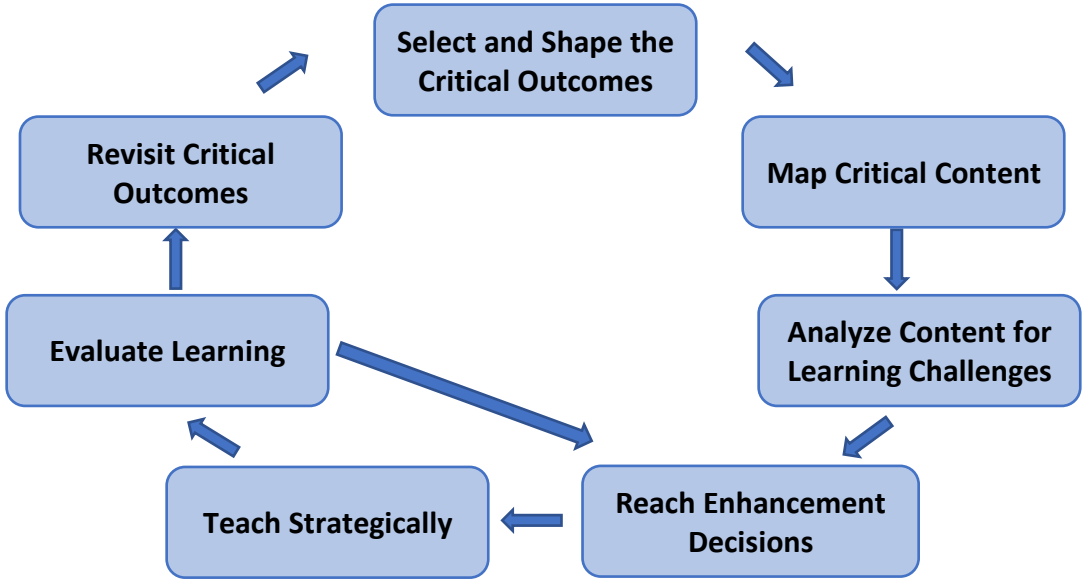
How SIM & SMARTER Planning supports instructional best practice (Danielson):

SMARTER is the planning and instructional cycle used as teachers analyze and reflect on the Florida Standards, design instruction, and implement the Strategic Instruction Model (SIM) Content Enhancement Routines (CER) and/or Learning Strategies (LS) to support diverse learners.



SMARTER Planning and Instructional Cycle	Aligned Danielson Domains	Framework for Teaching Components Explicitly Addressed
Select and Shape the Critical Outcomes/Questions *Turn what is critical in and about the standards at the course and unit level into student friendly learning targets that reflect the conceptual rigor of the standards*	Domain 1, Planning & Preparation	1c. Setting instructional outcomes 1f. Designing student assessments
Map Critical Content* *Identify the hierarchy of & relationships between the topics and concepts, the thinking that is required, and explicitly visually depict them*	Domain 1, Planning & Preparation	1a. Demonstrating knowledge of content and pedagogy 1e. Designing coherent instruction

*this process is the same as the one a teacher uses to create a proficiency scale.

Adapted from B.K. Lenz, 2016

SMARTER Planning and Instructional Cycle	Aligned Danielson Domains	Framework for Teaching Components Explicitly Addressed
Analyze Content for Learning Challenges *Identify content that is challenging to master and transfer, and why (e.g. misconceptions, gaps in background knowledge/skills)*	Domain 1, Planning & Preparation	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating knowledge of students
Reach Instructional Enhancement Decisions *Choose appropriate Content Enhancement Routines (CER) or Learning Strategies (LS) based on data to address identified learning challenges and student needs*	Domain 1, Planning & Preparation	1b. Demonstrating knowledge of students 1d. Demonstrating knowledge of resources
Teach Strategically *Implement CER and/or LS with research-validated instructional sequences in partnership with learners* Cue-Do-Review Instructional Sequence **Cue** Purpose- prepare students for learning by: • Stating what we are going to do; • Reinforcing how it will help students meet the learning target (why we are doing it); and • Outlining expectations for collaborative participation. **Do** Purpose- collaboratively co-construct learning by: • Including explicit delivery of content and intentional modeling of strategies for thinking and talking about content; • Ensuring percentage of student talk ≥ teacher talk; and • Using tools that support collaborative exploration of learning tasks and learning processes to provide scaffolds for successful application of learning. **Review** Purpose- review and prompt for independent transfer by: • Reviewing content; • Reviewing how the process supported learning; and Making explicit connections to other aspects of the content, other content areas, and the world.	Domain 2, Classroom Environment Domain 3, Instruction	2a. Creating an environment of respect and rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 3a. Communicating with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness
Evaluate Learning *Assess student proficiency of content before, during, and after instruction to monitor progress and adapt instructional practices as needed*	Domain 3, Instruction Domain 1, Planning and Preparation	3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness 1f. Designing student assessments

IDEAs that Work
U.S. Office of Special Education Programs
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SMARTER Planning and Instructional Cycle	Aligned Danielson Domains	Framework for Teaching Components Explicitly Addressed
Revisit Critical Outcomes *Establish whether the learning targets and activities were aligned with and supported students in meeting the standards*	Domain 4, Professional Responsibilities Domain 1, Planning and Preparation	4a. Reflecting on Teaching 1c. Setting instructional outcomes 1e. Designing coherent instruction

Connections to Other Instructional Initiatives:

- **AVID/Accelerated Coursework:** Engaging students in rigorous coursework is essential to preparing students for success in college. Students identified for the AVID program and/or advanced courses (AP, IB, ACE) through Bridging the Gap may have historically experienced learning environments that lack rigor. These students benefit from scaffolding around academic skills and content to engage in and experience success with rigorous learning activities. The SMARTER process draws teacher attention to identifying and preparing to address learning challenges. SIM then provides the tools to scaffold for specific academic skills (Learning Strategies) and for content (Content Enhancement Routines). This prepares a teacher to support students fully in the demands of rigorous courses. As students are successful with challenging coursework, they increase their belief in their own abilities. This can also positively shift teacher belief around the ability of all students to learn when provided with appropriate supports.

- **Culturally Responsive Teaching/Student-Centered Learning**: For culturally responsive instruction to be effective, it must be carefully planned. This type of learning is, by design, student-centered. Many teachers lack comfort with and/or tools for partnership learning and releasing the learning to students. SIM provides teachers with specific tools to plan for and structure learning that can include the 6Ms where cultural strengths and experiences of students are leveraged. Most Content Enhancement Routines include meaning-making sections. The devices of these routines serve as a scaffold for students to engage in student-centered, higher-order processing and learning tasks. The Cue-Do-Review instructional sequence supports teachers with an explicit process for modeling to help students bridge from concrete to abstract thinking.

- **Graduation Rate/Grade Level Proficiency:** Current graduation requirements including rigorous assessments and a 2.0 GPA necessitate student proficiency with Florida Standards. Incomplete or partial understanding does not equip students for success with higher-order tasks. Since all students progress at different rates towards proficiency, teachers must be prepared to provide remediation and extension in addition to new instruction. SIM Learning Strategies include intensive intervention curricula targeted at specific academic skills as well as the social and emotion skills students need for collaborative learning across all courses. The curricula related to academic skill development include all resources needed to differentiate instruction at the individual student level including progress monitoring tools. Content Enhancement Routines (CERs) support teachers in designing instruction that makes challenging course standards accessible while CERs are designed primarily as Tier 1 support, they are also very effective as Tier 2 interventions for groups of students needing additional supports. CERs are designed to support student skill in and confidence with higher-order thinking. They also promote student self-assessment and many of them have formative assessment built into the learning sequence of the routine. The CER instructional sequence supports ongoing use of devices as learning tools providing the multiple interactions with and review of content required for all students to achieve proficiency with standards.

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