

SIM® Micro-Credential Notebook
Content Enhancement Checklist/Table of Contents

Name: _____ School/Position: _____

SIM® Professional Developer: _____

✓ when completed	Fidelity of Implementation Requirements Level 2 Badge	Date Completed
	1. Attend a professional development session with a SIM Professional Developer. (Provide date of session and name of SIM Professional Developer or copy of receipt or certification of completion, etc.)	
	2. Develop and use the routine with students following the instructional sequence in the guidebook.	
	3. Complete a log to describe the conditions of your implementation (setting, length, etc.) <i>See Implementation Log</i> sheet.	
	4. Create a student portfolio to show students work: Include your draft and final student samples (HALO).	
	5. Submit a video of you using the routine with students. Attach the <i>Cue, Do Review Checklist</i> .	
	6. Record reflections to describe your implementation. (See <i>Reflection Log</i> sheet.)	
	7. (This step is optional.) Complete the action research plan and collect data. (Submit proposal, and once approved, implement intervention and provide results and data on the form provided.) <i>See Action Research Plan</i> sheet.	

✓ when completed	Specialist Requirements Level 3 Badge	Date Completed
	1. Partner with an active SIM Professional Developer. (Name of professional developer: _____)	
	2. Instruct another teacher through the entire routine using the instructional steps in the guidebook.	
	3. Use the instruction / coaching sheet to describe your instruction of the routine and your follow-up coaching, including successes, challenges, problem solving and adjustments. (See <i>the Instruction and Coaching Log</i> sheet.)	
	4. Describe the teacher's implementation on the supporting implementation log sheet and record the dates that the teacher completes instruction. (See <i>Supporting Implementation Log</i> sheet.)	
	5. Collect data, which would include a student's copy of the content enhancement device (delete student's personal information.) Extra information could include a student interview, and/or classroom assignments and assessment	

Name: _____ Content Enhancement Routine : _____
 Date: _____

Content Enhancement Implementation Log – Level 2 Fidelity of Implementation	
<p>1. Describe the group of students:</p> <ul style="list-style-type: none"> ▪ Setting (school, classroom, tutoring, remediation, etc.) ▪ Characteristics of students – <ul style="list-style-type: none"> – Age/Grade Level – Academic levels – Learning needs 	
<p>2. Why was this group of students chosen for instruction?</p>	
<p>3. Describe the length of implementation:</p> <ul style="list-style-type: none"> • Weeks or months. • Amount of time per day. • Days per week. 	

Teacher: _____ Rater Name: _____

Name of CER Device: _____ Date: _____

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Missing or incorrect

Cue-Do-Review Checklist

Initial Content Enhancement Implementation (Full Lesson)				
CUE				
Score	Teacher Behavior	Optional	Student Behavior	Evidence/Notes
	1. Names the device		Students attend to the introduction of the device (look, listen, respond)	
	2. Explains how the device helps students learn content (provides rationale)		Students listen to the explanation, answer questions, and respond when asked	
	3. Tells students they will do and what's expected (take notes, ask and answer questions, and contribute)		Students acknowledge the expectation and get ready (e.g., nod, look at the device, have pen/pencil)	
DO				
	4. Utilizes the Linking Steps to lead the students in the creation of device		Students follow the teacher in completing the device—write in the correct spaces	
	5. Elicits responses from students		Students participate—offer ideas, respond to questions	
	6. Shapes student responses by asking questions and leading students to evaluate the accuracy of information		Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)	
	7. Writes information on the device clearly and legibly		Students take notes on their devices	
Review				
	8. Asks how the device links to and guides learning		Students respond with ways that the device can help them	
	9. Leads review of content by asking students questions about the main critical content		Students understand/can state the main learning points	
	10. Reminds students to use the device during instruction and for assessment		Students state other uses for the device	

_____/20 = ____% # of 0s ____

Teacher: _____ Rater Name: _____

Name of CER Device: _____ Date: _____

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Missing or incorrect

Content Enhancement Routine (Lesson Continuation/Review or Student Directed)				
CUE				
Score	Teacher Behavior	Optional	Student Behavior	Evidence/Notes
	1. Asks students to find the device		Students locate the device and put it on their desks	
	2. Asks students questions to review the content of the device		Students answer questions, state the main learning points, and ask questions	
	3. Tells students the expectations (e.g., take notes, ask and answer questions, contribute)		Students acknowledge the expectations and get ready (e.g., nod, look at the device, have pen/pencil)	
DO				
	Facilitates: 4. Review 5. Adding to the device 6. Use of the device for class work		Students are engaged in: <ul style="list-style-type: none"> • Large-/small-group review • Cooperative learning groups • Independent use of device 	
	7. Elicits responses from students		Students participate—offer ideas, respond to questions	
	8. Shapes student responses by asking questions and leading students to evaluate the accuracy of information		Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)	
	9. Adds information to the device as needed		Students take notes	
Review				
	10. Asks how the device links to and guides learning		Students respond with ways that the device can help them	
	11. Leads review of content		Students understand/can state the main learning points	
	12. Reminds students to use the device		Students state other uses for the device	

_____/24 = ____%

of 0s ____

Name: _____ Content Enhancement Routine: _____

SIM Professional Developer (Coach): _____ Date: _____

Content Enhancement Reflection Log – Level 2 Fidelity of Implementation

1. Describe the implementation experience:

<ul style="list-style-type: none">What went well? Why?	
<ul style="list-style-type: none">What went poorly? Why?	
<ul style="list-style-type: none">What adjustments were made (if any)? Why?	
<ul style="list-style-type: none">What ideas do you have regarding the next time you implement this routine?	
<ul style="list-style-type: none">What impact has this routine had on your students? Describe.	

2. Describe the coaching experience:

<ul style="list-style-type: none">Describe topics discussed during coaching and feedback sessions.	
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Action Research Plan

School: _____ Address: _____
 Date: _____ SIM Professional Developer: _____
 Members: _____

STEPS of Action Research	Action Steps	Person(s) Responsible	Target Date
Step 1: Identify a Focus <ul style="list-style-type: none"> Identify an area of teaching or learning that you are concerned about Focus on a specific issue causing problems Specify the research question that will guide the study 	Identify area of concern:		
	Identify target issue.		
	Record the research question.		
	What: Specify classroom practices that will be implemented.		
Step 2: Write Action Plan <ul style="list-style-type: none"> Lay out what actions and measurements to take and what data to gather and when 	How: Identify data to be collected		
	Identify measures that will be used		
	Identify how data will be recorded for examination		

Updated: April 2016, S.L. Jordan and P. Leitzell. PGraner.MTipton – KUCRL. 2009 International SIM Conference. Lawrence, Kansas. July 15-17, 2009.
 Adapted from: Brighton, C. M., & Moon, T. R. (2007). Action research step-by-step: A tool for educators to change their worlds. *Gifted Child Today*, 30(2), 23-27.
 Also see: Brighton, C.M. (2009). Embarking on action research. *Educational Leadership*. 66(5), 40-44.

Action Research Plan

School: _____ Address: _____
 Date: _____ SIM Professional Developer: _____

STEPS of Action Research	Action Steps	Person(s) Responsible	Target Date
	Set data collection timeline		
	Identify how data will be collected		
	Identify data types for collection:		
Step 3: Collect Data <ul style="list-style-type: none"> Identify multiple types of data for stronger findings: student artifacts, preassessments, reflective journals, student interviews, peer observations, information from student records Determine data collection points (when data will be collected) 			
	Identify dates for data collection		
Step 4: Organize the Data	Create spreadsheet		

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Action Research Plan

School: _____ Address: _____
 Date: _____ SIM Professional Developer: _____

STEPS of Action Research	Action Steps	Person(s) Responsible	Target Date
(an ongoing process) • Organize data for quality research findings (efficiently, practically, and protective of sensitive or confidential information)			
	Clearly identify column titles		
	Enter data		
Step 5: Analyze and Interpret Data; Draw Conclusions (an ongoing process) • Consider both qualitative and quantitative data • Examine what happened before and after the phenomenon being studied	Identify patterns and themes		
	Note antecedent and consequential actions		
	Other:		
	Conclusions		
Step 6: Share Findings (Optional)	Share with stakeholders		
	Yes or No		

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Action Research Plan

School: _____ Address: _____
 Date: _____ SIM Professional Developer: _____

STEPS of Action Research	Action Steps	Person(s) Responsible	Target Date
<ul style="list-style-type: none"> Share with identified stakeholders Share with persons outside the study with fresh perspective on conclusions drawn 	Share with person with fresh perspective Yes or No		
	Share with KUCRL		
	Other		
	What practices should be changed as a result of this research?		
Step 7: Develop a New Action Plan <ul style="list-style-type: none"> How can practices change to include what has been learned from this research? Determine if additional research is needed to determine how to proceed 	Is additional research needed?		
	What other research is needed?		

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Name: _____

Content Enhancement Routine: _____

Date: _____

**Content Enhancement - Instruction and Coaching Log Sheet
Specialist Level 3**

1. Describe the teacher or group of participants taking part in your instruction of the content enhancement routine - Grade level(s), content area(s), etc.

2. Describe some of the successes of your instruction. What went well and why?

3. What were some of the challenges you encountered during your instruction of the routine? Any suggestions for next time?

4. How did you solve problems and issues that came up during the implementation of the content enhancement routine?

5. What recommendations would you make for the next time the teacher(s) implements the content enhancement routine?

Name: _____

Content Enhancement Routine: _____

Date: _____

**Content Enhancement - Supporting Implementation Log Sheet
Specialist Level 3**

1. Describe how the content enhancement routine was used? Why did the teacher(s) decide to use the routine in that way?

2. What type of feedback did you offer the teacher(s) regarding the use of the routine in areas such as:

- Constructing the device
- Cue, Do, Review
- The Linking Steps
- Co-construction
- Assessment

3. Describe some of your successes and challenges as you supported the teacher(s) in the implementation of the content enhancement routine?

4. What changes would you consider next time you teach the content enhancement routine to others?