

SIM Success in Florida's State Personnel Development Grant

Florida's State Personnel Development Grant SIM Project (SPDG) is part of a five-year project funded by the federal Office of Special Education Programs to provide technical assistance and professional development to targeted school districts across Florida to improve results for students with disabilities. The project implements SIM and Check and Connect. Cindy Medici, a SIM professional developer since 1993 and a Professional Development Leader, is the SIM Project Manager. Janice Creneti, a SIM Content Enhancement Professional Developer since 2011, is the Assistant Project Manager.

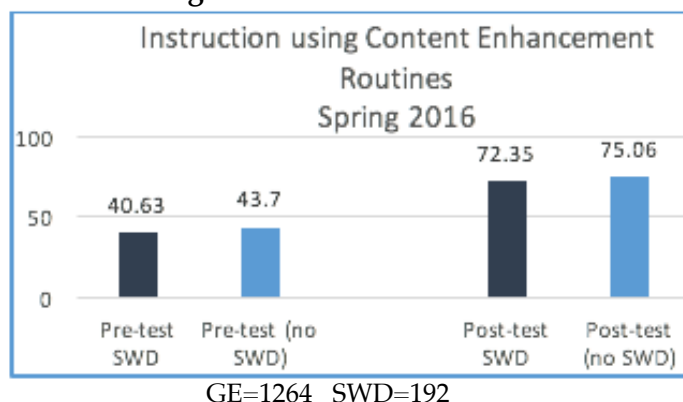
The team provides participating middle and high schools with the information, materials, professional development and extended coaching necessary to implement Content Enhancement Routines (CERs) and Learning Strategies (LS) based on the identified needs of their students. The work has been conducted in three cohort school districts with thirty feeder pattern middle and high schools, and results are promising. In this article, Cindy and Janice share data from the project.

Positive Pretest to Posttest Outcomes

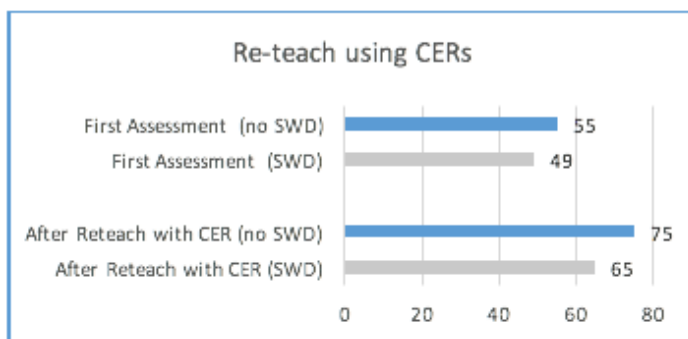
The results seen in the first two graphs are an indication of the remarkably consistent outcomes across the project and across the schools. Students' outcomes improved in rigorous classes, and this is consistently true for students with disabilities.

Students with disabilities (SWD) participating in CER implementation classes made gains similar to their peers! In this table for Spring 2016, between the pretest and the post-test, outcomes for students with (SWD) and without disabilities (GE) improved when content enhancement routines were implemented in the classrooms.

Results for Students with Disabilities in general education classes



During the project, teachers were instructed in the Unit Organizer. The teachers were asked to reteach a class using the Unit Organizer and to be focused on the most critical content. The classes included students with and without disabilities and the project disaggregated data to show the results of the two groups. Again, the data reveal that both groups, students with and without disabilities earned higher scores when teachers instructed using the content enhancement routine.



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As schools were recruited, SIM Project staff met with each school's leadership team to review their data on students with IEPs to determine areas of need. Next, schools enlisted willing teams of teachers based on the identified needs, and developed goals and action plans around professional development and implementation of SIM CERs and/or LS to meet those goals. Each school's plan was updated quarterly, and data were examined and interpreted to drive the Implementation services and supports that would be received from the SIM project.

These included:

- additional professional development,
- one-on-one coaching,
- facilitated planning sessions to develop CER devices and/or plans for teaching a learning strategy
- co-instructing and co-modeling with as SIM Professional Developer,
- lesson studies, and
- funds to provide teacher compensation, printing, and classroom supplies.

The project will be finalized in 2017. As with any initiative focused on making positive changes in schools, there have been wonderful student and teacher successes alongside frustrating challenges that needed to be overcome.

Teacher and Student Successes

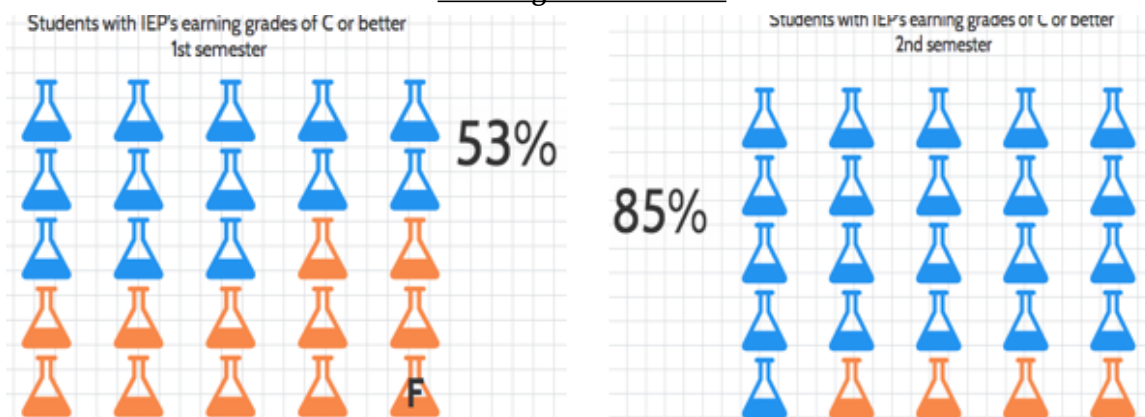
Given professional development and coaching,

teachers and schools reported increases in student learning!

Teachers in the project schools were asked to report data from at least one of their classes that included students with disabilities each semester. Their results were surprising and impressive.

Science can be a troubling class for some students, and particularly for students with disabilities. Fortunately, this is where Janice's expertise as a high school science teacher was an advantage. The next graph represents the first and second semester outcomes for students with an Individual Education Program in a chemistry class at Hardee High School, in other words, students with disabilities. The graph depicts the percentage of students with disabilities who earned a C grade or better in the class. The chemistry teacher did not use the Unit Organizer in the first semester, but did instruct using the Unit Organizer in the second semester. Students with disabilities earning a C or better improved considerably from one semester to the next. In the first semester, 53% of the students with disabilities earned a C or better, 42% earned a D and 4% earned an F, but when the teachers instructed using the Unit Organizer in the second semester, 85% of the students with disabilities earned a grade of C or better, and no students earned an F.

Hardee High School Chemistry grades for students with IEPs before and after implementation of the Unit Organizer Routine



Blue = C's or higher, Orange, = D's and F's (percentage of F is indicated)

SIM ONLINE RESOURCES

SIM Website
sim.kucrl.org

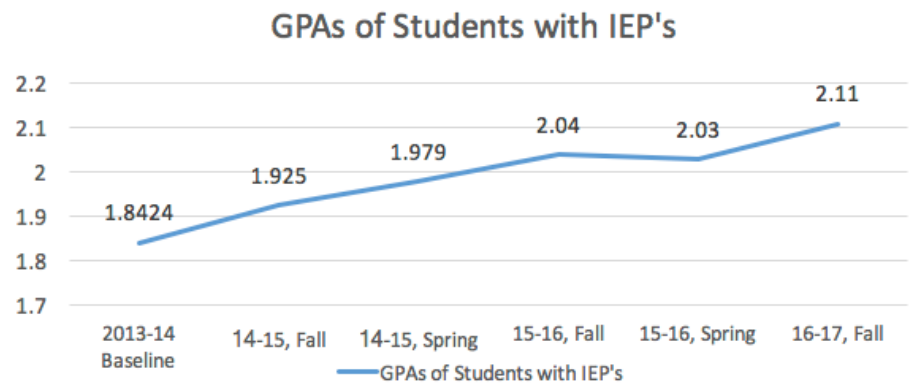
SIM Events
sim.kucrl.org/classes

SIMville
sim.kucrl.org/simville

Publication List
kucrl.org/research

In DeSoto High School, both Learning Strategies and Content Enhancement Routines were implemented. Through the project, baseline GPAs were collected for the fall and spring semesters for students with

IEPs. The graph displays the GPA scores for students with disabilities from Spring 2013-14 to Fall 2016-17. At each sampling, GPAs for students with disabilities increased.



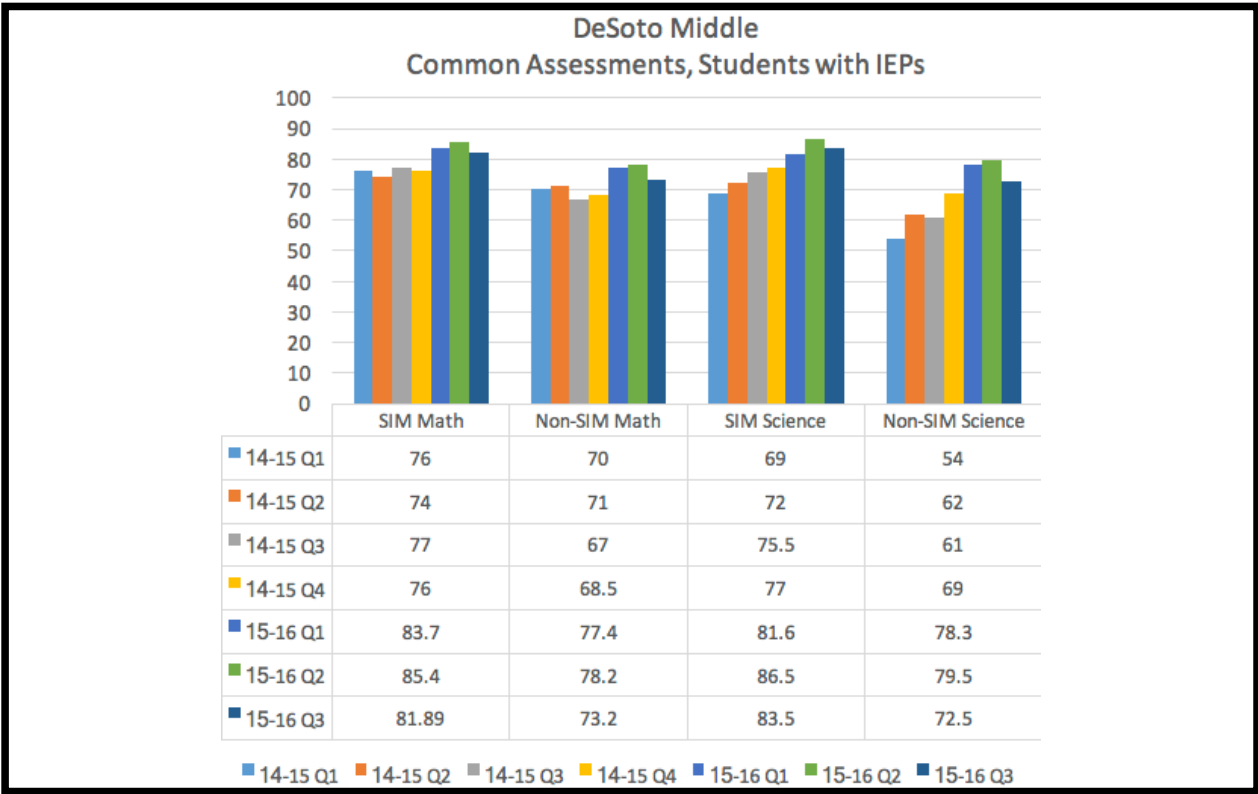
Common Assessments

Similar to many states, Florida uses common assessments to periodically ascertain student attainment of the most critical standards within a grade level, content area. They are to reflect deliberate alignment of the classroom, school, district, and state assessments to better prepare students for success on state assessments. If the elements are aligned, the results should provide a predictive value in regard to how students will perform on succeeding assessments allowing time for teachers to make instructional modifications to meet student needs.

The common assessment results, then, allow teach-

ers to make regular and timely modifications, particularly for students who struggle. One advantage of using the routines to focus on critical content can mean that teachers can clearly see how the enhancements and instructional choices impact students (SMARTER) and can see where to mediate between content and student needs.

In the following table, the Florida project highlights the performance of students with disabilities on the common assessments in math and science when SIM is and isn't present. The differences may not be dramatic but they are considerable and reveal a positive difference when SIM was used.



Challenges to the Project

Two challenges proved to be noteworthy in this project, other initiatives and staff turnover.

Competing initiatives One challenge has been the many initiatives within districts that compete for administrator and teacher time and attention. For this five-year project, SIM Project staff continually worked to show the alignment between the competing initiatives and the areas in which SIM could be useful in solving some of the problems that were not addressed by other initiatives. Using a problem-solution approach helped schools and districts see where SIM would “fit”.

High turnover rates This SPDG is focused on the most struggling districts in Florida. The districts were identified by lower graduation and proficiency rates for students with disabilities. A second challenge was the high turn-over rates in superintendents, administrators, and teachers. In one school, SIM Project staff collaborated with three different principals during the course of a single school year. Implementing teachers in that school encouraged each new principal to continue working with the project; inevitably, momentum was lost for some period of time.

Products Developed

Based on the challenges experienced, many products were (and continue to be) developed. These include sessions and quick-guides for administrators, instructional sessions and resources for instructional coaches who are not SIM Professional

Developers, online overviews for parents, protocols for lesson studies around SIM, scales for districts implementing Marzano teacher evaluation systems, and a “Course First!” approach to professional development that includes using Cue-Do-Review across classroom activities. Most of these are available on the SPDG SIM website and were inspired by SIM professional developers across our network. <http://www.fdlrs.org/statewidepd/florida-s-state-personnel-development-grant.html>

Lessons Learned

Through the years, themes common to what others nationally have experienced, emerged.

- Coaching is critical to garner high rates of implementation fidelity.
- Lack of demonstrated administrative support, both at the district and school level, will negatively impact, or stop implementation.
- Once a teacher has implemented effectively, kids will “make them” continue to use routines or teach strategies.

Finally, we are celebrating that teachers are reporting reductions in student discipline referrals with continued use!

Please feel free to contact Janice Creneti (crenetij@pcsb.org) or Cindy Medici (medicic@pcsb.org) if you would like additional information. Over thirty SIM professional developers in Florida have worked on this project. We could never have done it without them!

Thank you to the SIM Professional Developers who've submitted professional development session reports to KUCRL in 2017!

Alabama - Margaret Flores, Mary Stowe

sica Griffin

Arkansas - Donna Rush

Illinois - Kara Forrest

California - Margaret Cassidy, Dorothee Chadda, Sarah Eylands, Kathy Spielman, Beth Lasky, Chris Schnieders, Tony VanReusen

Missouri - Mary Ellen O'Hare, Kim Ojile

Florida - Jolene Ahlschwede, Keisha Albritton, Rosanne Arvin, Janet Atallah, Lynn Berger, Rozanne Cohen, Janice Creneti, Sarah Drachler, Julie Drewes, Julie Finley, Kristin Hope, Allison Kanji, Marilyn Lee, Martha McAdams, Elaine McCann, Cindy Medici, Melissa Mulock, Jan Oberschlake, Cyndi Pelosi, Kristen Redding, Debi Rice, Fawnia Schultz, Heather Theobald, Megan Vonderhaar, Mandy Horton Walker

North Carolina - Neva Butler, Maggie Davis, Jennie Griffith, Marianne Haulk, Lynn King

Texas - Teri Clement, Amy Havard, Matthew Pope, Sue Woodruff

Virginia - Diane Gillam, Bonnie Fenwick, Lalisha Fitchett, Julie Herzog, Elizabeth Lau, Catherine League, Dana McCaleb, Mary Stowe, Deverick Strand, Susan Trumbo, Jocelyn Washburn

Georgia - Jane Basler, Teresa Cockerham, Jes-

Report your professional development at:
<https://www.surveymonkey.com/r/SIMPDsessions>

The University of Kansas Center for Research on Learning

2017 Learning Conference

What Research says about Teaching, Learning, & Leading

Featuring Keynote Presentations from:

John Hattie



Yong Zhao



Don Deshler



Jim Knight



July 12-14, 2017
The Oread Hotel
Lawrence, KS



Wednesday, July 12 - 8:30-10am

Dr. Yong Zhao, world-renowned scholar, author and speaker, is a Foundation Distinguished Professor in the Department of Educational Leadership and Policy Studies, School of Education at the University of Kansas. His work focuses on the implications that globalization and technology have on education. He has lectured globally about the importance of nurturing student individuality, creativity and entrepreneurial talents. Dr. Zhao's recent publications include *Counting What Counts: Reframing Education Outcomes (Solution Tree, 2016)*, *Never Send a Human to Do a Machine's Job: Correcting Top 5 EdTech Mistakes (Corwin, 2015)*, *Who's Afraid of the Big Bad Dragon: Why China has the Best (and worst) Education in the World (Jossey-Bass, 2014)*, *World Class Learners: Educating Creative and Entrepreneurial Students (Corwin, 2012)*. You can follow his blog at <http://zhaolearning.com>.

The KUCRL Learning conference offers a variety of professional learning opportunities for educators and education leaders to network with researchers, developers, and practitioners. The conference will focus on the leadership that impacts instructional change, the tools and strategies to teach all students how to learn, and the delivery of effective instruction.

Registration information, prices, and travel information can be found at www.kucrl.ku.edu/crl-conference-o

Schedule-at-a-Glance



Wednesday, July 12

Registration
7:30-8 am
Welcome
8-8:30 am
Keynote: Yong Zhao
8:30-10 am
Innovators Provoke
10:15-11:45 am
Lunch
11:45 am-12:45 pm
Keynote: Don Deshler
12:45-2 pm
Panel & Concurrent Sessions
2:15-3:45 pm
Concurrent Sessions
4-5 pm
Awards & PD Ceremony
5:15-5:45 pm
Social
5:45-6:30 pm

Thursday, July 13

Kaleidoscope Sessions
8-8:45 am
Concurrent Sessions
8:45-9:45 am
10-11 am
Lunch
11 am-12 pm
Keynote: John Hattie
12-1:30 pm
Panel & Concurrent Sessions
1:30-3 pm
Concurrent Sessions
3:15-4:15 pm
Poster Session
4:15-5:15 pm

Friday, July 14

Panel & Concurrent Sessions
8-9:15 am
9:15-10:30 am
Keynote: Jim Knight
10:45 am-12 pm



Contact Us

Joseph R. Pearson Hall
1122 West Campus Road, Room 736
Lawrence, KS 66045
Phone: 785-864-4780
Email: crl@ku.edu
Website: kucrl.ku.edu



2017 KUCRL Learning Conference

SIM Professional Developer Registration Form

July 12–14, 2017 • Oread Hotel • Lawrence, Kansas

MAILING ADDRESS (SELECT ONE): ☐ HOME ☐ WORK

Name: _____

Address: _____

_____ Phone () _____

We email **important conference information**. Please print clearly an **email address** that you check regularly:

Alternate email: _____

Emergency contact name and phone number: _____

☐ **Certified SIM Professional Developer and Apprentice Registration Fee: \$325** \$ _____

For registrations postmarked after June 11, 2017, add \$25 late fee. \$ _____

☐ **Strateworks Renewal (optional): \$50** \$ _____

Total enclosed: \$ _____

☐ **Check** (made payable to KUCRL) _____

☐ **Credit card** (Visa or MasterCard) # _____

Expiration date: _____ 3-digit security code (req.) _____

☐ Personal card OR ☐ Name of institution: _____

Billing address (req.): _____

Authorization signature: _____ Phone: _____

Email for paid credit-card receipt: _____

☐ **P.O. #** _____ Name of institution issuing P.O.: _____

Video Release: KUCRL will videotape this conference for use in future educational and publicity products. By attending, you consent to our use of any video in which you may appear.

Events and Materials: With your paid registration, you also receive professional development materials distributed during the conference, refreshments during breaks and admission to the Social.

Cancellation Policy: If you cannot attend the conference, you must **notify KUCRL by July 1, 2017** to receive a full refund of your registration fee, minus \$25 processing fee. We will be unable to issue refunds after July 1, 2017.

Return Completed registration to:

KUCRL, Joseph R. Pearson Hall
1122 West Campus Rd., 7th Floor
Lawrence, KS 66045

Fax: 785.864.5728 **Email:** orderkucrl@ku.edu

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KUCRL Learning Conference Registration Form

July 12-14 (Wednesday-Friday), 2017
The Oread Hotel, Lawrence, KS
Non-member pricing

Participant Name: _____

School/District/Workplace: _____

Address: _____

City: _____ State/Province: _____ ZIP: _____

Phone (main): _____ (other): _____

Email address to be used for communication about this conference: _____

AMOUNT ENCLOSED:

___ Full Conference (Early Bird, before June 11)	\$400	\$ _____
___ Full Conference (Normal Pricing, after June 11)	\$425	\$ _____
___ Student - Full Conference	\$150	\$ _____
___ Single Day Pricing - ___ Wed, July 12 or ___ Th, July 13	\$175	\$ _____
___ Single Day Student Pricing - ___ Wed, July 12 or ___ Th, July 13	\$175	\$ _____
___ Keynote Pricing (to attend ONLY a keynote, not the conference)	\$100	\$ _____
___ Yong Zhao - AM Wed, July 12	___ Don Deshler - PM Wed, July 12	
___ John Hattie - PM Th, July 13	___ Jim Knight - AM Fri, July 14	
Total (U.S. funds)		\$ _____

PAYMENT INFORMATION

___ **Check** (made payable to KUCRL)

___ **Credit card** number (Visa or MasterCard): _____

Expiration date: _____ 3-digit security code (req.): _____

___ Personal card OR ___ Name of institution: _____

Billing address (req.): _____

_____ Authorization signature: _____

Phone: _____ Email for paid credit card receipt: _____

___ **P.O. #**: _____ Name of institution issuing P.O.: _____

*Mail or fax completed form and your payment to
KUCRL, Joseph R. Pearson Hall, 1122 West Campus Rd.
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SIM CALENDAR

June 12-16, 2017

Potential Professional Developer Institutes
Austin, TX

June 21-22, 2017

Northeast SIM Update Conference
Elkton, MD

June 26-30, 2017

Potential Professional Developer Institute -
Content Enhancement
Charlottesville, VA

July 11-14, 2017

KUCRL Learning Conference
Lawrence, KS

November 2-3, 2017

SIM x Southwest Update Conference
Austin, TX

June 20-21, 2018

Northeast SIM Update Conference
Glastonbury, CT

For a complete list of SIM events, including those not coordinated by KUCRL, visit SIM.KUCRL.ORG/CLASSES LIST YOUR OPEN SESSIONS ON THE SIM CALENDAR: We are contacted by hundreds of educators each year who have heard about SIM or CLC and are looking for opportunities to learn more. Email information about your open sessions to monatipton@ku.edu to be included in the online SIM Events Calendar.

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