



Mentoring for SIM PPDI (Potential Professional Developers Institute) in Florida

**International SIM Conference
Wednesday, July 19, 2007
Lawrence, Kansas
Connie Gentle, presenter**



Dear SIM Content Enhancement Mentor,

Thank you for agreeing to serve as Mentor for a Content Enhancement (CE) SIM Potential Professional Developer (PPD) during their apprenticeship to become certified in Content Enhancement. Because you are an active, certified CE SIM Professional Developer (PD), you have already experienced an apprenticeship yourself, and we know you will be a valuable asset during this process. The following information is to guide you in that process of being a mentor.

There are two phases for a PPD/Apprentice and Mentor. In the **first phase**, the PPD attends a five-day institute. This may be conducted in one week or over a period of time (e.g. one segment of three days with a second segment of two days several months later). During this phase, the mentor may be informally involved with the PPD by providing encouragement and by providing possible assistance in the activities listed below. Remember, the mentor will have agreed to serve this role during the application process.

During the months in-between a segmented institute format, the PPD is encouraged to be involved in the following:

- Continue to learn additional CE Routines
- Observe other SIM professional developers in action
- Read the provided research articles
- Practice and continue to teach CE Routines with students in classroom settings
- Serve as facilitator for a SIM PD in a workshop
- Implement what has been learned so far in their PPDI

The **second phase** (the PPD is now called an Apprentice), for the Apprentice and Mentor, occurs AFTER the Apprentice has completed all five days of the institute. The Mentor plays an active role in this phase of apprenticeship by helping the Apprentice to complete their SIM certification requirements. Within the apprentice year, the Mentor needs to provide the Apprentice with professional development opportunities to participate in presenting portions of an Overview and a minimum of two Content Enhancement Routines with the Mentor or with another certified SIM PD. Participation in more than three routines is highly recommended.

The Apprentice is required to:

- Be involved in planning and preparing the detailed agendas.
- Present portions of the Overview and two Routines.
- Build a portfolio including all the items outlined on the KU-CRL checklist of requirements.
- Submit materials in a timely fashion to their Mentor for review.
- Remember to thank their Mentor.

The Mentor will need to:

- Provide any assistance to the Apprentice as needed.
- Critique the Overview and CE Routines Professional Development using the Coaching and Mentoring forms (in this packet).
- Provide feedback and time for reflection with Apprentice.
- Be supportive through the process. Although some of the work is about instructing and feedback, some of the work is about encouragement, support, and advisement.
- Review the completed portfolio PRIOR to submission for certification.

In this packet, we have provided you with the following:

- A checklist of requirements as outlined by the University of Kansas, Center for Research on Learning.
- A copy of the CE Frequently Asked Questions.
- An Observation form for the CE Overview.
- An Observation form for the Specific CE Routine (additional copies can be made).
- Overview Reflection page for the Apprentice.
- Specific Routines Reflection page for the Apprentice.

The certification process is complete when:

- The Apprentice submits a complete portfolio to the designated PD who conducted their institute.
- The designated PD reviews and checks the portfolio for quality and completeness. (If additional information is needed, the Apprentice and Mentor will be notified).
- The designated PD notifies the Apprentice, Mentor and KU-CRL personnel of the completion of the requirements for certification.
- The new PD is presented a certificate at a Florida SIM Update or National SIM Conference to celebrate this accomplishment.

We realize this is an important commitment to the Apprentice and the SIM network, and we want to support you in this process. If you have any questions, please contact:

Project CENTRAL
University of Central Florida
1673 Mason Avenue, Suite 207
Daytona Beach, FL 32117-5516
Office: (386) 274-0175
Fax: (386) 274-0179

Strategic Instruction Model
Coaching & Mentoring for CE-Apprentice
Overview Presentation

Apprentice: _____ Coach: _____
 Place: _____ Date: _____ Time: _____ Target Audience: _____

Teacher Behaviors	Yes	No	Comments
Provided Advance Organizer			
Maintained appropriate pace			
Kept participants engaged			
Used appropriate verbal skills			
Provided for questions/clarifications			
Used appropriate transition (from ideas, activities)			
Used appropriate media (handouts, visuals) and technology			
Provided summary/Post Organizer			
Demonstrated partnership learning between participants and apprentice			
Overview Content			
Overview Content	Yes	No	Comments
Defined Content Enhancement			
Gave background information & big picture of SIM (research on KU-CRL)			
Described benefits of CE (for students and teachers)			
Addressed SMARTER Planning			
Explained Instructional Process (Linking steps and Cue Do Review)			
Provided opportunities for clarification questions			
Gave appropriate presentation for designated audience			
			If needed, add additional comments on back

Strategic Instruction Model
Apprentice Reflection
Overview Presentation

Directions: To be completed by the Apprentice and shared with Mentor in the feedback session.

Questions	Comments
What went well? Why?	
What would you do differently?	
What trends (positive/concerns) did your evaluation data reveal?	
What concerns were out of your control?	
What will you do in the future to avoid these problems?	
How can your mentor be of support to you?	

Strategic Instruction Model
Coaching & Mentoring for CE- Apprentice
Specific Routine Presentation

Apprentice: _____ Coach: _____

Place: _____ Date: _____ Time: _____

Routine: _____ Target Audience: _____

Teacher Behaviors	Yes	No	Comments
Provided Advance Organizer			
Maintained appropriate pace			
Kept participants engaged			
Used appropriate verbal skills			
Provided for questions/clarifications			
Used appropriate transition (from ideas, activities)			
Used appropriate media (handouts, visuals) and technology			
Provided summary/Post Organizer			
Demonstrated partnership learning between participants and apprentice			
Specific Routine Content	Yes	No	Comments
Explained the device			
Modeled the device			
Described Linking Steps			
Gave examples of the device			
Explained Cue Do Review			
Provided Practice to construct the device			
Provided follow-up options			
Explained implementation requirements for follow-up			
			If needed, add additional comments on back

Strategic Instruction Model
Apprentice Reflection
Specific Routine Presentation

Directions: To be completed by the Apprentice and shared with Mentor in the feedback session.

Questions	Comments
What went well? Why?	
What would you do differently?	
What trends (positive/concerns) did your evaluation data reveal?	
What concerns were out of your control?	
What will you do in the future to avoid these problems?	
How can your mentor be of support to you?	



Dear SIM Learning Strategies Mentor,

Thank you for agreeing to serve as Mentor for a Learning Strategies (LS) SIM Potential Professional Developer (PPD) during their apprenticeship to become certified in Learning Strategies. Because you are an active certified LS SIM Professional Developer (PD), you have already experienced an apprenticeship yourself, and we know you will be a valuable asset during this process. The following information is to guide you in that process of being a mentor.

There are two phases for a PPD/Apprentice and Mentor. In the first phase, the PPD attends a five-day institute. This may be conducted in one week or over a period of time (e.g. one segment of three days with a second segment of two days several months later). During this phase, the mentor may be informally involved with the PPD by providing encouragement and by providing possible assistance in the activities listed below. Remember, the mentor will have agreed to serve this role during the application process.

During the months in-between a segmented institute format, the PPD is encouraged to be involved in the following:

- Continue to learn additional Learning Strategies
- Observe other SIM professional developers in action
- Read the provided research articles
- Practice and continue to teach Learning Strategies with students in classroom settings
- Serve as facilitator for a SIM PD in a workshop (The PPD may present an overview session under the supervision of the mentor)
- Implement what has been learned so far in their PPDI

The second phase, (the PPD is now called an Apprentice), for the Apprentice and Mentor, occurs AFTER the Apprentice has completed all five days of the institute. The Mentor plays an active role in this phase of apprenticeship by helping the Apprentice to complete their SIM certification requirements. Within the apprentice year, the Mentor needs to provide the Apprentice with professional development opportunities to participate in presenting portions of an Overview and one Learning Strategy with the Mentor or with another certified SIM PD.

The Apprentice is required to:

- Be involved in planning and preparing detailed agendas.
- Present portions of the Overview and Learning Strategy.
- Build a portfolio including all the items outlined on the KU-CRL checklist of requirements.
- Submit materials in a timely fashion to their Mentor for review.
- Remember to thank their Mentor.

The Mentor will need to:

- Provide any assistance to the Apprentice as needed.
- Critique the Overview and Learning Strategy Professional Development using the Coaching and Mentoring forms (in this packet).
- Provide feedback and time for reflection with Apprentice.
- Be supportive through the process. Although some of the work is about instructing and feedback, some of the work is about encouragement, support, and advisement.
- Review the completed portfolio PRIOR to submission for certification.

In this packet we have provided you with the following:

- A checklist of requirements as outlined by the University of Kansas, Center for Research on Learning.
- A copy of the LS Frequently Asked Questions.
- Observation form for the LS Overview.
- Observation form for the Specific Learning Strategy (additional copies can be made).
- Overview Reflection page for the Apprentice.
- Specific Learning Strategy Reflection page for the Apprentice.

The certification process is complete when:

- The Apprentice submits a complete portfolio to the designated PD who conducted their institute.
- The designated PD reviews and checks the portfolio for quality and completeness.
- (If additional information is needed, the Apprentice and Mentor will be notified).
- The designated PD notifies the Apprentice, Mentor and KU-CRL personnel of the completion of the requirements for certification.
- The new PD is presented a certificate at a Florida SIM Update or National SIM Conference to celebrate this accomplishment.

We realize this is an important commitment to the Apprentice and the SIM network, and we want to support you in this process. If you have any questions, please contact:

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Strategic Instruction Model Coaching & Mentoring for LS-Apprentice Overview

Apprentice: _____ Coach: _____
 Place: _____ Date: _____ Time: _____
 Overview: _____ Target Audience: _____

Teacher Behaviors	Yes	No	Comments
Gave Opener/Advance Organizer			
Maintained appropriate pace			
Kept participants engaged			
Appropriate verbal skills			
Provided for questions/clarifications			
Appropriate transition (from ideas, activities)			
Appropriate media (handouts, visuals)			
Summary/Post Organizer			
Partnership learning between participants and apprentice			
Overview Session	Yes	No	Comments
Gave Advance Organizer			
Defined learning strategies			
Gave rationales, purposes, and goals of SIM			
Described SIM and components			
Explained expected benefits and results			
Gave post organizer by summation and next steps			
			Add Suggestions/Additional Comments on back

Strategic Instruction Model
Apprentice Reflection
Overview Presentation

Directions: To be completed by the Apprentice and shared with Mentor in the feedback session.

Questions	Comments
What went well? Why?	
What would you do differently?	
What trends (positive/concerns) did your evaluation data reveal?	
What concerns were out of your control?	
What will you do in the future to avoid these problems?	
How can your mentor be of support to you?	

Strategic Instruction Model

Coaching & Mentoring for LS-Apprentice

Specific Strategy

Apprentice: _____ Coach: _____
 Place: _____ Date: _____ Time: _____
 Strategy: _____ Target Audience: _____

Teacher Behaviors	Yes	No	Comments
Gave Opener/Advance Organizer			
Maintained appropriate pace			
Kept participants engaged			
Appropriate verbal skills			
Provided for questions/clarifications			
Appropriate transition (from ideas, activities)			
Appropriate media (handouts, visuals)			
Summary/Post Organizer			
Partnership learning between participants and apprentice			
Specific Strategy Session	Yes	No	Comments
Described the strategy			
Modeled the strategy			
Described each step of the strategy			
Described and provided practice on scoring/evaluation			
Explained data to be collected			
Provided Practice on Describe and/ or Model Stage			
			Add Suggestions/Additional Comments on back

Strategic Instruction Model
Apprentice Reflection
Specific Strategy Presentation

Directions: To be completed by the Apprentice and shared with Mentor in the feedback session.

Questions	Comments
What went well? Why?	
What would you do differently?	
What trends (positive/concerns) did your evaluation data reveal?	
What concerns were out of your control?	
What will you do in the future to avoid these problems?	
How can your mentor be of support to you?	