



Florida's State Personnel Development Grant

Strategic Instruction Model Project





100 Middle and High School teachers were asked...

1. What are the top 5 characteristics of students who struggle?
2. What are the top 5 skills students need to be successful in their academic classes?

Characteristics of Students who struggle

- Incomplete assignments
- Not attending to task
- Lack of motivation
- Unorganized
- High absenteeism

Skills needed for academic success

- Follow directions
- Complete work
- Be prepared
- Participate
- Be motivated



Florida's State Personnel Development Grant

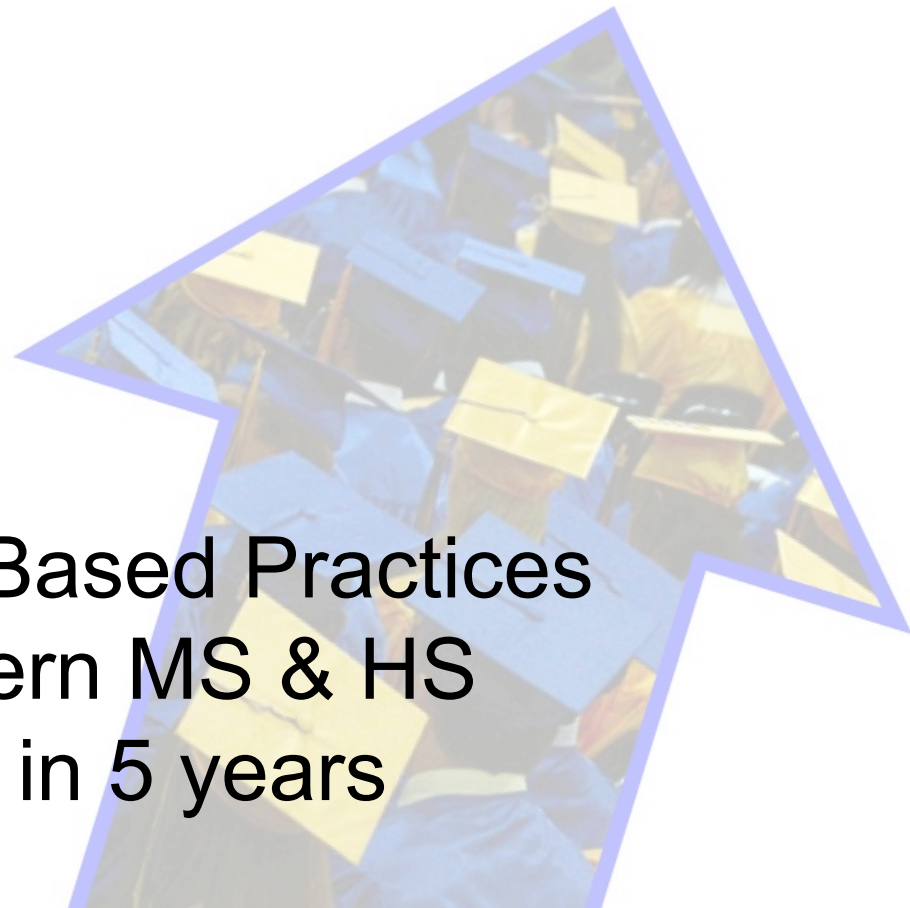
Goal: Increase
student proficiency
and graduation rates
of students with IEP's
in Florida





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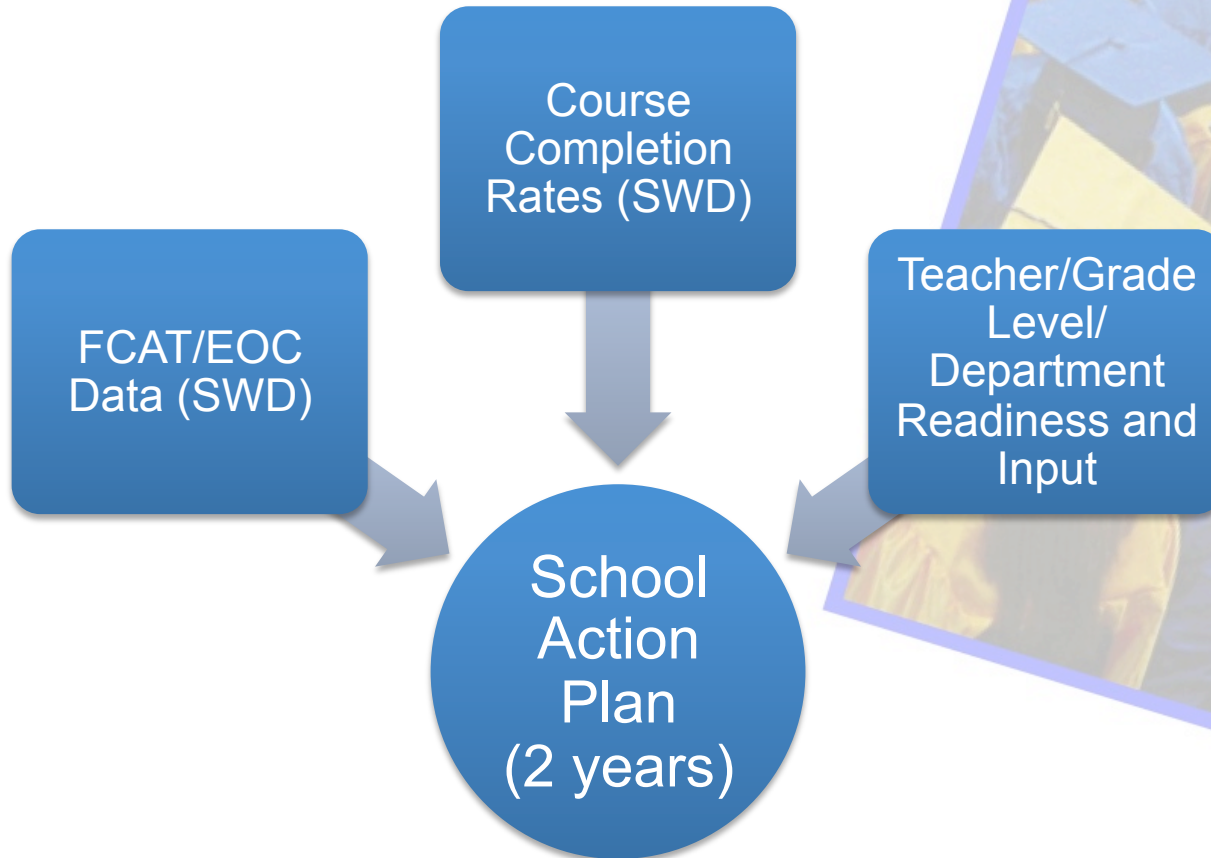
Two Evidence-Based Practices
Feeder Pattern MS & HS
3 Cohorts in 5 years

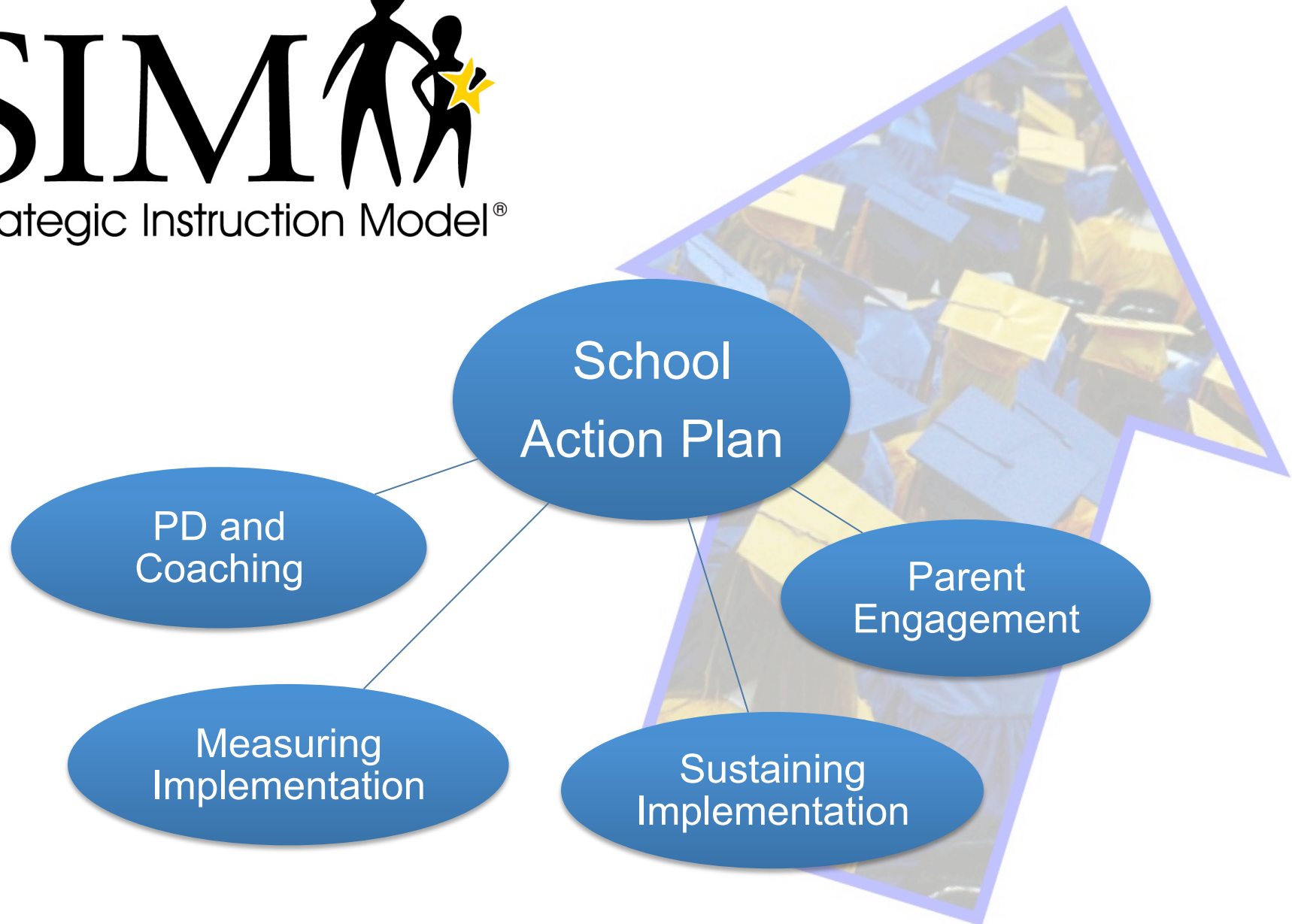




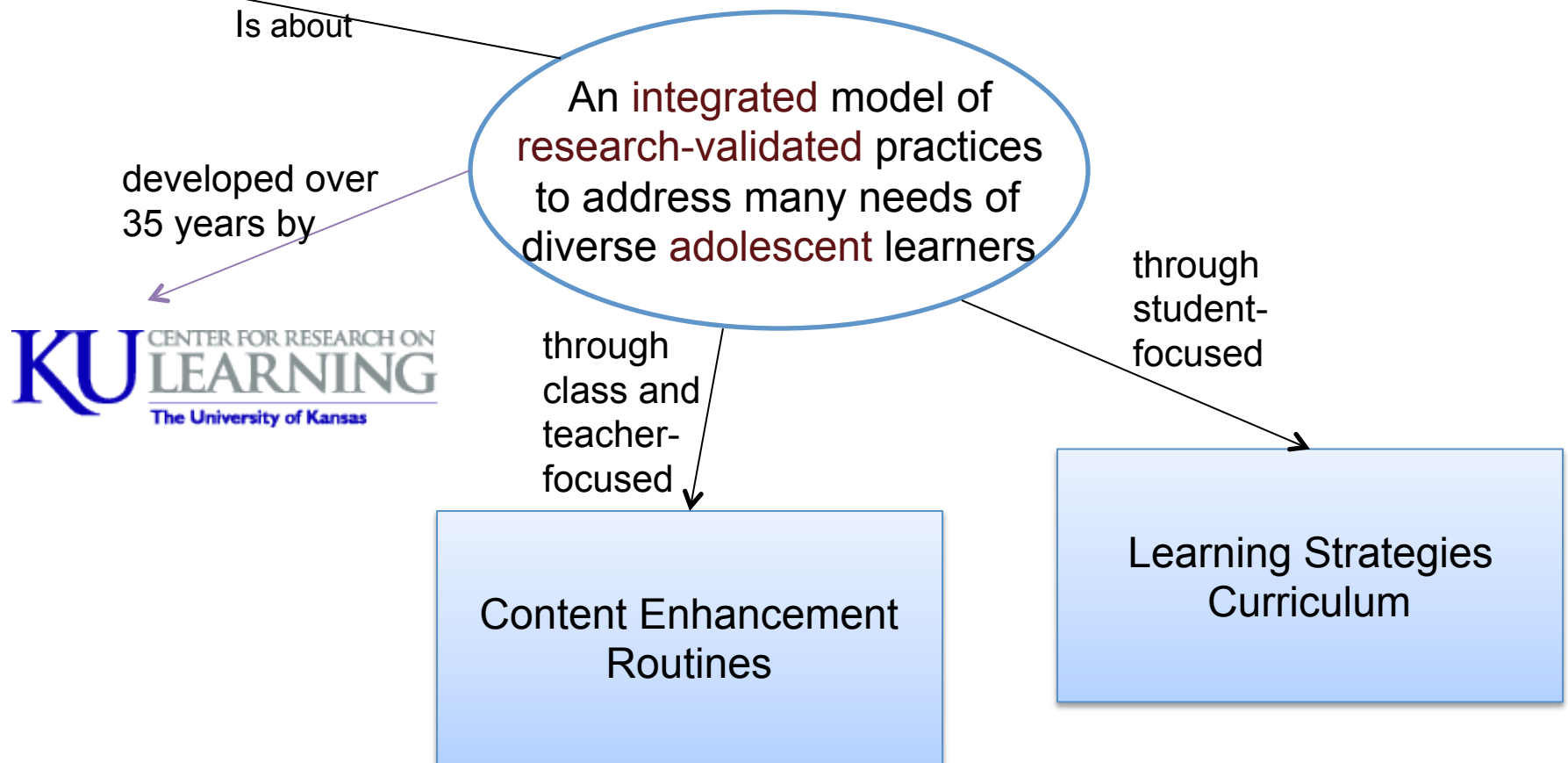
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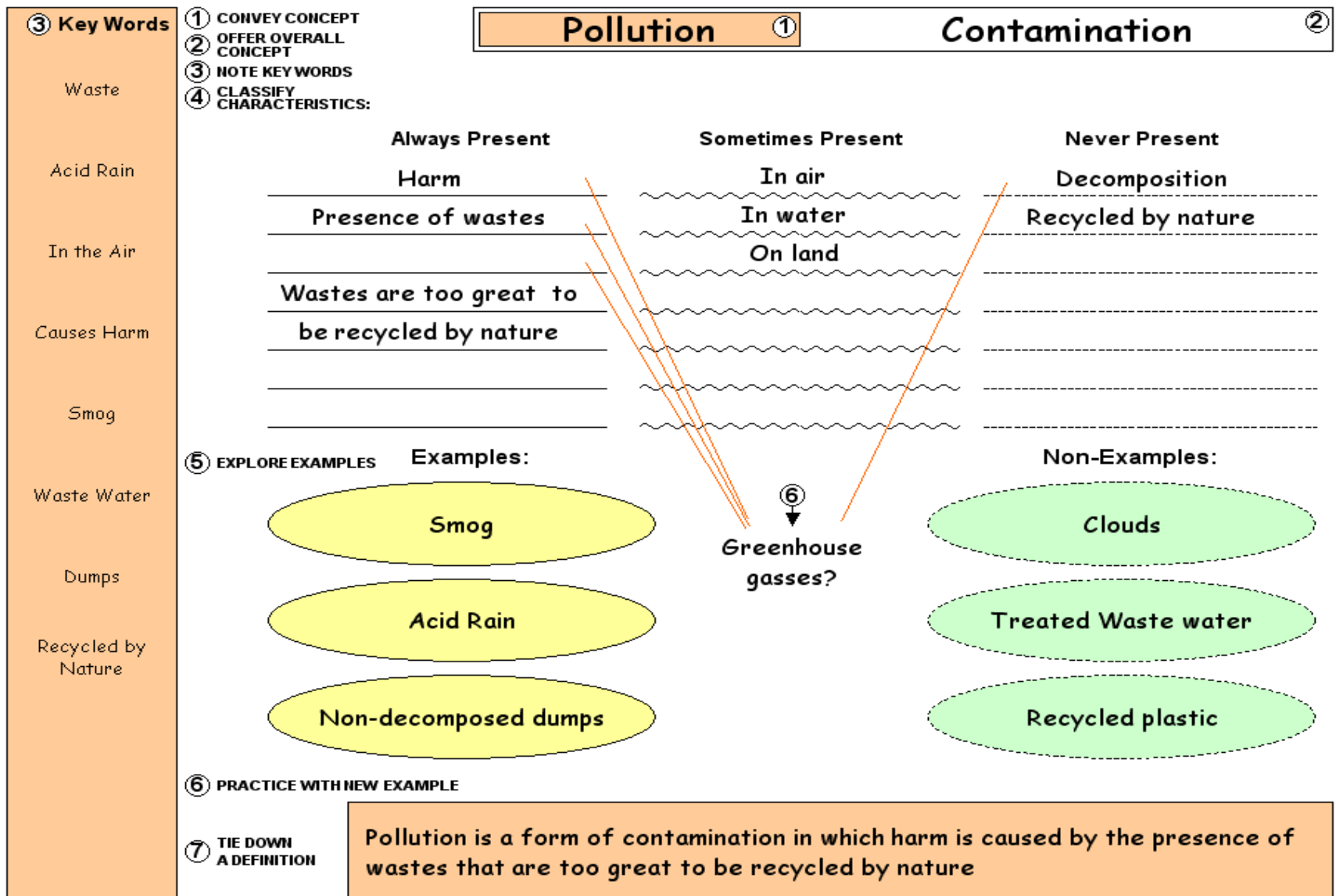
Strategic Instruction Model



Once we have decided what is critical, how can we present it in a way that is more understandable?

- Make it visual
- Make it useable
- Organize it and present it in ways that surface literacy strategies
- Take abstract concepts and make them concrete
- Make sure we don't lose the highest achievers at the expense of reaching those who struggle

CONCEPT DIAGRAM



Not Just Graphic Organizers

Strategic presentation steps
&
Explicit instructional sequence

CONCEPT DIAGRAM

Pollution ①

Contamination ②

③ **Key Words**

- ① CONVEY CONCEPT
- ② OFFER OVERALL CONCEPT
- ③ NOTE KEY WORDS
- ④ CLASSIFY CHARACTERISTICS:

Waste

Acid Rain

In the Air

Causes Harm

Smog

Waste Water

Dumps

Recycled by Nature

Always Present

Harm

Presence of wastes

Wastes are too great to be recycled by nature

Sometimes Present

In air

In water

On land

Never Present

Decomposition

Recycled by nature

⑤ **EXPLORE EXAMPLES**

Examples:

Smog

Acid Rain

Non-decomposed dumps

⑥

Greenhouse gasses?

Non-Examples:

Clouds

Treated Waste water

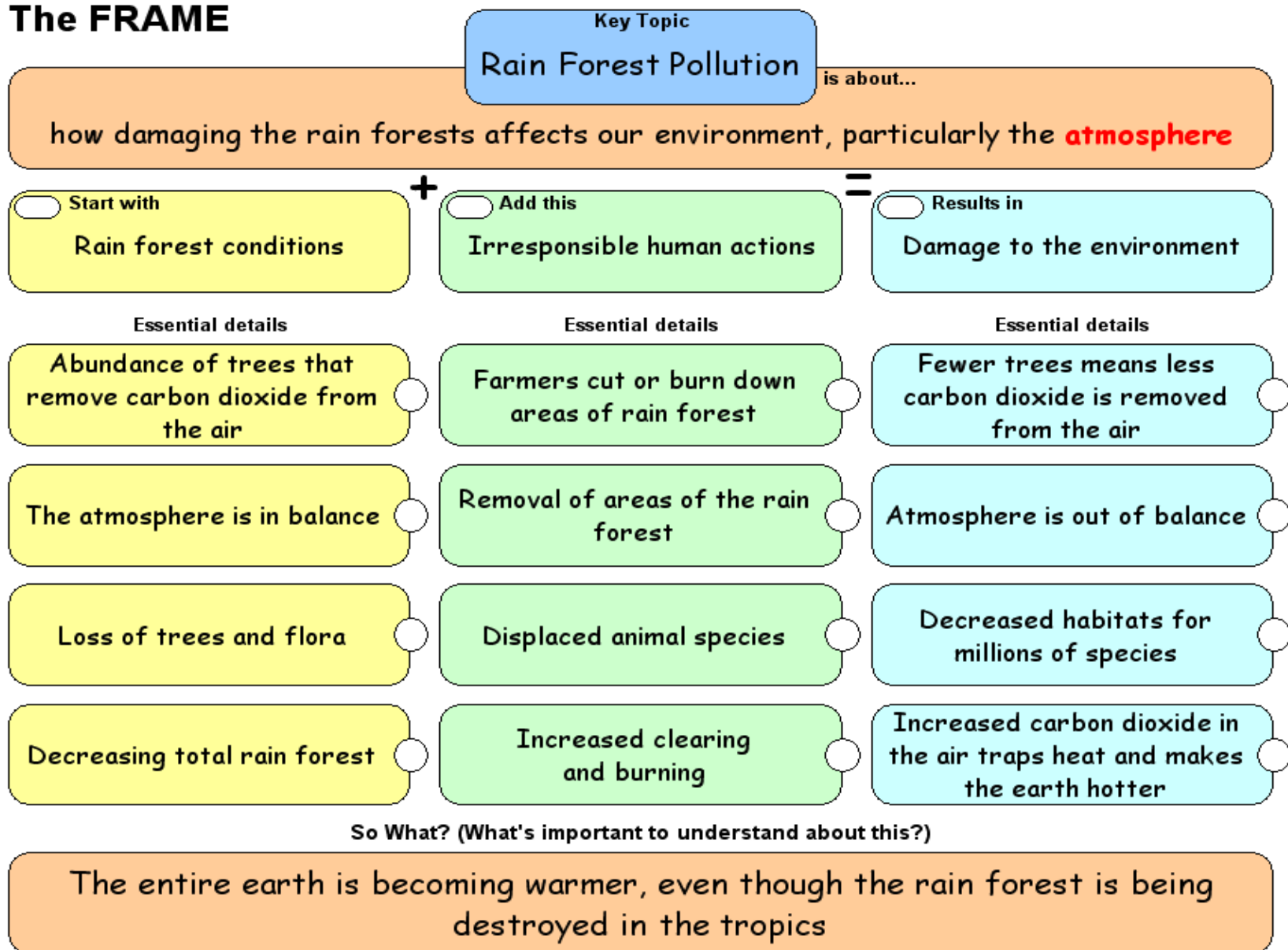
Recycled plastic

⑥ **PRACTICE WITH NEW EXAMPLE**

⑦ **TIE DOWN A DEFINITION**

Pollution is a form of contamination in which harm is caused by the presence of wastes that are too great to be recycled by nature

The FRAME



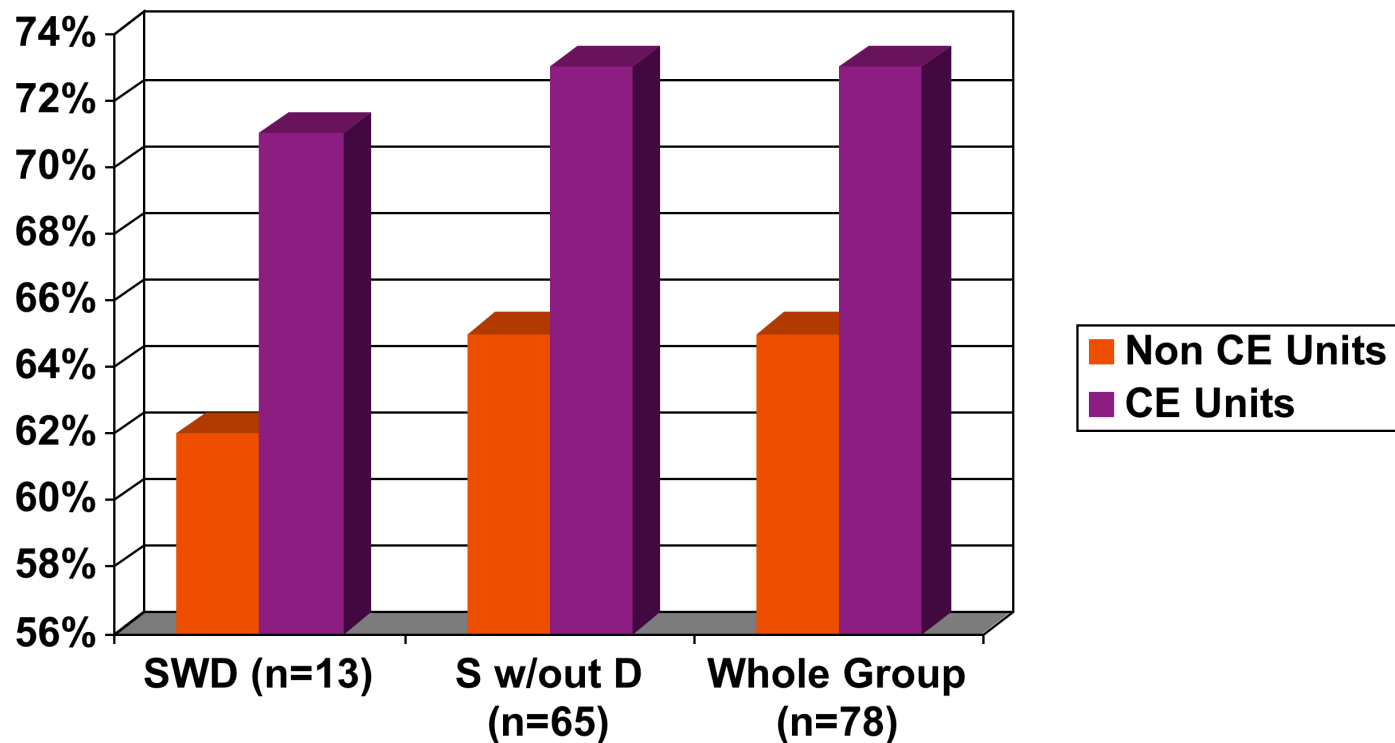
Explicit Instructional Sequence

- **Cue** (purpose and expectations)
- **Do** (in partnership with students)
- **Review** (content and process)

How well does Content Enhancement really work?

- In each study, students gained an average of at least **10 to 20 percentage points** on tests or tasks that required students to demonstrate learning.
- In general, the greatest gains were seen in classes where teachers had the highest expectations for student learning and were **consistent in their use of the routine** over time.

9th Grade Physical Science



Problem



Solution

Results



"Our mission is to prepare students to be contributing, responsible citizens."

Problem

Chemistry Department

- ◆ 1 experienced teacher with extensive Chemistry knowledge
- ◆ 2 inexperienced teachers with little Chemistry background
- ◆ One high stakes EOC Exam



Wildcats

"Our mission is to prepare students to be contributing, responsible citizens."

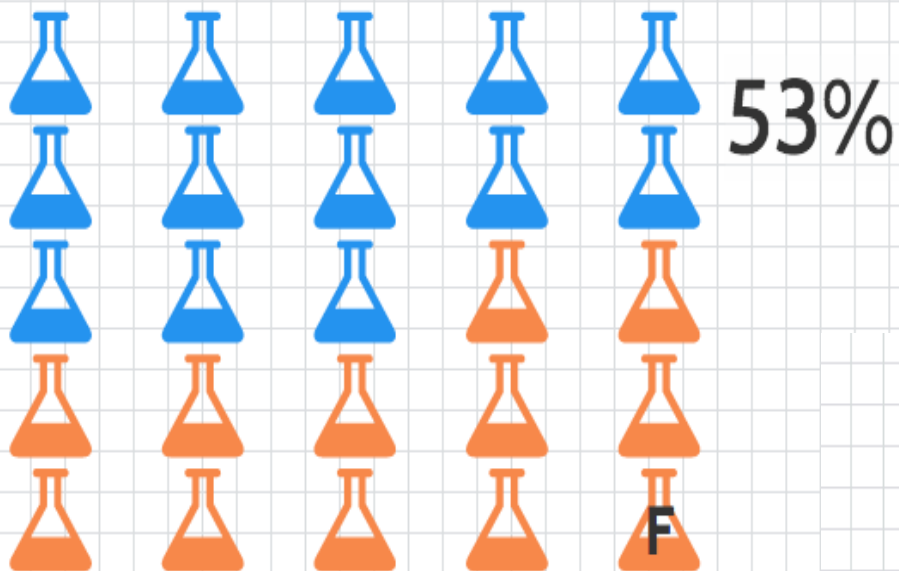
Chemistry Department

- ◆ Unit Organizer Workshop (10/13)
- ◆ Teachers and Science Coach collaborated to build devices during PLC's
- ◆ Question Exploration Routine Workshop (2/14)



Solution

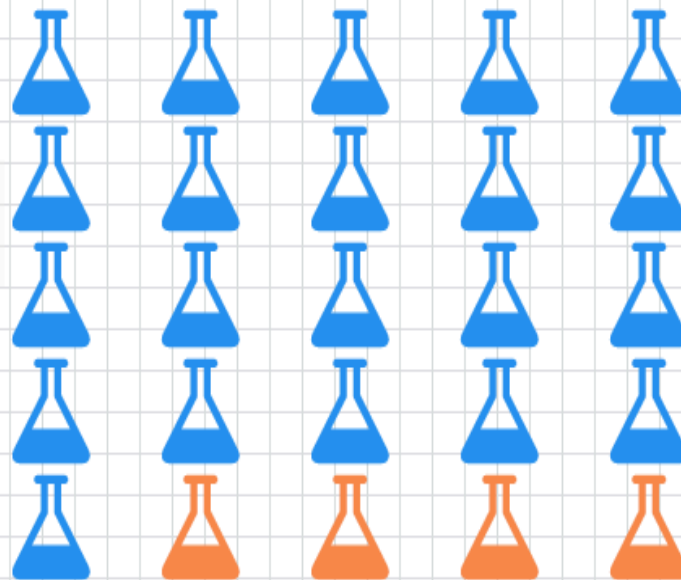
Students with IEP's earning grades of C or better
1st semester



Results

Students with IEP's earning grades of C or better
2nd semester

85%



Problem



Solution

Results



Problem

9th Grade Team

- ◆ How can we work together as a cross- functional PLC to improve the proficiency rates of our students with IEPs?



BAKER COUNTY
HIGH SCHOOL

9th Grade Team



Solution

- ◆ Unit Organizer, Concept Mastery, and Framing Routine Workshops (all teachers)
- ◆ Fundamentals in Paraphrasing and Summarizing (Reading and ESE Support teachers)
- ◆ PLC time spent reviewing routines, collaboratively planning, and determining common concepts across content areas to “divide and conquer” instructionally

Percentage of 9th Grade Students with IEPs

Earning Failing Grades
Baker County High School
2012-13 to 2013-14

Results

English

7%

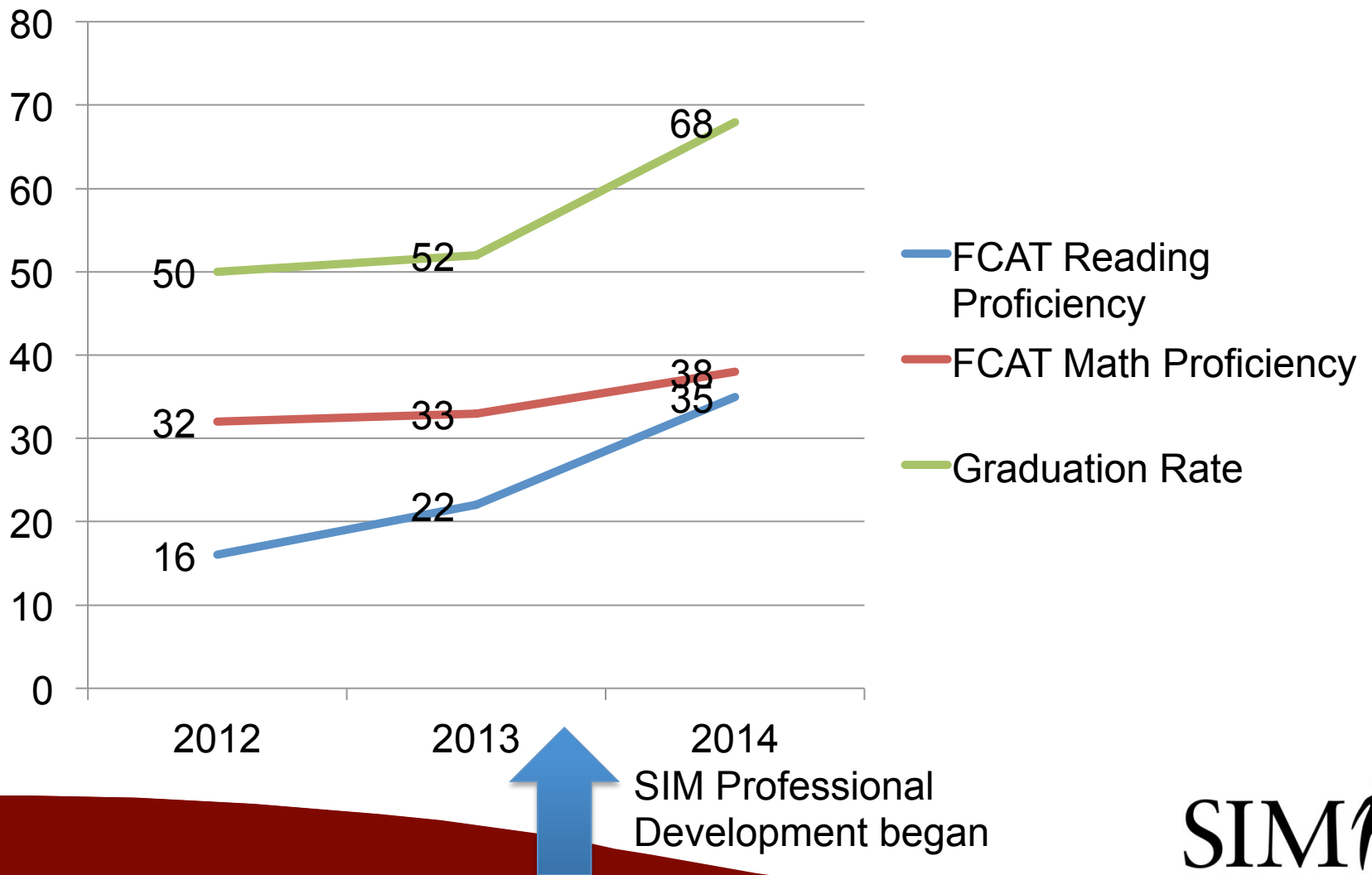
Science

9%

Math

12%

Students with IEP's Baker County High

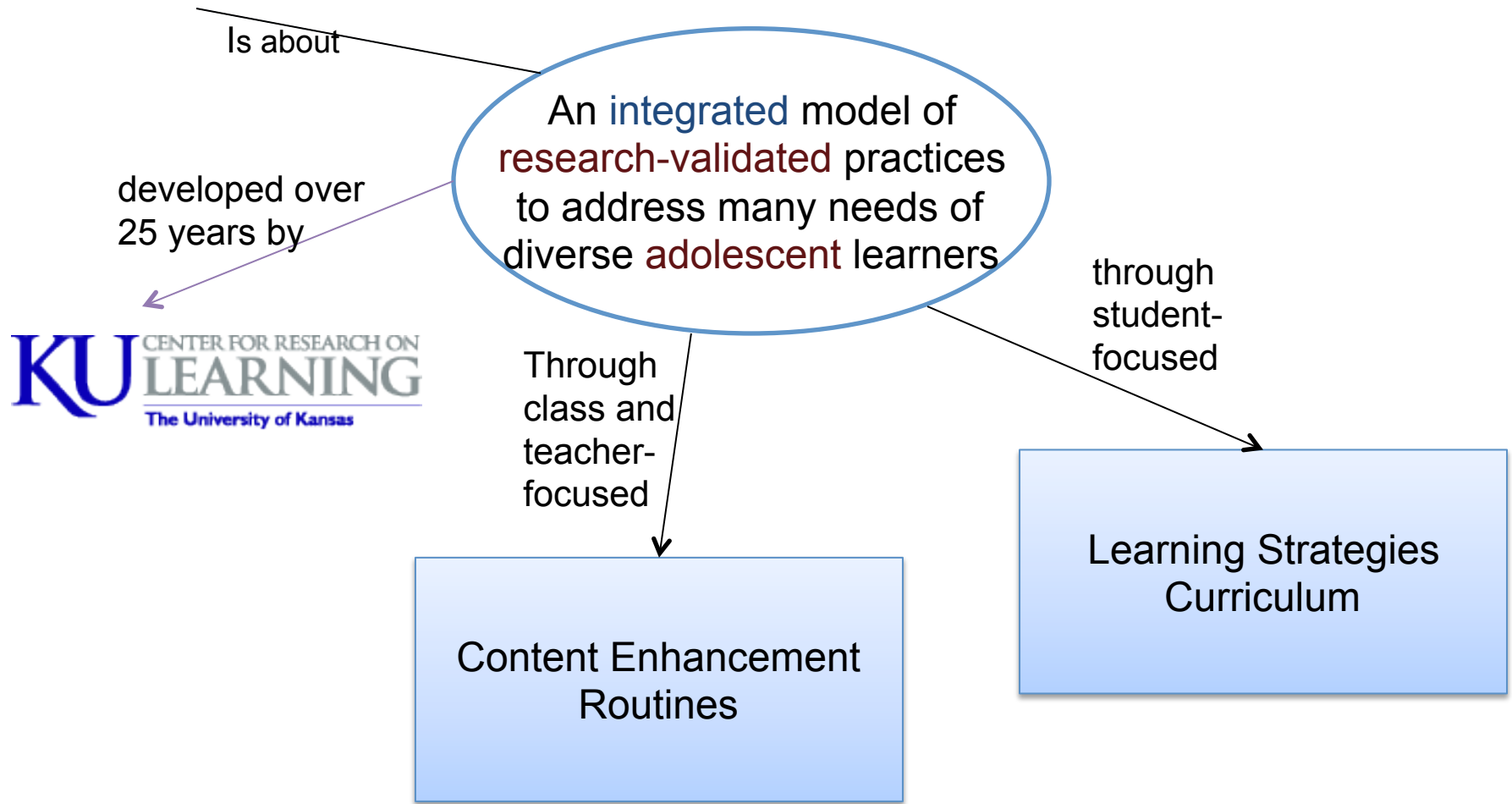


“All students benefited from using the Concept Mastery Routine. The students that have IEP's gained about 15 points from one test to the next and the class on whole gained about 17 points.” ELA teacher, Baker County HS

“Using the Unit Organizer and Expanded Unit Map, as well as the Frame Routine, gave my students a way to organize the information so that they were able to gain a better understanding of the content, therefore scoring higher on the chapter test.” Science teacher, Baker County HS

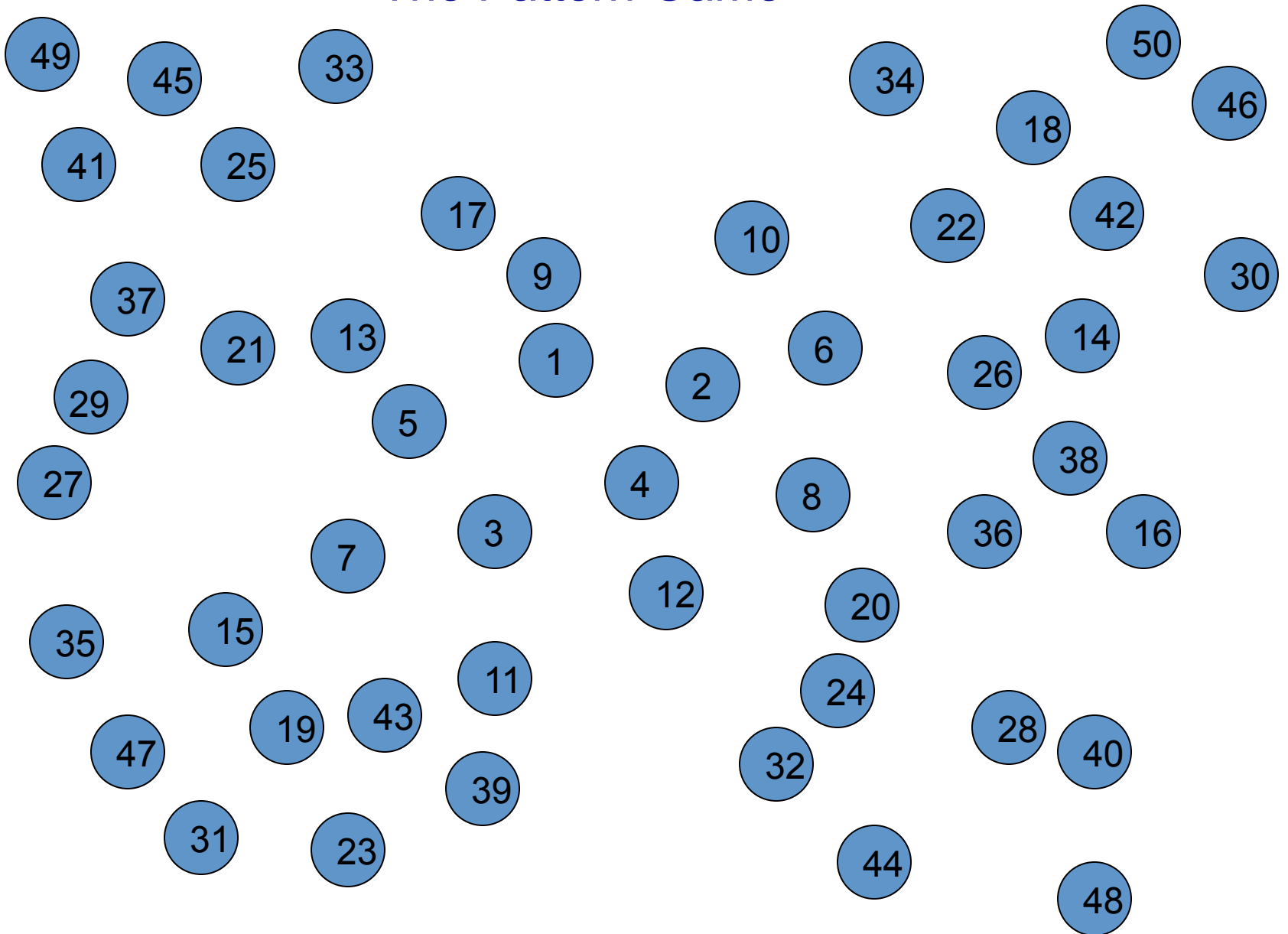
“After using a unit organizer to re-teach the material, students grades increased by 8.7 percentage points.” Math teacher, Baker County HS

Strategic Instruction Model



What is a strategy?

The Pattern Game



Learning Strategies

- Approach to a Specific Skill
- Small group
- Intensive Instruction
- Makes a positive difference

Do you have any students who would not be able to do the following....

- Write a 5 sentence paragraph with...
 - 100% complete sentences
 - 50% or more complicated sentences (Compound, Complex, Compound-Complex)
 - 66% of complicated sentences are punctuated completely

Proficiency in Sentence Writing Strategy

Pick a formula

- Simple sentences (SV, SSV, SVV, SSVV)
- Compound sentences (I,cl & I;l)
- Complex sentences (D,I & ID)
- Compound Complex sentences
I,clD I;lD D,I,cl D,I;l ID,cl ID;l

Explore words to fit the formula

Note the words

Search and check

Explicit Instructional Sequence

- Pretest and obtain commitment to learn
- Describe
- Model
- Verbal Practice
- Controlled Practice
- Advanced Practice
- Post test and commitment to generalize
- Generalization



Teaching to Mastery

Sentence Writing Results

	Percentage Complete Sentences	Percentage Complicated Sentences
Pretest in support class	70%	18%
Regular classroom products after Generalization Stage	98%	58%

Strategic Instruction Model

Content Enhancement Routine

- Teacher directed —————→
- General Education —————→
- Visual Device —————→
- Enhance Core —————→
- Improve Performance —————→
- Research Validated —————→
- Cue-Do-Review —————→
- Less Time —————→
- Classroom Assessment —————→
- Large Group —————→
- Learner Motivated —————→

Learning Strategies

- Learner driven
- Special Education
- Mnemonic
- Intensive
- Improve Performance
- Research Validated
- Stages of Acquisition
- More Time
- Charting/Graphing/Data
- Small Group
- Teacher Mediated

Multi-Tiered System of Support

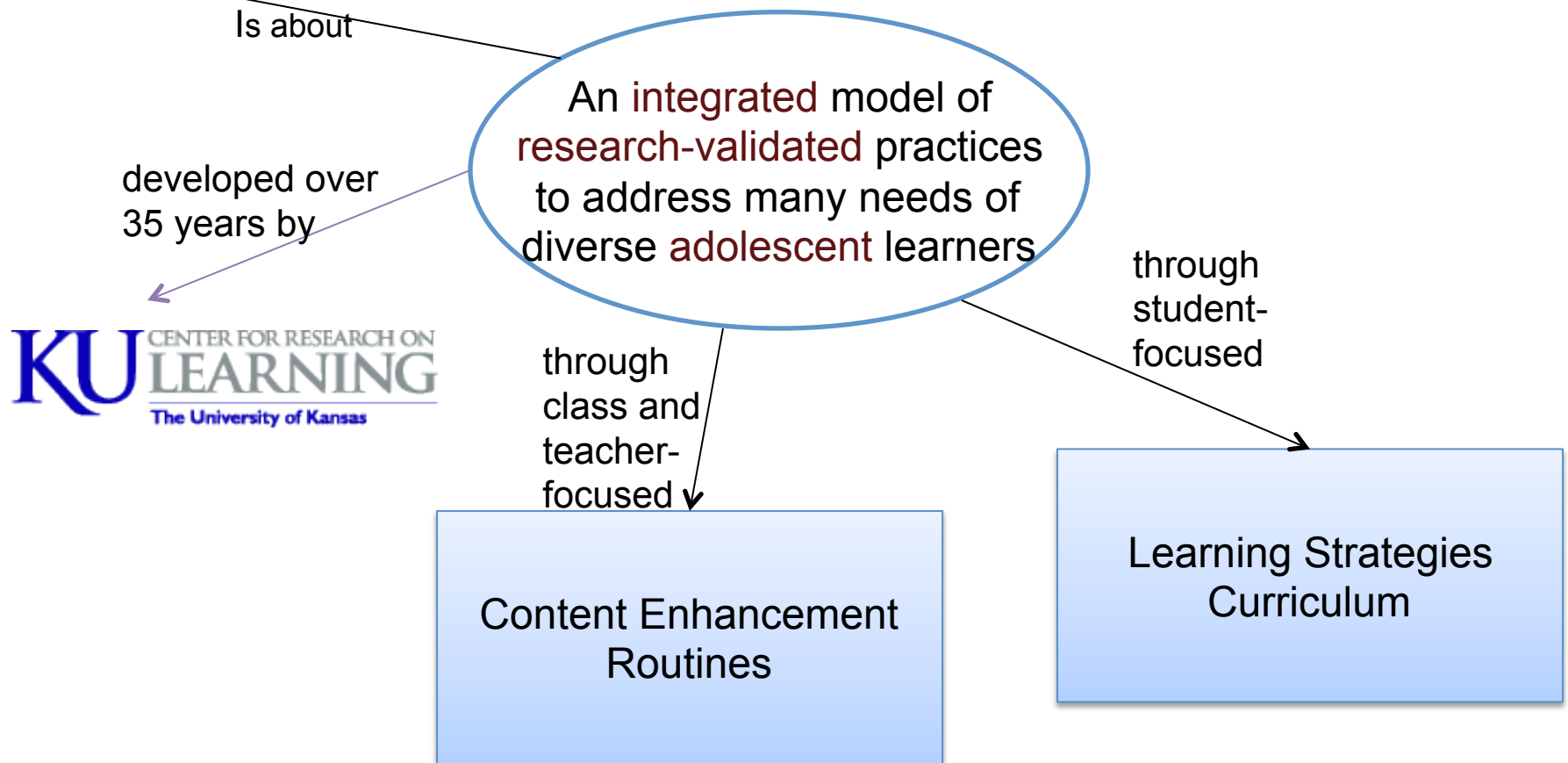
Learning Strategies Curriculum

Tier 2/3

Content Enhancement Routines

Tier 1

Strategic Instruction Model



SPDG SIM Project at My School

- What?
- So What?
- Now What?

SIM

Strategic Instruction Model®