
SIM in Higher Education 2013

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SIM in Higher Education

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UConn Undergraduate Example: Learning Strategies

(EPSY 4100) *Methods of Teaching
Students with Disabilities*

EPSY 4100

- Learning Strategy Presentation: (10%)
 - create and deliver a visual presentation summarizing a SIM learning strategy
 - The summary will include a description of the 8 stages of instruction as they relate to the chosen learning strategy.

LS Project Write-Up

Fundamentals in the Theme Writing Strategy Learning Strategy Project

Purpose of Strategy

The *Theme Writing Strategy* is a tool that can be used to help students master the skills of researching, organizing, writing using a specified essay format, and revising their work. The students who will most benefit from this writing strategy would be those who find it difficult to complete writing tasks efficiently. These students would most likely struggle in areas such as focusing on big ideas, organizing their thoughts fluently, expressing their ideas coherently, and editing their work. This strategy gives the students tools and opportunities to actively engage with the writing process. After having mastered the skills taught, the students will be comfortable with applying the steps needed to create a high-quality final product whenever applicable.

Michael Faggella
Comment: Good

Supporting Research

Since 1979, University of Kansas affiliates and personnel have conducted numerous field tests to validate the methods in this learning strategy. It has been shown that the steps taught with this program have dramatically increased the quality and quantity of the students' pieces of writing. Both the overt and cognitive behaviors that are connected with the learning strategy endured significant improvements when the steps were taught in the prescribed sequence. Low achieving and students with disabilities benefitted tremendously from this specific learning strategy. Specifically, students were able to succeed independently in general education classes and write essays that were comparable to those written by their "typical achieving" peers. This strategy has been shown to especially benefit students with attention difficulties by segmenting the writing process. It allows them to break down the process into shorter steps that they can complete at different times or sittings. Students that were instructed using the *Theme Writing Strategy* were able to generalize the skills learned to not only other academic classes, but also standardized tests. It has even been shown that students who were on the path to dropping out of high school programs, went on to succeed in higher education settings such as universities and community colleges.

Michael Faggella
Comment: Give of information on done a nice job he findings as they n 2/2

Stages of Instruction

Stage 1: Pretest and Make Commitments

The *Theme Writing Strategy* begins by pretesting the students' current abilities to

Presentations: Micro-teaching Fishbowl



EPSY 4100

- Modeling Script: (20%)
 - create a modeling script for the chosen learning strategy that includes:
 - an advance organizer
 - presentation,
 - student enlistment
 - post organizer description

Schumaker (1989) The heart of strategy instruction. *Strategram*, 1(4).

Modeling Scripts

Modeling the TELL Strategy Script:
By Emily & Anthony

Date: April 12, 2010

During the 'paying for items' lessons in our unit organizer on grocery shopping we will incorporate this modeling script. We will teach this after the students have finished learning about 'making change' and before the students take a trip to the store. It will be important for the students to learn the TELL strategy (taught in this modeling script) before they take their trip to the store because they will need to be able to converse with people in the store (cashier, etc.) appropriately. Just prior to this the students will have learned about the SEE strategy, which goes along with speaking with others appropriately. Immediately following the completion of this instruction the students will be practicing the next day, in class, with their peers (one on one and then in group settings). After the students have mastered the TELL strategy we will be reviewing the big ideas of the entire unit, which will culminate in a trip to the grocery store.

To Shoot:

- Segment 1: Advance Organizer of TELL Strategy
- Segment 2: Presentation of TELL Strategy
- Segment 3: Student Enlistment of TELL Strategy
- Segment 4: Post Organizer of TELL Strategy

Script:

Segment	Visual	Audio
Segment 1: Advance Organizer	Long shot (LS) of teacher leading whole class instruction (students are in a freshman resource room sitting around tables)	Teacher: Good morning class! Today we are going to learn about a great way to help you remember the lesson we talked about yesterday. If you recall, yesterday we talked about the "SEE" strategy, who remembers what the "SEE" strategy is and stands for? Edgar?
	MS of male student.	Edgar: I remember that S stands for the Sound we hear is pleasant and that E stands for the Expression we see is pleasant too; I don't remember the other E, though!
	Dissolve to overlying graphic: "Review what the class has covered in previous lessons"	Teacher: Very good, Edgar! Let's recall that SEE is a mnemonic device, which means that each letter represents a word or a phrase. We use mnemonic devices to remember important information. Since Edgar gave us the S and the first E, can anyone tell

	overlying graphic: "Communicates lesson procedures and expected outcomes"	might sound a little weird at first because I will be thinking aloud, which will be how I want all of you to think when using this strategy. During this process I will ask you to help me from time to time. This will get you guys ready for an activity that we will do together and also for an activity that you guys will do independently. So, who's ready to get started? [The entire class raises their hands]
Segment 2: Presentation	L to MS of teacher modeling strategy on	Teacher: Great! I have written on the board the TELL strategy. You guys should write this down in your notebooks, so you will have it as a reminder. So, what did we say the T stands for? Michelle?
	CU of female student	Michelle: The T stands for THINK.
	L to MS of teacher	Teacher: Excellent Michelle! Okay, so lets say I forgot my pencil, since someone brought this up already, and I want to ask Fabiana if I could borrow hers. As I walk over to Fabiana I am thinking about what I will say, since that's the first step in the TELL strategy. Well I want to be polite because she will be doing me a favor if she does let me borrow her pencil. Fabiana doesn't have to let me borrow one of her pencils, so if she says no I will not get mad. Okay, I am going to use the word please when I ask her to borrow a pencil and it is also polite to say thank you whether or not she gives it to me.
	Dissolve to overlying graphic: "Think-aloud: the students will learn to talk to themselves while applying the strategy"	
	End graphic	
	Dissolve to overlying graphic: "Self Instructs by telling what is to be done next to stay organized and complete the task"	Teacher: I have thought about what I will say to Fabiana, which again is the T step in the TELL strategy. This means we are ready to move on to the second step in the TELL strategy, which is E. This again stands for: EXPLAIN YOUR IDEA. Okay, I want to make sure that Fabiana knows exactly what I am asking her, so I will have to explain my idea or thoughts to her. I think I will start by saying hi. I want to borrow her pencil, so after I say hi I am going to be asking her a question. While I think of how I will continue to explain my thoughts I want to make sure that I am linking my ideas. This is the third step in the TELL strategy, which is the first L. Once again,

UConn Graduate Example: Content Enhancement Routine

*(EPSY 5123) Instructional Strategies
and Adaptations for Students with
Special Learning Needs*

EPSY 5123

- **Unit Organizer Project: (35%)**
 - create two sequential Unit Organizers (UO)
 - accompanying written narrative of each of the ten components of the UO
 - Each UO will focus on approximately 3-4 weeks of instructional content

The Unit Organizer

Created by BEAM High School Staff:

At BEAM High School we focus on supporting all students ranging from grades 1-4. The content of the class is based on mathematics instruction within a resource support room. The classroom consists of 10 students with a variety of disabilities. Many of the students struggle with basic Learning Disabilities and have issues understanding and computing mathematics. The students are working slightly below performance level and therefore receive resource support in order to build their skills and confidence in their mathematics abilities. Students with disabilities often have difficulty understanding the concepts of Place Value and Double-Digit addition because they require multi-step processes. Our classroom with focus mainly on allowing students in the third grade to receive additional instruction so that multi-step mathematics is something that they are capable of completing.

2. Last Unit: Single Digit Subtraction

The previous Unit focused on Single Digit Subtraction. In order for students to be able to successfully understand place value, they must have an understanding of the basic concept of numbers. Single digit subtraction (which follows single digit addition) is one of the basic operational math skills that all students must understand in order to succeed with more advanced mathematics. Students must learn single digit subtraction in order to comprehend more in depth components of place value such as determining quantity and comparing numbers. Students with disabilities can see single digit subtraction in many areas of their lives such that: "A student has 2 fruits in his lunch, but he eats one. How many does he have left?" Problems such as the example above help to develop an understanding of the basis off of which mathematics is defined.

3. Next Unit: Double-Digit Addition

The next unit taught will focus on using the student's prior knowledge of single digit addition and place value in order to develop an understanding for double-digit addition problems. After students understand the purpose and are capable of completing basic problems dealing with place value, they will be able to better their knowledge in learning double-digit addition. This unit will focus on the basic terminology needed in order to proceed with their learning and also on the use of manipulatives in double-digit addition. After this unit students will be able to understand the process of problem solving and have strategies such as the acronyms (i.e. DRAW) that they can look to for mathematics help. They will also be able to complete word problems based on double-digit addition and can then focus on the process of generalization. By understanding the concept of double digit-addition a student will then be able to focus on the way in which this relates to other mathematics problems relying on multiple digits. They may use this understanding of double-digit addition in many areas of their lives throughout both school and their home lives, for example if they are trying to make pies of twelve blocks and fourteen blocks, but then decide to combine them. By applying this learned skill the student would be able to tell us how many blocks they have in all.

4. Bigger Picture: Basic Mathematics

The three units being addressed in this organizer, single digit subtraction, place value, and double-digit addition all apply towards understanding the concept of basic mathematics. As mathematics is used daily, these concepts must be learned early on. In order for our students to be able to apply these concepts we must teach them the foundation needed to succeed. The use of

Comments
Created a second day of the B.S.

Comments
Specifically review of how area unit length

Unit Organizer Graphic Device 2

The Unit Organizer

NAME _____
DATE _____

④ BIGGER PICTURE
The addition and subtraction of multi-digit numbers and their application

② LAST UNIT Experience
Two digit addition and subtraction

⑧ UNIT SCHEDULE

1. Number sentence
2. Key Words
3. solving a math story
4. Quiz
5. Using manipulatives
6. Going to the market
7. Quiz
8. Create own story
9. Math story share
10. Review Day
11. Test

① CURRENT UNIT
Math Stories

Are about

③ NEXT UNIT Experience
Three-digit addition and subtraction

⑤ UNIT MAP

⑥

Problem solving	UNIT RELATIONSHIPS
Compare/contrast	
steps	

⑦

<ol style="list-style-type: none"> 1. How can we decide if the problem is asking us to add or subtract? 2. How can we use different strategies to represent using two digit addition? 3. Why is it important to use math stories to represent real situations? 4. How do you determine the number sentence to use based on the math story? 	
--	--

The Unit Organizer

NAME _____
 DATE _____

Math Stories

⑨ **Expanded Unit Map**

⑩ **NEW UNIT SELF-TEST QUESTIONS**

- Ms. Salter's class is going to the UCONN Dairy Bar, a cup of ice cream costs 70 cents. Toppings cost 5 cents each. If you get one cup of ice cream with 3 toppings, how much will that cost? If you have 95 cents how much money will you have left after buying your ice cream?

The Unit Organizer

NAME _____
 DATE _____

④ BIGGER PICTURE

How to Prepare and Cook Meals

② LAST UNIT/Experience Reading a Recipe	① CURRENT UNIT Grocery Shopping	③ NEXT UNIT/Experience Operating Kitchen Equipment
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⑧ **UNIT SCHEDULE**

2 days	Creating list	
1 day	Problemsolving	
2 day	Identifying items	
1 day	Quiz	
1 day	Finding items	
1 day	Trip to the cafeteria	
1 day	Finding items review	
1 day	Quiz	
4 day	Paying for items	
1 day	Field Trip	
1 day	Quiz	
2 day	Unit Review	
1 day	Unit Test	

⑤ **UNIT MAP**

⑦ **UNIT SELF-TEST QUESTIONS**

- Why is it important to make a list before going grocery shopping?
- How do you go about talking to a staff member if you cannot find an item?
- Why is it important to round up when paying for an item?
- How do you identify if an item is cheaper than another?
- Why is it important to consider generic vs. name brand items?

⑥ **UNIT RELATIONSHIPS**

- Problem Solving
- Sequencing
- Compare & Contrast
- Generalization

Adapted from The Unit Organizer: Roadmap. Copyrights for the template are held by the authors of The Unit Organizer: Roadmap.

The Unit Organizer

NAME: Samantha/Danielle/Victoria/Andrew
DATE: 3/1/10

④ BIGGER PICTURE
Social Controversy

② LAST UNIT/Experience What is non-fiction?	① CURRENT UNIT Research	③ NEXT UNIT/Experience Persuasive Writing
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⑧ UNIT SCHEDULE

3/1	Introduction to unit
3/2	Present topic choice
3/2	Discussion of credible sources
3/3-4	Computer lab
3/5	Check for understanding
3/8-10	Define/discuss MLA and Plagiarism
3/11-12	Practice Worksheets/Check for understanding
3/15-17	Big ideas
3/18	Wrap up unit
3/19	Transition to next unit

⑤ UNIT MAP

⑦ UNIT SELF-TEST QUESTIONS

1. Why do we use MLA format and how does it prevent plagiarism?
2. Why do you have to be careful with the sources you chose?
3. Compare and contrast characteristics of credible and non-credible sources?

⑥ UNIT RELATIONSHIPS

Compare/Contrast Characteristics Hierarchy

Adapted from The Unit Organizer: Routines. Copyrights for the template are held by the authors of The Unit Organizer: Routines.

UO Rubric...and NCATE CAEP

Part IIIA. Unit Organizer Graphic Device CEC Standard 7: Instructional Planning			
UO Component	Exceeds expectations ✓ + (5 pts)	Meets expectations ✓ (4 pts)	Below expectations ✓ - (0-3pt)
Current Unit	The Current Unit title clearly and accurately captures the nature of the present unit.	The Current Unit title captures the nature of the present unit.	The Current Unit title is incomplete or unclear
Last Unit/Experience	The Last Unit/Experience title clearly and accurately captures the nature of the previous unit or experience.	The Last Unit/Experience title captures the nature of the previous unit or experience.	The Last Unit/Experience title incomplete or unclear
Next Unit/Experience	The Next Unit/ Experience title clearly and accurately captures the nature of the following unit or experience.	The Next Unit/ Experience title captures the nature of the following unit or experience.	The Next Unit/ Experience title incomplete or unclear
The Bigger Picture	The Bigger Picture statement clearly and accurately names the idea or theme that holds several units together.	The Bigger Picture statement names the idea or theme that holds several units together.	The Bigger Picture statement incomplete, unclear or disconnected from the current, last or next titles
Unit Paraphrase	The Unit Paraphrase clearly and accurately captures the main idea of the unit in a few words, distinguishes the unit from other similar units and clearly and meaningfully communicates unit content.	The Unit Paraphrase captures the main idea of the unit in a few words, distinguishes the unit from other similar units and communicates unit content.	The Unit Paraphrase is incomplete or fails to distinguish the unit from other similar units or communicate essential unit content
Content Map	The Unit Map gives a thoughtful and logical representation of the order in which content will be presented or learned in seven or fewer parts Topic names are simple words or phrases yet convey the necessary depth of understanding and the Map is simple enough students with disabilities to use effectively.	The Unit Map gives a linear, left-to right representation of the order in which content will be presented or learned in seven or fewer parts Topic names are simple words or phrases and Map is simple enough for students to use effectively. Each line label accurately expresses the relationship between ideas.	The Unit Map is incomplete, illogical cluttered or includes more than seven parts. Topic names are too complex for the intended student audience. Line labels are inappropriate or missing Details are included

Part IIB. Unit Organizer Graphic Device <i>CEC Standard 7: Instructional Planning</i>			
Unit Relationships	Unit Relationships clearly and accurately capture important relationships among ideas that have not been depicted in the Unit Map. Unit Relationships are thoughtfully present in line labels, self-test questions, and practice activities in the unit schedule.	Unit Relationships capture important relationships among ideas that have not been depicted in the Unit Map. Unit Relationships are congruent with unit outcomes required understanding on tests.	Unit Relationships are unclear or incomplete Unit Relationships are incongruent with unit outcomes required understanding on tests.
Unit Self-Test Questions	The Unit Questions identify 4-5 ways in which students should think critically about the critical concepts or ideas to be learned and enable students to monitor progress in learning in the unit.	The Unit Questions identify ways in which students should think about the critical concepts or ideas to be learned and enable students to monitor progress in learning in the unit.	The Unit Questions do not identify ways in which students should think about the critical concepts or ideas to be learned or do not enable students to monitor progress in learning in the unit.
Unit Schedule	The Unit Schedule includes thoughtful and coordinated tasks and activities that will promote learning of critical content along with a suggested number of days or dates for instruction	The Unit Schedule includes tasks and activities, that will promote learning of the content; for example, assignments, projects, quizzes and tests.	The Unit Schedule includes tasks and activities, that are unclear or disconnected from the critical content.
Expanded Unit Map	The Extended Unit Map clearly and accurately depicts a hierarchical arrangement of ideas with sub-topic names that are simple words or phrases without going beyond 3 levels and avoiding listing. Each line label clearly and accurately expresses the relationship between ideas.	The Extended Unit Map depicts a hierarchical arrangement of ideas with sub topic names that are simple words or phrases. Each line label accurately expresses the relationship between ideas.	The Extended Unit Map is incomplete, illogical cluttered or includes more than seven parts. Topic names are too complex for the intended student audience. Line labels are inappropriate or missing
New Unit Self-Test Questions	The New Unit Questions clearly and accurately identify ways in which students should think about the information they are learning.	The New Unit Questions identify ways in which students should think about the information they are learning.	The New Unit Questions are unclear or fail to identify ways in which students should think deeply about the information they are learning.

Wrap-Up



- Syllabus
 - Course Description
 - Primary Texts
 - Assignments
 - Weekly Schedule and Readings
- Integrated Planning for students

SIM in Higher Education

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ED 379: UDL – Secondary

- **Course Objectives**
 - Plan and deliver **Explicit Instruction**
 - Embed **Common Core**/Standards
 - Using **Universal Design for Learning (UDL)** Principles
 - Demonstration of **Collaboration & Co-Teaching** Skills
 - Knowledge to create a **Community of Learners**

Assignments

- **Teacher & Students Co-Construct:**
 - Frame on “How’s Your News?” (guided note-taking)
 - Frame on “Theories of Learning” (group activity)
 - Concept Mastery on “Tiered System of Supports” (review/lg group discussion)
 - Frame on “Co-Teaching Models” (independent reading/lg group discussion)
 - “Tiered Instruction” (discussion)
- **Students Create:**
 - An Integrated Unit
 - Unit Organizer
 - Concept Diagram (CM, CC, or CA)
 - Frame
 - Vocabulary LINCS
 - Word MAPS

Assignments – con’t

- Create Your Own Strategy
 - Explicit Instruction
 - SIM - Stages of Instruction
- Co-Teaching Planning Guide
 - Demonstrate the CDR Sequence using a specific CE device (Concept Comparison, Frame, etc) that was co-constructed with a partner

EDS 629: Transition Practices

Course Objectives

- Identification of **legislation impacting student outcomes**
- Demonstration of **teaching strategies** to increase student participation in the **transition planning process**
- Creation of a student-focused **“dream” or action plan**

Assignments

- **Teacher & Students Co-Construct:**
 - Unit Organizer on “Big 5 of Transition” (lg group lecture/overview)
 - Frame on “Transition Policy & Law” (reading/group activity)
 - Possible Selves Activity - questionnaire, tree, reflection, and action plan
- **Students Create:**
 - Transition Unit with Lesson Plans
 - Unit Organizer
 - Lesson Organizer

SIM in Higher Education

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SED 519: Instructional Practices for Diverse Learners in English and Social Studies

- Required readings include
 - [Lenz, B. K. & Deshler, D. D. \(2004\). *Teaching Content to All: Evidence-based inclusive practices in middle and secondary schools.* Boston: Pearson Education, Inc.](#)
 - Literacy reports
 - Biancarosa, C., & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.
 - Graham, S., and Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report.* Washington, DC: Alliance for Excellent Education.
 - Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools –A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education
 - National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- 20 hours of field experience (SIM in Action)

Binder Portfolio Assignments

1. [Course Organizer](#)
2. [Unit Organizer](#)
3. LINCing routine implementation and reflection
4. Writing strategies
 - Sentence writing w/ Reflections
 - Description of student and setting
 - Pretest
 - Describe
 - Model
 - Verbal Practice
 - Controlled Practice/Advanced Practice/Posttest
 - Generalization
 - Paragraph writing lesson plans (5)
5. Intervention application

Assignment 5: Intervention Application

The University of Kansas Institute for Research in Learning Disabilities (1991). *Strategram*. 3(2-5).

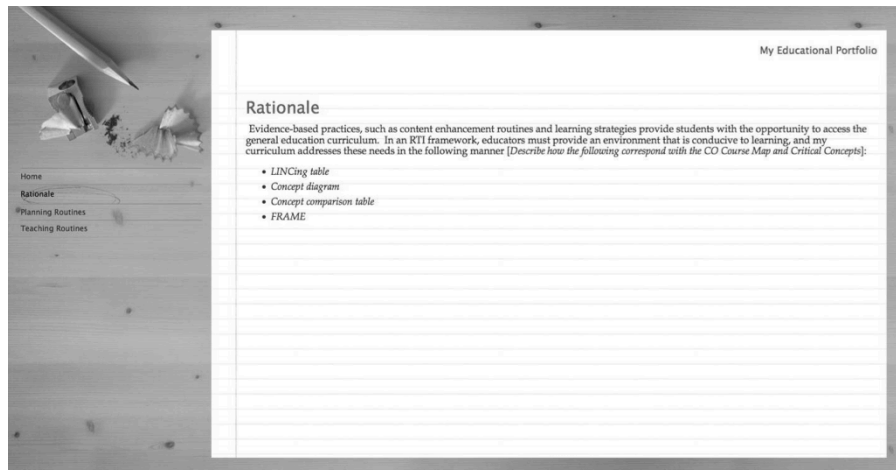
Intervention Content Area:	Rating
Introduction	
<ul style="list-style-type: none"> • Discuss information from all 4 articles, including the research basis • Tie information from the articles to one specific intervention/strategy 	4 2 0
Pretest and Posttest (determine baseline and growth)	
<ul style="list-style-type: none"> • Describe how you will assess student performance relative to a specific setting demand • Describe how you will determine if the student has mastered the intervention 	2 1 0
Describe (include citations from articles)	
<ul style="list-style-type: none"> • Orientation and overview <ul style="list-style-type: none"> ◦ Provide a rationale for learning the strategy ◦ Describe situations where it can be used • Present the intervention by describing the cognitive processes (e.g., clustering, monitoring, predicting, summarizing) involved • Explain each part of the intervention by telling how you will: <ul style="list-style-type: none"> ◦ Scaffold understanding of the learning process by describing physical behaviors and mental cues associated with the strategy ◦ Help students remember the process as they are engaging in the strategy • Guide students to set goals for learning the strategy 	8 7 6
	5 4 3
	2 1 0

Generalization (address transfer to SS and ELA classes)	
<ul style="list-style-type: none"> • Phase I: Orientation—Identify which settings are most likely to require the use of the strategy • Phase II: Activation—Monitor the effects (record progress) of using the strategy across different settings and situations • Phase III: Adaptation—Describe how the intervention could be personalized to individual student's needs and preferences • Phase IV: Maintenance—Identify habits and barriers that might help or hinder long-term use of the intervention 	4 3 2 1 0
Conclusion and overall formatting	
<ul style="list-style-type: none"> • Give an overall summary of the strategy • Restate the rationale for learning the strategy • Adhere to APA formatting for headers • Adhere to APA formatting when citing sources and in the reference page • Make minimal grammar and spelling mistakes 	5 4 3 2 1 0

SED 530: Instructional Practices for Diverse Learners: Math/Science/Technology

- Required readings include:
 - Journal articles
 - EBP in teaching math and science = 6
 - Literacy and language in content area learning = 4
 - Co-teaching practices = 4
 - National panels/associations
 - Position statements and recommendations = 4
 - Common core state standards in mathematics
- 12 hours of field experience (SIM in Action)

Final project: NCATE (CAEP) assessment



Home

Rationale

Planning Routines

Course Organizer (CO)

Unit Organizer (UO)

Teaching Routines

Course Organizer (CO)

My Educational Portfolio

The Course Organizer

Course: Earth Science

Course Standards:

Course Questions:

- How can a theory change over time?
- Why do we use scientific method?
- Why is it important to study space?
- How does the information we gain from studying space effect us here on Earth?
- Why are erosion and weathering important?
- What do rocks and minerals have to do with our daily life?
- Why is it important to know weather signs and its effect?
- How can we prepare for natural disasters?
- What would the world look like without connection?

Course Map

Home

Rationale

Planning Routines

Teaching Routines

Vocabulary/LINCing (LINC5)

Concept Mastery (Concept Diagram)

Concept Comparison (CCT)

Framing (FRAM)

Cue-Do-Review Video Reflection

Concept Mastery (Con

This lesson, which uses the concept diagram to help students write an Earth Science concept, enhances student participation and designed to address group and individual needs.

Earth Science Concept Diagram: Igneous Rock

Common Core State Standards:

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12:

#4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#5: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

College and Career Readiness Anchor Standards for Reading:

#2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade Objective: Given regents questions about igneous rocks, students will answer them correctly with 95% accuracy.

Individualization: The teacher will keep in mind different modes of learning and processing speeds. Differentiation of the lesson will be conducted by:

- Time of each part of the lesson will be varied upon students.
- Students that are more advanced may be able to construct these themselves and go ahead to the other types of rocks.
- Different types of concept diagrams may need to be constructed due to certain individual needs that need more space to write, etc.
- Students may be able to write on the SMART Board themselves depending on the capabilities, and behaviors.

Procedures:

- Teacher introduces the device by name (Concept Diagram).
- Then teacher explains how the device helps students learn the content. The teacher explains how there are three rocks types and it is important not to confuse them and to know their characteristics and how this device can help them with that.
- The teacher also tells the students what the overall and specific concepts are, igneous rocks.
- Then the teacher tells the students to brainstorm on key words that could help them construct the diagram.
- After the students have brainstormed, the teacher asks for words to put on the SMART Board of the key words.
- After the key words are filled out, the teacher directs them to answer questions like what is always present, sometimes, and never present when we are referring to igneous rocks.
- The teacher tells the students they may use their notes to help them but that this should be review from the notes.
- The next step is brainstorming with the class on examples and non-examples of igneous rocks.
- Any concepts ones that the students can't agree on the teacher puts them in the open, empty space on the diagram and tries to ask students clarifying questions like "Is ... Always present in that example?"
- The next step is having the students write a definition using their always present characteristics.
- The teacher walks around to make sure all students are working on the given task, and answer any questions or help stuck students.
- Then the teacher asks for an example or two of a definition that the students write down, and the class comes up with a definition together.
- The teacher then shows the students how they should use this to study for the quiz and test.

Assessment: Earth Science regents Igneous Rock Quiz of multiple choice and short answer questions with them using their ESKT.

Materials:

- SMART Board (accessible)
- Overhead projector
- Document Camera
- Teacher copy- filled out
- Student copies
- Pencils/pens
- EKT
- Student note jacket

Student Copies

325T Grant work: Project ASPIRE

- Content Enhancement Routines
 - Course Organizer (Teachers = 51; Faculty = 8)
 - Unit Organizer (Teachers = 70; Faculty = 17)
 - Framing (Teachers = 59; Faculty = 18)
 - Concept Mastery (Teachers = 68; Faculty = 15)
 - Concept Comparison (Teachers = 68; Faculty = 15)
 - Concept Anchoring (Teachers = 32; Faculty = 12)
 - Vocabulary LINCing (Teachers = 69; Faculty = 11)
 - Recall Enhancement (Teachers = 18; Faculty = 4)
- Learning Strategies
 - Self-questioning (Teachers = 22; Faculty = 9)
 - Visual Imagery (Teachers = 38; Faculty = 4)
 - Paraphrasing (Teachers = 38; Faculty = 4)
 - Proficiency in Sentence Writing (Teachers = 16; Faculty = 3)
 - Paragraph Writing (Teachers = 16; Faculty = 3)

Implementation

Content Enhancement Routine	Pre-Mentoring (September 2011-June 2012)		Post-Mentoring (July 2012-March 2013)	
	N	Average % Accuracy	N	Average % Accuracy
Unit Organizer	5	72%	84	88%
Framing	3	83%	36	76%
Concept Mastery	0	N/A	13	87%
Concept Comparison	2	43%	24	83%
Concept Anchoring	0	N/A	5	100%
Vocabulary LINCing	6	66%	22	72%

Fieldwork and future directions

- **Teachers volunteering to be:**
 - Observed by faculty (N = 13)
 - Mentored by faculty (N = 9)
 - Methods hosts for beginning special education teachers (N = 27)
 - Potential CER PDers (N = 7)**
- **Faculty volunteering to:**
 - Embed EBPs into syllabi (N = 29)
 - Observe teachers (N = 4)
 - Mentor teachers (N = 3)

SIM in Higher Education

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EDSP 4203

Teacher(s): _____ Time: _____	The Course Organizer	Student: _____ Course Dates: _____
<input type="radio"/> This Course: EDSP 4203: Learners with Exceptionalities <div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> understanding the characteristics of exceptional learners and the shared responsibility for inclusive education. </div>	<input type="radio"/> Course Standards Content: Characteristics & Needs Processes: Compare and Contrast Content: Inclusive Education Processes: Analysis of Best Practices Assignments Internet Scavenger Hunt = 15 Due: Journal Article Review = Due: Disability Awareness = 25 Due: Movie Review = 25 Due: Teamwork Presentation = 50 Due: According to Course Calendar	
<input type="radio"/> Course Questions: 1. What historical events have shaped the field of special education? 2. What special education terminology should teachers know? 3. What legal issues guide special education eligibility and services? 4. How does one's own culture influence the teaching and learning process? 5. Describe the different service delivery options for students with specific disabilities. 6. Identify and describe effective instructional strategies for students with specific disabilities. 7. How does one create a positive learning environment? 8. What role does collaboration play to support teachers and parents in the teaching and learning process for students with disabilities?		

EDSP 4223

The FRAME Routine Key Topic **A learning disability**

a person to have trouble can cause ... learning and using certain skills for school success.

<input type="radio"/> Main idea Learning Characteristics	<input type="radio"/> Main idea Behavior Characteristics	<input type="radio"/> Main idea Impact on the Family
Essential details	Essential details	Essential details
So What? (What's important to understand about this?)		

EDSP4253

Evaluation Rubric for *The SCORE Strategy Teaching Project*

0 = No Evidence 5= Some Evidence 10 = Strong Evidence

Outside Teaching Criteria	Score
A <i>Teaching Log</i> was created to record the dates and times that each Lesson 1 through Lesson 7 was taught to students. Each log entry should contain a description of the <i>instructional procedures</i> that were completed for each lesson according to the Instructor's Manual. Each entry should also include <i>one idea</i> that was selected to implement with students that was taken from the "Take It a Step Further" section of each lesson	
Each entry in the <i>Teaching Log</i> included a <i>reflection of your teaching performance</i> . Each entry also included a description of the <i>student or students' responsiveness and reaction</i> to the teaching session.	
A <i>folder or notebook</i> was compiled that included the <i>teaching log</i> , examples of <i>student products</i> , and/or any supplementary <i>teaching aides</i> used during each teaching session as appropriate.	
The folder contained an <i>overall summary of individual or group progress</i> with <i>supporting data</i> (progress charts, checklists, student comments, direct observations, etc.) to show what your student/s learned as a result of participation in <i>The SCORE Skills</i> .	

FOCUSING TOGETHER

SELF-MANAGEMENT

SUPERVISING YOURSELF
at all times

Our LEARNING
COMMUNITY
EXPECTATIONS

by remembering to live by

b
y
m
a
k
i
n
g

by using

THE
FOCUS
STRATEGY

GOOD
CHOICES

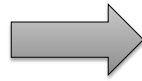


EDSP 4263

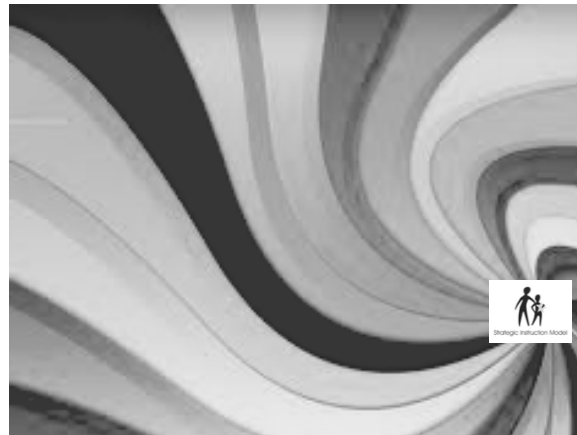
Gift Giving: Preservice Session 2013



Preservice Session 2013



Name	
▶	EDSP 4203 SIM Activities
▶	EDSP 4223 SIM Activites
▶	EDSP 4253 SIM Activities
▶	EDSP 4263 SIM Activities
▶	EDSP 5433 SIM Activities
▶	JR 2013 Preservice Educator Hand



1. How does your university blend SIM into course content? Embedded? Single Courses? Across instructors?



**2. What part of SIM works the best for your students?
What part of SIM do the students struggle with the most?**



**3. How has SIM played a role in your university
accreditation plans?**



Strategic Instruction Model

4. Beyond those SIM products mentioned today, what other strategies or routines do you use?



5. How might you be collecting data on SIM use in higher education? Have you piloted any studies to validate that they improve your teacher education program?

Proposal: SIM Research Collaborative

A Shared Opportunity

Principles

Do you have interest or commitment to:

- Improving teacher education
- Enhancing the research base for SIM
- Reciprocal Research to Practice
- Collaboration that is mutually beneficial
- Applied research activities



Transitioning as a Research Network

Next Steps: Collaborative Interest

- If you are interested in learning more about a SIM Research Collaborative, please email:

m.faggella-luby@tcu.edu