Understanding the Strategic Instruction Model (SIM®) as an Effective Instructional Strategy for Middle and High School Students
University of Kansas Center for Research on Learning

Content Enhancement Routines

Learning Strategies

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Director KU-CRL
Welcome to FDLRS

The Florida Diagnostic & Learning Resources System provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities.

Service centers include 19 centers that directly serve school districts in the areas of Child Find, Human Resource Development (HRD), Parent Services, and Technology. Additional statewide and regional services support the use of assistive technology, instructional technology, Universal Design for Learning, and AIM/NIMAS Florida services, as well as statewide HRD and FDLRS Administration.

Contact your local FDLRS Center for more information on services in your area. Local, regional, and statewide contact information can be found by selecting a school district from the menu above or by selecting the name of a specific FDLRS Center.
FDLRS SIM Initiative
July 1, 2008 – June 30, 2012

- **144 Certified SIM Professional Developers**
  - 44 Content Enhancement
  - 31 Learning Strategies
  - 69 BOTH

- **41 SIM Apprentices**
  - 30 Content Enhancement
  - 11 Learning Strategies

- **625 Professional Development Sessions Offered**
  - 286 Content Enhancement Routine
  - 339 Learning Strategies
FDLRS SIM Initiative
July 1, 2008 – June 30, 2012

- 7,290 Educators Have Attended SIM PD
  - 2,750 ESE Teachers
  - 3,408 General Education Teachers
  - 1,132 Other Educators
    - Administrators, District Staff, Support Personnel, Guidance Counselor, ELL Teachers, Paraeducators, Related Service Providers, Support Personnel
    - College Faculty
    - Discretionary Project Staff
    - DOE Staff
The Performance Gap

Years in School

Denneds/Skills
Content Enhancement

• A way of teaching an academically diverse group of students in which:
  • both group and individual needs are valued and met;
  • the integrity of the content is maintained;
  • critical features of the content are selected and transformed in a manner that promotes student learning; and
  • instruction is carried out in a partnership with students.
SMARTER PLANNING

• Shape Critical Questions
• Map the Critical Content
• Analyze Learning Difficulties
• Reach Enhancement Decisions
• Teach Strategically
• Evaluate Mastery
• Reevaluate Critical Questions/Outcomes
Three Components to CE

1. Powerful Teaching Device

2. Explicit Linking Steps

3. Cue-Do-Review Instructional Sequence
A Powerful Teaching Device:

Is an instructional tool that:

• is used under teacher guidance
• focuses attention on important outcomes
• identifies critical content features
• prompts elaboration on critical points
A Powerful Teaching Device:

Is an instructional tool that:

• helps make relationships concrete
• is designed to enhance student...
  • organization
  • understanding
  • remembering
  • responses
• belief in the value of the content
Explicit Linking Steps

Guide the teacher in ways to:

• present the device effectively
• involve students in using the device
• elicit student prior knowledge
• focus student attention on learning
A Structured Cue-Do-Review Sequence:

Cue

• The teacher announces the Teaching Device and explains its use.

Do

• The teacher and class collaboratively interact with the device using a set Linking Steps that “connect” the content to the needs and goals of students.

Review

• Learning is reviewed and confirmed.
Content Enhancement Routines

• 14 Routines
  – Each with Own Guidebook
  – Each Field Tested and Validated in Diverse Secondary Classrooms

• 4 Categories
  – Planning and Leading Learning
  – Teaching Concepts
  – Exploring Text, Topics and Details
  – Increasing Performance
Content Enhancement Routines
Planning and Leading Learning

• Course Organizer Routine
• Unit Organizer Routine
• Lesson Organizer Routine
Content Enhancement Routines

Explaining Text, Topics, & Details

• Vocabulary LINCing Routine
• Framing Routine
• Survey Routine
• Clarifying Routine
• Order Routine
Content Enhancement Routines

Teaching Concepts

• Concept Mastery Routine
• Concept Anchoring Routine
• Concept Comparison Routine
Content Enhancement Routines

Increasing Performance

• Quality Assignment Routine
• Question Exploration Routine
• Recall Enhancement Routine
Content Enhancement Routines

Student Outcome Data
### Clay County High School Intensive Reading Classes – 26 Students

#### Framing Routine – 1 Implementation

<table>
<thead>
<tr>
<th>GRADE</th>
<th># of STUDENTS</th>
<th>PRE TEST CLASS AVERAGE</th>
<th>POST TEST CLASS AVERAGE</th>
<th>AVERAGE GAIN</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>17</td>
<td>13%</td>
<td>49%</td>
<td>36%</td>
<td>Students in this class earned 0-25 points on their pre-test and 13-70 points on their post test. The students gained a minimum of 12 points and a maximum of 63 points between their pre and post tests (one student received the same score on both the pre and post tests).</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>27%</td>
<td>46%</td>
<td>19%</td>
<td>Students in this class earned 13-38 points on their pre-test and 25-75 points on their post test. The students gained a minimum of 12 points and a maximum of 50 points between their pre and post tests (two students received the same score on both the pre and post tests).</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
<td>20%</td>
<td>48%</td>
<td>28%</td>
<td></td>
</tr>
</tbody>
</table>
Clay County Comparison of Pre and Post Unit Tests

During the past 3 years (2008-2011), 65% of students who were in Learning Strategies classes at Fleming Island High School passed the FCAT or ACT.

- **Unit Organizer Routine** with 6 teachers and 70 students

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>PRE TEST CLASS AVERAGE</th>
<th>POST TEST CLASS AVERAGE</th>
<th>AVERAGE GAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25%</td>
<td>63%</td>
<td>38%</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
<td>63%</td>
<td>13%</td>
</tr>
<tr>
<td>3</td>
<td>23%</td>
<td>86%</td>
<td>63%</td>
</tr>
<tr>
<td>4</td>
<td>83%</td>
<td>95%</td>
<td>12%</td>
</tr>
<tr>
<td>5</td>
<td>86%</td>
<td>90%</td>
<td>4%</td>
</tr>
<tr>
<td>6</td>
<td>59%</td>
<td>76%</td>
<td>17%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54%</td>
<td>79%</td>
<td>25%</td>
</tr>
</tbody>
</table>

- **Concept Mastery Routine** with 7 teachers and 120 students

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>PRE TEST CLASS AVERAGE</th>
<th>POST TEST CLASS AVERAGE</th>
<th>AVERAGE GAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80%</td>
<td>89%</td>
<td>9%</td>
</tr>
<tr>
<td>2</td>
<td>66%</td>
<td>80%</td>
<td>26%</td>
</tr>
<tr>
<td>3</td>
<td>11%</td>
<td>50%</td>
<td>39%</td>
</tr>
<tr>
<td>4</td>
<td>80%</td>
<td>85%</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>42%</td>
<td>93%</td>
<td>51%</td>
</tr>
<tr>
<td>6</td>
<td>53%</td>
<td>86%</td>
<td>33%</td>
</tr>
<tr>
<td>7</td>
<td>39%</td>
<td>100%</td>
<td>61%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>53%</td>
<td>83%</td>
<td>30%</td>
</tr>
</tbody>
</table>
What is a Strategy?

An individual’s approach to a task is called a strategy.

It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes.
The most successful strategy is one that is both Effective & Efficient!
Critical Teaching Behaviors

• Use of Organizers (Advance & Post)
• Communication of Expectations
• Giving Rationales
• Review and Checks
• Facilitation of Independence
• Instructional Monitoring
• Intensity of Instruction
• Providing Feedback
• Requiring Mastery
Instructional Sequence

- Pretest
- Describe
- Model
- Verbal Practice
- Controlled Practice
- Grade-Appropriate Practice
- Post Test
- Generalization
Learning Strategies

• One Sentence Summary:
  – How does this relate to your current evaluation system?
Learning Strategies Curriculum

Acquisition

• Word Identification
• Word Mapping
• Paraphrasing
• Self-Questioning
• Visual Imagery
• Inference Strategy
• Fundamentals of Summarizing and Paraphrasing
Learning Strategies Curriculum

Storage

• First-Letter Mnemonic
• Paired Associates
• Listening and Note-Taking
• LINCS Vocabulary Strategy
Learning Strategies Curriculum

Expression and Demonstration of Competence

- Sentence Writing
- Paragraphs Writing
- Edit
- Fundamentals of Theme Writing
- Assignment Completion
- Test Taking
- Essay Test Taking
- InSPECT
# Sebastian Charter Junior High AYP Data

<table>
<thead>
<tr>
<th>YEAR</th>
<th>% High Standards</th>
<th>% Learning Gains</th>
<th>% of lowest 25% with learning Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>56</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>2005</td>
<td>69</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>2006</td>
<td>73</td>
<td>66</td>
<td>65</td>
</tr>
<tr>
<td>2007</td>
<td>69</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>2008</td>
<td>71</td>
<td>69</td>
<td>77</td>
</tr>
<tr>
<td>2009</td>
<td>79</td>
<td>76</td>
<td>87</td>
</tr>
<tr>
<td>2010</td>
<td>72</td>
<td>66</td>
<td>68</td>
</tr>
<tr>
<td>2011</td>
<td>73</td>
<td>71</td>
<td>79</td>
</tr>
<tr>
<td>YEAR</td>
<td>% High Standards Writing</td>
<td>% High Standards Science</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>87</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>81</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>89</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>94</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>91</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>85</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>86</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>79</td>
<td>63</td>
<td></td>
</tr>
</tbody>
</table>
## Indian River County
### Comparison of FCAT Reading Score from 2011 and 2012

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TCH</th>
<th>GRADE</th>
<th>CLASS</th>
<th># of STUDENTS</th>
<th>STUDENTS MAKING LEARNING GAINS</th>
<th>STUDENTS MAKING LEVEL GAINS</th>
<th>AVG GAIN (DSS)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oslo MS</td>
<td>1</td>
<td>6-8</td>
<td>Intensive Reading</td>
<td>14</td>
<td>12 (85.71%)</td>
<td>6 (42.85%)</td>
<td>18.9</td>
<td></td>
</tr>
<tr>
<td>Storm Grove MS</td>
<td>2</td>
<td>6-8</td>
<td>Intensive Reading</td>
<td>33</td>
<td>20 (60.60%)</td>
<td>13 (39.39%)</td>
<td>13.0</td>
<td>Two students made 2 level gains moving from a Level 2 to a Level 4</td>
</tr>
<tr>
<td>Storm Grove MS</td>
<td>3</td>
<td>6-8</td>
<td>Intensive Reading</td>
<td>31</td>
<td>21 (67.74%)</td>
<td>7 (22.58%)</td>
<td>15.5</td>
<td>One student made 2 level gains moving from a Level 1 to a Level 3</td>
</tr>
<tr>
<td>Storm Grove MS</td>
<td>4</td>
<td>6</td>
<td>Intensive Reading</td>
<td>21</td>
<td>11 (52.38%)</td>
<td>7 (33.33%)</td>
<td>17.0</td>
<td>One student made 2 level gains moving from a Level 1 to a Level 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>99</strong></td>
<td><strong>63 (63.63%)</strong></td>
<td><strong>33 (33.33%)</strong></td>
<td><strong>16.1</strong></td>
<td></td>
</tr>
</tbody>
</table>
Reading Intervention Flowchart MS/HS FCAT Level 1 and 2

Word Reading – Efficiency Skills

- YES
- Verbal Reasoning Skills
  - YES
  - Higher Order Thinking Skills
    - SIM LS
      - Essay Test Taking
      - Test Taking
      - 1st Letter Mnemonic
      - Paired Associates
      - Recall Enhancement
      - Vocabulary LINCING
    - SIM CE
      - Concept Mastery
      - Concept Comparison
      - Concept Anchoring
      - Recall Enhancement
      - Vocabulary LINCING
  - SIM LS
    - Word Mapping
    - Self-Questioning
    - Paraphrasing
    - Visual Imagery
    - LINCS Vocabulary
    - Inference Strategy
  - SIM CE
    - Framing Routine
    - Question Exploration

- NO
  - Comprehension Strategies
    - SIM LS
    - Concept Mastery
    - Concept Comparison
    - Concept Anchoring
    - Recall Enhancement
    - Vocabulary LINCING
    - LINCS Vocabulary
    - Inference Strategy
    - SIM CE
      - Framing Routine
      - Question Exploration

Decoding Skills

- YES
  - Fluency
    - Great Leaps
    - SIM Word Identification
    - SRA Decoding
    - Rewards
    - PALS for Adolescents
    - Rewards
    - Just Words

- NO
  - Phonics P.A.
    - SRA Decoding
    - Earobics
    - Rewards
    - Just Words

Adapted from Torgesen & Hayes (2003)
As you leave today, think about your teachers and the professional development that is provided in your district.

Does it meet all of these needs?
Questions??
Contact Information

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For More Information

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FDLRS Administration/HRD Project
http://fdlrshrd.nefec.org/SIM.aspx

University of Kansas Center for Research on Learning
www.ku-crl.org/sim/