing development of the professional developer(s), including providing support for KU-CRL updates at conferences or professional development institutes (minimum attendance to maintain certification is once every other year).	
6. **Secure and submit a letter of reference by the certified SIM Learning Strategies Professional Developer who has provided instruction for applicant** (see directions on page 6).	

Additional Information

District/Agency/Institution: _____

Name: _____ Contact Information: _____

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SIM LEARNING STRATEGIES (LS) CHECKLIST OF REQUIRMENTS
To be completed AFTER attending the LS Potential Professional Developer Institute to become a certified SIM LS Professional Developer.

LS Professional Developer requirements subsequent to successfully completing the LS PPDI:	Date Completed
1. Serve for one at least one year in an apprenticeship relationship with an active, certified SIM LS Professional Developer. Name of the certified SIM LS Professional Developer: _____	
2. Read specified research articles and respond in writing to 15 Frequently Asked Questions (FAQs) noting articles used to answer questions. Submit with portfolio for certification.	
3. Prepare and submit a portfolio containing written outlines of an overview session and a specific Learning Strategy instruction session. Identify the audience for each session below. Overview: _____ Learning Strategy: _____	
4. Co-plan and conduct an Overview Session with a certified SIM Learning Strategies Professional Developer.	
5. Co-plan and conduct a Learning Strategy Instruction Session with a certified SIM Learning Strategies Professional Developer. Name of the certified SIM LS Professional Developer: _____	
6. Be observed (or send a video recording) and evaluated by a certified SIM Learning Strategies Professional Developer (mentor) during the overview and strategy instruction sessions. The mentor should submit the evaluation to the FDLRS Administration Project. _____ *Overview* _____ *Instruction Session 1* _____ *Instruction Session 2*	
7. By certification, list the four Learning Strategies that you have taught through generalization/completion. Two must be 8-Stage Learning Strategies. Provide a log for at least one of the 8-Stage Learning Strategies (see page 7). A. Strategy 1:_____ B. Strategy 2: _____ C. Strategy 3:_____ D. Strategy 4: _____ E. Log for one 8-Stage Learning Strategy: _____	
8. Design and submit a written plan for instruction in your school, district, or agency.	
9. Submit all instruction session records and evaluations to the FDLRS Administration Project on an ongoing basis (see forms and online links at: http://www.fdlrs.org/simpder).	
10. Subscribe to *STRATEWORKS* annually (subscription runs September to August).	
11. Complete all Potential Professional Developer requirements within 2 years.	
12. To maintain active status as a SIM LS Professional Developer: A. Attend at least one state, regional or international SIM Update session every 2 years to maintain certified active status. B. Maintain the *STRATEWORKS* subscription with KU-CRL (subscription runs Sept.-August).	

District/Agency/Institution: _____

Name: _____

Contact Information: _____

Additional Information

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STRATEGIES FOR THE LEARNING STRATEGIES PPDI APPLICATION

You should have experience with a variety of strategies to be a proficient SIM Professional Developer. Hence, you must have taught four (4) Learning Strategies, through the Acquisition Phase of the Generalization Stage, from each of the strands – Acquisition, Storage, Expression and Demonstration. While you may demonstrate proficiency in four of the 8-Stage strategies, you might choose to demonstrate proficiency in a minimum of two of the 8-Stage strategies and two of the *Lesson-Based* strategies. Below are two tables; the first table includes the 8-Stage strategies and two of the *Lesson-Based* strategies.

- **The 8-Stage Learning Strategies:** If the Word Identification, Error Monitoring, or Paraphrasing Strategies are selected for implementation, the entire strategy must be taught. For the Proficiency in Sentence Writing Strategy, at least two sentence types must be taught. For Paragraph or Theme Writing strategies, one type of paragraph or theme must be taught.

8-STAGE LEARNING STRATEGIES CURRICULUM FOR LS PPDI APPLICATION		
Acquisition	*Storage*	*Expression and Demonstration of Competence*
Word Identification	First-Letter Mnemonic	Proficiency in Sentence Writing
Visual Imagery	Paired Associates	Paragraph Writing
Self-Questioning		Error Monitoring
Paraphrasing		Assignment Completion
		Theme Writing
		Test Taking

- **The *Lesson-Based* Learning Strategies:** All of these strategies must be taught completely.

LESSON-BASED LEARNING STRATEGIES CURRICULUM FOR LS PPDI APPLICATION		
Acquisition	*Storage*	*Expression and Demonstration of Competence*
Fundamentals of Paraphrasing & Summarizing	LINCS Vocabulary	Fundamentals of Sentence Writing
	Listening & Note-Taking	EDIT
Inference		Essay Test-Taking
Word Mapping		

<u>REQUIREMENTS FOR ACTIVE SIM PROFESSIONAL DEVELOPER SPONSOR/MENTOR</u>

Each person attending this week-long instruction will need to be sponsored by an *existing, active* certified SIM Learning Strategies Professional Developer who will work with the potential Professional Developer to help him or her meet requirements and act as a mentor. Often the sponsor is the SIM Professional Developer who instructed the individual in specific Learning Strategies. The sponsor/mentor has the following responsibilities:

- **Nominate the candidate for the role of Potential Learning Strategies (LS) Professional Developer, write a letter of support indicating:**
    - o the candidate has been observed and is using the Learning Strategies successfully,
    - o the individual has the energy and spirit required for a good Professional Developer,
    - o the candidate has communication skills that would be effective in teaching adults,
    - o and that the SIM Professional Developer is willing to make a commitment to "sponsor" the Potential Learning Strategies Professional Development candidate and assist the individual in meeting post-institute requirements.

- **Co-plan/teach LS professional development instruction sessions with the candidate after the Potential LS Professional Developers' Institute.**

- **Evaluate the candidate's planning, teaching, and follow-up skills related to LS institutes at least twice during the year following the initial Professional Developers' institute.**

- **Review the candidate's portfolio**, and when the candidate has met all LS Professional Developer requirements, please submit the portfolio with the sponsor's written evaluations and recommendations for approval as a Learning Strategies Novice Professional Developer to the FDLRS Administration Project for recommendation of certification.

Questions about possible SIM sponsors/mentors should be addressed to Mary Ann Ahearn at ahearnm@nefec.org or (386) 312-2265.

DIRECTIONS FOR SUBMITTING THE LEARNING STRATEGY LOG

The Learning Strategy Log should be written for one 8-Stage Learning Strategy taught to students. This log should be completed and submitted with your application.

As you instruct students in a Learning Strategy write a log about your:
- planning and preparation,
- instructional process
- the classroom environment
- highlights and lowlights (as both are instructional)

Additionally:
- note what you do and what you would do again
- note what you would do differently
- identify successes and struggles for your students

Describe:
- student group size, level, student characteristics, etc.
- the time period of implementation (length in weeks or months, time per day, days per week)
- student progress (progress charts, if possible, or a description if progress charts are not available)
- implementation experiences (what went well and/or poorly, adjustments made, if necessary and ideas generated for problems encountered)

The Learning Strategy Log will only be viewed by KU-CRL staff or the SIM Professional Development Leader for the purpose of ascertaining your self-evaluation skill and will be returned to you upon request.

<u>DIRECTIONS FOR SUBMITTING STUDENT FOLDERS</u>

All student folders must be clearly marked individually with the **applicant's** name.

- **Teach at least two strategies (minimally one 8-Stage Learning Strategy)** (one strategy from the Acquisition Strand and one from the Storage Strand or Expression and Demonstration of Competence Strand) through the Activation phase of the Generalization Stage to at least one student (see page five for specific Learning Strategies instructions).

- **For each of the two (2) selected Learning Strategies (minimally one 8-Stage Learning Strategy), submit the student folders** for the student(s) who received Learning Strategies instruction. Student folders should include:
    - individual score sheets
    - progress charts
    - work samples from Controlled Practice, Advanced Practice, and the Activation phase in Generalization

The student folders will only be viewed by KU-CRL staff or the SIM Professional Development Leader for the purpose of ascertaining your instruction skill and will be returned to you upon request.

DIRECTIONS FOR SUBMITTING A VIDEO RECORDING OF THE MODEL STAGE

Each applicant must submit a video recording of his or her implementation of the Model Stage of **one of the 8-Stage Learning strategies** (page 5) with an individual student or with a group of students*:*

DO NOT model the Self-Advocacy Strategy or the Content Enhancement Routines on the video.

The video recording should show the entire four phases of the Model Stage beginning at the start of the lesson, showing the instructor's modeling of the strategy for the students, and continuing until the end of the lesson. Present the Model Stage as described in the enclosed article from Volume 1, #4 issue of *STRATEGRAM*.   Also, review the attached Modeling Checklist (page 10).

- **Video a lesson that is part of ongoing Learning Strategy instruction if possible.** The instructional setting should be the normal classroom arrangement and the lesson which is part of ongoing Learning Strategy instruction should be recorded. Because video recording can be uncomfortable for the teacher and the students, the video recording session should be as normal as possible. We want to view the type of instruction which normally occurs as the applicant and the students are involved in Learning Strategies instruction.

- **Explain the purpose of the video recording session to the students.**   If the students have not been video recorded prior to this session, the teacher should explain the purpose of the video recording. It is for the purpose of observing the strategies instruction, not for the purpose of observing individual students. Therefore, it is not necessary to video record the students during the session, rather focus on the teacher.

- **The session should be recorded and saved to a file that can be opened in Windows Media Player, Quick Time Player or should be submitted on a DVD.**

- **Place the camera on a tripod or other steady surface.** The camera should be focused on the teacher when he/she is actually showing something and on the screen or board if he/she is pointing to text or writing on a screen, if possible. If the applicant does not have access to a classroom of students, an artificial setting may be created and video recorded.

- **The applicant should watch and rate their video recording using the Model Video Checklist** (page 10). Once you have completed the video, view it applying the Model Video Checklist to be sure you have included all phases. Write your reflections about your performance. The SIM Professional Development Leader will also view the video and apply the same checklist. Submit a copy of your checklist with your video, and keep a copy for further reference.

- **Prior to submission**, the video recording should be clearly marked with the applicant's name and should include the name of the Learning Strategy being modeled and any other information about the classroom setting necessary to set the stage for the viewer. On the application form, describe the video recording you are submitting: describe the specific Learning Strategy, setting, students and situation. Provide any additional information that will help us adequately evaluate your model.

The video recording will only be viewed by FDLRS Administration Project staff or the SIM Professional Development Leader for the purpose of ascertaining your Model Stage instruction skill and will be returned to you upon request.

IMPLEMENTING LEARNING STRATEGIES INSTRUCION
CRITICAL TEACHING BEHAVIORS – MODELING CHECKLIST
STAGE 3: MODEL

_____VIDEO   _____SELF-EVALUATION   _____PDL EVALUATION

NAME: _____   DATE: _____

LEARNING STRATEGY: _____

Present	Critical Teacher Behavior	Next Time
	1. Gives Advance Organizer	
	a. Gains student attention	
	b. Reviews previous learning	
	c. Personalizes the strategy	
	d. Defines the content	
	e. States expectations	
	f. Makes all necessary materials available	

Present	Critical Teacher Behavior	Next Time
	2. Presents Model of Strategy from Start to Finish	
	a. "Thinks Aloud"	
	b. Carries out self-instruction	
	c. "Guides" self through strategy by verbalizing appropriate questions	
	d. Performs the physical behaviors involved in the strategy	
	e. Verbalizes problem solving	
	f. Verbalizes self-monitoring	
	g. Performs model of all the steps	

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Present	Critical Teacher Behavior	Next Time
3. Enlists Student Involvement in Demonstration After Providing Complete Model		
	a. Asks students to perform a certain part of the strategy	
	b. Checks students' understanding by questioning about what they observed	
	c. Asks students to identify the next step to be performed	
	d. Involves all students	
	e. Provides assistance, cues or prompts to students as needed	
	f. Engineers success	

Present	Critical Teacher Behavior	Next Time
4. Gives Post Organizer		
	a. Reviews the model	
	b. Personalizes the strategy	
	c. Gives direction	
	d. States expectations	
	e. Cues progress charts	

Continuous Improvement Goals:

APPLICATION FOR THE SIM *LEARNING STRATEGIES* (LS) POTENTIAL PROFESSIONAL DEVELOPERS' INSTITUTE

Respond to each of the items as completely and specifically as possible. Additional pages may be added to the application when space to answer questions is inadequate.

Name: _____ Position: _____

Place of Employment: _____ Phone: _____

Work Street Address: _____

Work City: _____ State: _____ Zip: _____

Work E-mail: _____ Work Fax Number: _____

Home Street Address: _____

Home City: _____ State: _____ Zip: _____

Home E-mail: _____ Home Phone/Cell: _____

Please send any future mail to my _____ home _____ work

Mentor's Name: _____

Please respond to all items as completely as possible (you may use additional sheets of paper):

1. Why do you want to attend the SIM Learning Strategies Potential Professional Developers' Institute?

2. Describe your present and/or next year's position.

3. Describe the extent, length, content, professional developer(s), etc. of instruction related to the Strategic Instruction Model in which you have participated. **Please be specific**.

4. Which Learning Strategies are you currently teaching (at the time you are completing the application)?

Name: _____   Work Location: _____

E-mail address:_____   Phone/Cell:_____

5. Identify the certified SIM Learning Strategies Professional Developer who will serve as your mentor during the year you will be working with to become a certified SIM Learning Strategies Professional Developer.

6. Describe (in some detail) the extent to which you have implemented components of the Strategic Instruction Model. Include the following:
   - which strategies have been taught
   - the number of times each strategy has been taught
   - the length of implementation (time, stages completed)
   - the number of students taught
   - the number of students who mastered each instructional stage (4-8), etc.

7. For each of the two strategies for which you are submitting student folders with this application, include the information from the above paragraph and also:
   - Describe the group level and student characteristics.
   - Attach a description of the following:
     o the student progress (charts and/or narrative log)
     o implementation experiences that went well and/or poorly
     o adjustments made
     o ideas generated for problems encountered

Name: _____   Work Location: _____

E-mail address: _____   Phone/Cell: _____

8. Describe the video recording you are submitting. Describe the specific Learning Strategy, setting, students and situation. Provide any information that will help us adequately evaluate your model.

9. Describe the impact that Learning Strategies instruction has had on your teaching.

10. Explain how you plan to use knowledge related to instructing others to implement the Strategic Instruction Model (SIM) following completion of the requirements to become a SIM Learning Strategies Professional Developer.

11. Identify the two individuals sending letters of support/recommendation for you and describe their relationship to you.

Mail all materials to:

FDLRS Administration Project
Attn: Mary Ann Ahearn
3841 Reid St.
Palatka, FL 32177

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