

*Searching, Solving, Soaring . . .*

**THE STRATEGIC INSTRUCTION  
MODEL**



**THE  
PARAGRAPH  
WRITING  
STRATEGY**

**Professional  
Developer's  
Guide**



The University Of Kansas  
Center For Research On Learning  
Lawrence, Kansas 66045

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All rights reserved. The owner of this notebook is granted permission to copy only those pages specified for the purpose of training others in the principles of Strategic instruction. With this exception, no part of this book may be kept in an information storage or retrieval system, transmitted or reproduced in any form or by any means without prior written permission of the copyright holder.

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# ASSEMBLING YOUR SIM TRAINING LIBRARY NOTEBOOK

## Directions

1. Check to see if you have the following **components**:

**\*3 ring notebook**

**\*A packet that contains the following pieces:**

**Notebook title spine**  
**Notebook title cover**  
**Notebook title insert page**  
**Overhead copy tool**  
**Set of section title dividers**

**\*A packet that contains the SIM Training Library content pages**

2. Insert the **notebook title spine** into the plastic cover on the side of your notebook.
3. Insert the **notebook title cover** into the plastic cover on the front of your notebook.
4. Insert the **overhead copy tool** inside the front cover of your notebook.
5. Insert the **notebook title insert page** and the **set of section dividers** into your notebook.  
You are now ready to assemble the content pages into the appropriate sections of your notebook.
6. Insert the **SIM Training Library content pages** behind the appropriate section divider.

**Note:** At the end of each section of content pages there is a separate page that tells you where to insert the next section divider.

## ACKNOWLEDGMENTS

The SIM Training Library which includes The Paragraph Writing Strategy: Training Guide represents the work of many individuals and groups. Strategic Instruction Model Trainers, both inservice and preservice trainers, associated with the University of Kansas Center for Research on Learning, Institute for Research in Learning Disabilities have shared specific products as well as their thoughts and experiences related to implementation and training related to the Model with us. We are very appreciative of all their efforts and their contributions. Their work and stimulation have contributed greatly to the development of the SIM Training Library.

Throughout the SIM Training Library, the efforts of and feedback from many teachers who have implemented the Strategic Instruction Model are represented. We thank them for their contributions to all of our work. Continually, we learn more and more about the Model and efforts necessary for teachers to learn about and to implement strategic-based programs from the teachers in the field. The SIM Training Library is designed as a resource for those individuals who are assisting teachers in these efforts.

In addition, the staff at the KU-IRLD deserves recognition; everyone has contributed in some way. Some individuals prepared documents, conceptualizing them, putting them on disk, editing, etc., while others waited patiently while notebook documents monopolized the printer, punched holes, collated, or moved boxes of notebooks; no one was spared! For everyone's efforts, we thank you very much.

Four members of the KU-IRLD staff deserve special mention. The SIM Training Library would not exist without their efforts. Joyce Rademacher was responsible for collecting all other documents, developing the format, and leading the efforts to prepare all the parts of the notebooks. Peggy Showalter and Eleanor Womack-Nelson spent many, many hours working on the notebooks, entering text and forms, searching files for documents, and editing and editing and editing. We thank them for everything which they did to make the SIM Training Library a reality.

Although many have contributed to the SIM Training Library, any errors which remain are solely ours.

The University of Kansas  
Center for Research on Learning  
Institute for Research in Learning Disabilities

# THE PARAGRAPH WRITING STRATEGY NOTEBOOK

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# The Strategic Instruction Model Training Library

The Strategic Instruction Model (SIM) Training Library has been designed to assist and prepare individuals involved in providing information and skills to others toward the successful application of the strategic instructional approach and the Strategy Model. The SIM Training Library includes media, written materials, and other resources for organizing, delivering, monitoring, and evaluating both training and implementation activities related to strategic instruction. The SIM Training Library is available to qualified preservice and inservice SIM trainers and individuals who are preparing to be SIM trainers.

While all the information needed to help an individual understand the nature of strategic teaching may not be included in the SIM Training Library, the sections of this notebook have been organized to help you cover many of the components that are critical. The notebooks have been designed to allow you to add sections. Please feel free to expand on these sections as your experience teaches you about how the understanding process unfolds for individuals across different settings and conditions; the diversity across instructional settings is great, and each trainer must rely on his or her judgment to remove or expand upon the information that has been provided. We anticipate frequent revision in the SIM Training Library as components are added, revised, or removed. Trainers will be kept informed about how to update the SIM Training Library.

## Components of the SIM Training Library

### Trainer's Notebooks Related to the General Components of SIM

- Planning for a Strategic Environment
- Implementing a Strategic Curriculum
- Ensuring Strategic Instruction

### Trainer's Notebooks Related to Training Issues

- Strategic Instruction: Preservice Training Issues
- Strategic Instruction: Inservice Training Issues

### Trainer's Notebooks and/or Guides Related to Training in Specific Strategic and Routines

#### *Training packages associated with Content Enhancement Curriculum*

- Clarifying Routine: Training Guide
- Concept Anchoring Routine: Training Guide
- Concept Comparison Routine: Training Guide
- Concept Mastery Routine: Training Guide
- Content Enhancement Overview: Training Guide
- Lesson Organizer Routine: Training Guide
- Survey Routine: Training Guide
- Unit Organizer Routine: Training Guide
- Quality Assignment Routine: Training Guide

#### *Training packages associated with the Learning Strategy Curriculum*

- Assignment Completion Strategy: Training Guide
- Collaborative Problem Strategy: Training Guide
- Error Monitoring Strategy: Training Guide
- FIRST-Letter Mnemonic Strategy: Training Guide
- LINC's Strategy: Training Guide
- Paired Associates Strategy: Training Guide
- Paragraph Writing Strategy: Notebook
- Paraphrasing Strategy: Notebook
- Progress Program Strategy: Training Guide

*Training packages associated with the Learning Strategy Curriculum (Continued)*

- Self-Advocacy Strategy: Training Guide
- Self-Questioning Strategy: Training Guide
- Sentence Writing Strategy: Training Guide
- Slant Strategy: Training Guide
- Strategic Math: Add. & Sub. Facts 10-18: Training Guide
- Strategic Math: Add. & Sub. 0-9; Multi. 0-81: Training Guide
- Strategic Math: Division Facts 0-81: Place Value: Training Guide
- Surface Counseling: Training Guide
- Test Taking Strategy: Training Guide
- Visual Imagery Strategy: Training Guide
- Word Identification Strategy: Training Guide

*Training Packages Associated with the Social Skills Strategies Curriculum*

- SCORE Skills: Social Skills for Cooperative Groups: Training Guide
- Social Skills for Daily Living: Training Guide
- Teamwork Strategy: Training Guide

**Videotapes**

- Enhancing Strategic Instruction: Critical Teaching Behavior
- Keys to Success in Learning Strategy Instruction (from EDGE)
- Making a Difference: From Those Who Know
- Modeling the FIRST-Letter Mnemonic Strategy: Understanding the Heart of Strategy Instruction
- Modeling the Sentence Writing Strategy: Understanding the Heart of Strategy Instruction
- Teaching Younger Students to Master Learning Strategies



## PROVIDING TRAINING TO PROMOTE THE IMPLEMENTATION OF THE PARAGRAPH WRITING STRATEGY

This notebook will provide you with information that you need to plan for and conduct a training session related to training others to implement *The Paragraph Writing Strategy* with students. *The Paragraph Writing Strategy*, one of many task-specific strategies that has been designed to address the needs of low-achieving students, is part of the Learning Strategies Curriculum that has been developed by the University of Kansas Institute for Research in Learning Disabilities.

As a qualified trainer you now have the background necessary to train others in this model and the responsibility for ensuring effective and efficient implementation of strategic instruction.

***The Paragraph Writing Strategy Instructor's Manual* is included in the back of this notebook.** It is important to take the time to read and become proficient in what is contained in the manual. If you have not taught the *The Paragraph Writing Strategy* to a student, providing direct instruction in the *The Paragraph Writing Strategy* with a student will enhance your effectiveness as a trainer.

Each section in this notebook contains specific guidelines that will help you organize delivery of an effective and efficient training session.

The **Introduction** section presents an overview of planning procedures related to goals, resources, and issues concerning training in *The Paragraph Writing Strategy*. The time you put into preparation and planning will pay off in terms of the quality of learning that will occur during each session.

In the **Evaluating Implementation** section you will find the necessary forms for determining trainee mastery of *The Paragraph Writing Strategy*. These forms can be used to provide specific feedback to trainees as well as help you to set goals for future training sessions.

The **Research** section includes references and data related to some of the validation efforts associated with *The Paragraph Writing Strategy*. All the research data that exists on the strategy may not be provided. However, enough information has been provided for you to describe the results of the research.

\*The **Training Sequence** section contains sets of overhead transparency masters that may facilitate your presentation. The first set is a working copy to mark on; the second set is for duplicating. Use these in conjunction with the information presented in *The Paragraph Writing Strategy Instructor's Manual* to train others.

\*Also included in this notebook is a section which includes Activities and Session Handouts. The first set of handouts is a working copy for you to mark on; the second set, which is contained in the section pocket folders, is for duplicating. Use these handouts as needed when conducting training activities.

The materials included should provide you with important information that you can use to help you provide training to others on implementing *The Paragraph Writing Strategy*. As you develop your presentation and training plans, utilize your own experiences and training style, adding to or adapting as necessary to personalize the training and make it an exciting learning experience. Make it work for and it will work for others.

**NOTE: This ends the Preface section.**

**REPLACE this page with the first section divider entitled Introduction.**

**INSERT the section content pages for INTRODUCTION.**

# **THE PARAGRAPH WRITING STRATEGY**

## **INTRODUCTION**

SIM Trainers may reproduce pages in this section for use in training sessions related to the Strategic Instruction Model.



# The Strategic Instruction Model

*Searching, Solving, Soaring. . . .*

## AN INTRODUCTION TO STRATEGY TRAINING: GUIDELINES FOR TRAINING

As a trainer there are several things to consider as you plan for and conduct strategy training. The purpose of this section is to provide you with the necessary information with which to begin. As a qualified trainer you now have a unique opportunity to use the information you have learned about the Strategic Instruction Model in training others. It is critical to first develop a plan of action. Think of the information in this notebook as a road map. Each time you train, your destination or outcome goal, may be slightly different. No matter what strategy you decide to train, effective planning and mapping of the session is the first step.

Training resources in this section included:

- Training a Specific Strategy: Goals and Guidelines. Information about goals, teaching resources, suggested learning activities, and potential assignments are listed.
  - Generic Strategy Session: An Outline. Key points to include in a training session are listed as well as the minimum and maximum time needed to cover each point.
  - Training a Specific Strategy: Frequently-Asked Questions and Comments. This is a list of general comments and questions that may need to be addressed in a training session. Thinking about how you may respond to these questions beforehand is helpful.
- Critical Training Behaviors for Strategic Instruction Model Training. This is a list of general training behaviors that a trainer could use for self evaluation or as a checklist for an observer to use when giving feedback to a trainer.
  - Mastery of New Approaches. This chart shows the range of teaching techniques necessary in training to achieve specific levels of impact.

## **Goals and Guidelines for the Presentation of A Learning Strategy Instruction**

**The trainee will understand:**

**GOAL 1: the purpose of and desired outcomes related to instruction in a specific learning strategy.**

- Objective 1.1: the types of setting demands that the learning strategy is designed to meet.
- Objective 1.2: the purpose of the learning strategy.
- Objective 1.3: the steps of the learning strategy.
- Objective 1.4: rationales behind the steps of the learning strategy.
- Objective 1.5: the relationship between this learning strategy and other learning strategies.
- Objective 1.6: the benefits that can be expected when the learning strategy is applied to demands.

**GOAL 2: the concepts that are taught in the learning strategy.**

- Objective 2.1: the mnemonic device that is used to assist students in learning the strategy.
- Objective 2.2: how the key words of each step in the mnemonic device correspond to specific cognitive steps.
- Objective 2.3: how the steps in the mnemonic device trigger a variety of cognitive and behavioral activities that are to be performed with each step.
- Objective 2.4: how performance of the strategy is applied to improve performance on associated tasks.

**GOAL 3: the procedures for teaching the learning strategy in an educational setting through generalization.**

- Objective 3.1: how to pretest and obtain a student's commitment to learn the strategy.
- Objective 3.2: how to assist students in setting goals and will describe the learning strategy to students.
- Objective 3.3: how to model the learning strategy for students.
- Objective 3.4: how to promote memorization of the steps of the learning strategy through verbal rehearsal.
- Objective 3.5: how to engage students in controlled practice of the learning strategy and provide corrective feedback.
- Objective 3.6: how to engage students in advanced and grade appropriate practice of the learning strategy.
- Objective 3.7: how to posttest and gain a commitment from the student to generalize the newly learned strategy to other settings.
- Objective 3.8: how to promote generalization of the learning strategy to additional settings.

**GOAL 4: and demonstrate the procedures for scoring and evaluating student performance in the learning strategy.**

- Objective 4.1: and demonstrate how to reliably score student products in order to monitor progress.
- Objective 4.2: and demonstrate how to evaluate student scores and make decisions about appropriate follow-up activities.
- Objective 4.3: and demonstrate how to translate evaluation data into corrective feedback to students.

**GOAL 5: the types of appropriate materials, resources, and follow-up activities that are recommended for use with the learning strategy.**

- Objective 5.1: the characteristics of materials appropriate for use with the learning strategy.
- Objective 5.2: the types of commercially available materials that might be used during instruction in the learning strategy.
- Objective 5.3: types of activities and materials that a teacher might develop and infuse at various instructional points in the acquisition of the learning strategy.

## GENERIC STRATEGY SESSION

The total length of a strategy training session is dependent upon the strategy, the status of training (i.e., how many strategies have been trained), and the status of implementation within the group of trainees.

### Overview of the Strategy (minimum: 10 min.; maximum: 20 min.)

- Related setting demands
- Purpose of the strategy
- Summary of the steps or contents
- Strategic aspects of the strategy
- Rationale behind the steps
- How it fits into the rest of the curriculum
- Results that have been achieved

### Materials and Organization (minimum: 15 min.; max.: 45 min.)

- Instructor's Manual
  - describe contents
- Student Folders
  - describe purpose
  - describe how to set them up
- Other materials needed
- Classroom organization
  - emphasize student independence and intensity of instruction

### Step-by-Step Strategy Run Through (minimum: 2 hrs.; max.: 4 hrs.)

- Selecting students
- Describe each step
- Model teacher behaviors
- Discuss potential problems
- Role play practice of Describe or Model Step

### Scoring and Record Keeping Practice (minimum: 45 min.; max.: 2 hrs.)

- Talk through the Scoring Instructions and Examples
- Provide live model of scoring
- Score one together through discussion
- Teachers score independently; then discuss
- Feedback Practice
- Graphing and Charting

### Incorporation into IEP's (minimum: 5 min.; max.: 15 min.)

### Implementation and Goal Setting (min.: 30 min.; max.: 1 hr.)

- Preparation and Goal Setting for Individual Implementation
- Planning for Peer Coaching and Support Team Meetings

## Training A Specific Strategy: Suggested Resources, Activities, and Assignments

### Teaching Resources

For each published learning strategy in the Learning Strategies Curriculum there is a manual and a set of training materials. The set of training materials includes a list of overhead transparency masters, a set of suggested participant handouts, scoring practice suggestions and materials, and suggested training activities. Each trainee should have his or her own instructor's manual. It will probably take approximately 2-3 hours to present the information in most of the training packages. However, strategies with multiple parts (e.g., the Sentence Writing Strategy) may take longer. This time estimate includes the use of all the overheads provided and allows for a moderate degree of discussion and questioning. This time estimate does not include the use of additional learning activities, media, or take into consideration the possibility of lengthy discussions. Media for each learning strategy is currently being developed and will be made available to trainers.

### Suggested Learning Activities

1. Sometimes it is very effective to break the training into several sessions. For example, in the first class period you can present the purpose and nature of the strategy, discuss the strategy components, and present the procedures for pretesting. The trainees can then be assigned to implement the pretest step with at least one student and bring back the scored product(s) to class to discuss during the next class session. During the next class session, the part of the manual that focuses on the acquisition steps can then be presented and discussed. For the next few weeks, the first 30 minutes of class can focus on implementation progress reports and problem solving. As trainees approach the generalization step, the generalization procedures can then be presented and discussed.
2. The introduction of the strategy manual can serve as an excellent cooperative learning activity. First, the presenter should provide a brief overview of what the introduction is about and present some of the learning objectives to the group. Second, the trainees are divided into learning teams with 4 trainees on a team. Each learning team is responsible for learning all the introductory information in the manual. In order to do this cooperatively, the presenter divides the introductory material into 4 roughly equal sections: (a) *What are learning strategies*; (b) *How to teach the \_\_\_\_\_ strategy*; (c) *Other Instructional Issues*; and (d) *Managing instruction*. Each person on the team is assigned to read one of the sections and learn the content in a 15 minute period. At the end of the 15 minute period, all the trainees from across the teams who read section 1 are grouped, all the trainees who read section 2 are grouped, all the trainees who read section 3 are grouped, and all the trainees who read section 4 are grouped. The presenter explains that each group is an "expert" group on the studied information from the introduction and that each group should discuss the assigned section for 15 minutes and prepare to return to their original "learning teams" to teach the content. After working as part of the "expert group," the participant returns to the learning team and has 5 minutes to train the rest of the members of his or her "learning team" on his or her section.

### Potential Assignments

1. The first time a strategy is taught, it is best to assign the trainee the task of implementing the strategy *exactly* as it is outlined and specified in the manual. This includes the description of how to set up student folders, use of materials, etc. This encourages the trainee to read the manual thoroughly. It also prevents miscommunication of what needs to be turned in, implemented, etc.
2. The best implementation efforts appear to emerge when trainees digest the manuals thoroughly. As an assignment, request that trainees mark up their manual with cues for teaching, notes, additional examples, etc. The trainee may be asked to submit a notebook that outlines additional activities. Many teachers tab their book, tear off the binding, punch holes in the pages and insert them into a notebook. Worksheets and other materials can be color coded with the manual for easy reference. Additional and creative teaching ideas are then inserted where appropriate. The idea is to get the teacher actively and creatively involved in strategy instruction.

## **TRAINING A STRATEGY: FREQUENTLY-ASKED QUESTIONS AND COMMENTS**

The questions and comments included on this list are those commonly encountered by SIM trainers. The questions have been divided into general questions (which do not relate specifically to any individual strategy but might come at any time) and questions specific to individual strategies.

### **General Comments and Questions**

1. There's no way I can get some of my kids to say they want to learn something (in reference to obtaining commitment). Can I leave the commitment part out?
2. My kids will never be able to memorize these steps. Can I leave out the Verbal Rehearsal step? I can just keep the steps written on the chalkboard for them to refer to.
3. Why is the mastery criterion only 80% on Step 5? My students need a lot more practice. I think I should keep them practicing until they get 90% (or 100%).
4. Is there any way to cut down on all this paperwork? I don't see how I can possibly keep up with all these Progress Charts.

## **TRAINING THE PARAGRAPH WRITING STRATEGY: FREQUENTLY-ASKED QUESTIONS AND COMMENTS**

The questions and comments included on this list are those commonly encountered by SIM trainers. These questions are specific to the Paragraph Writing Strategy.

### **PARAGRAPH WRITING: COMMENTS AND QUESTIONS**

1. This seems like a laborious process (doing all this for each paragraph). Don't the kids hate it? I'd hate it.
2. Is there any way to cut down on all this paperwork? I don't see how I can possibly keep up with all these Progress Charts.
3. How can I teach this to a class of 25 kids?
4. This isn't the way I write. How can I expect my students to learn to write like this?
5. This is too long. There's no way I can spend this much time teaching my students how to write paragraphs; they need to know how to write themes and essays.



## STRATEGIC INSTRUCTION MODEL TRAINING CRITICAL TRAINING BEHAVIORS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC \_\_\_\_\_

	Obs.	Comments
<b>I. General Training Behaviors</b>  <b>A. Used advance organizers</b> *gained participants' attention *reviews previous sessions *explains the learning goal *linked goal with past learning *linked goal with new learning *explained activity		
<b>B. Maintained lively pace</b> *used enthusiasm and humor *maintained a high energy level *integrated media and/or presenters appropriately *avoided digressions *used adult learning techniques, as appropriate		
<b>C. Kept participants actively involved</b> *regularly checked for understanding asked sufficient number of questions *eliminated off-task distractions *asked for participant input *involved participants in problem solving		
<b>D. Presented content</b> *explanations were accurate *explanations were thorough *explanations were clear *gave examples *gave clear directions for activities		

Key to observation code:     1 = well done;     2 = good job;     3 = let's talk about this

## STRATEGIC INSTRUCTION MODEL TRAINING CRITICAL TRAINING BEHAVIORS

	Obs.	Comments
<p><b>I. General Training Behaviors (cont)</b></p> <p><b>E. Provided feedback</b>            *asked group to respond with feedback when appropriate            *used specific positive feedback            *used specific corrective feedback            *modeled/retaught as necessary</p>		
<p><b>F. Responded to question</b>            *asked group to respond with feedback when appropriate            *sought answers form group            *answered questions fully            *allowed ample time for questions            *appropriately ended question activity (time, manner)            *accepted questions/other points of view            *was understanding of questions and problems</p>		
<p><b>G. Established formative evaluation procedures</b>            *requested participants' needs at beginning/during/end            *responded to needs</p>		
<p><b>H. Used post organizer</b>            *provided/sought summation and progress to date            *explained next steps</p>		
<p><b>I. Established summative evaluation procedures</b></p>		

Key to observation code:      1 = well done;      2 = good job;      3 = let's talk about this

## STRATEGIC INSTRUCTION MODEL TRAINING CRITICAL TRAINING BEHAVIORS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC \_\_\_\_\_

	Obs.	Comments
<b>II. Overview Session</b>  <b>A. Gave advance organizer</b> *explained learning goal		
<b>B. Defined learning strategies</b>		
<b>C. Gave rationales, purposes, and goals of Strategic Instruction Model</b>		
<b>D. Described SIM and components</b>		
<b>E. Explained expected benefits and results</b>		
<b>F. Gave post organizer</b> *provided/sought summation and progress to date *explained next steps		

Key to observation code:      1 = well done;      2 = good job;      3 = let's talk about this

# STRATEGIC INSTRUCTION MODEL TRAINING CRITICAL TRAINING BEHAVIORS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC \_\_\_\_\_

	Obs.	Comments
<b>III. Instructional Methodology</b>  <b>A.</b> Gave advance organizer *explained learning goal		
<b>B.</b> Explained purpose of using a specific instructional methodology		
<b>C.</b> Described each step *purpose *Teacher/student behaviors *rationales *modeled teacher behaviors, as needed *used examples		
<b>D.</b> Integrated media appropriately *used questions to guide/discuss viewing		
<b>E.</b> Gave post organizer *provided/sought summation and progress to date *explained next step		

Key to observation code:      1 = well done;      2 = good job;      3 = let's talk about this

## STRATEGIC INSTRUCTION MODEL TRAINING CRITICAL TRAINING BEHAVIORS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC \_\_\_\_\_

	Obs.	Comments
<p><b>IV. Specific Strategy Session</b></p> <p><b>A.</b> Gave advance organizer *explained learning goal</p>		
<p><b>B.</b> Described the strategy *definition *purpose, rationales *example situations *strategic aspects of strategy</p>		
<p><b>C.</b> Described prerequisite behaviors/skills, eligible students</p>		
<p><b>D.</b> Describe management procedures *organization of manual *needed materials *record keeping procedures *Student folders *equipment needs</p>		

Key to observation code:      1 = well done;      2 = good job;      3 = let's talk about this

## STRATEGIC INSTRUCTION MODEL TRAINING CRITICAL TRAINING BEHAVIORS

	Obs.	Comments
<p><b>IV. Specific Strategy Session (cont)</b></p> <p><b>E. Described each Acquisition and Generalization Step</b>            *for each step, commented on (as necessary)</p> <ul style="list-style-type: none"> <li>-goal</li> <li>-materials needed</li> <li>-teacher preparation</li> <li>-estimated time</li> <li>-procedures</li> <li>-mastery criterion</li> <li>-where to go</li> <li>-problems frequently encountered</li> </ul> <p>*provided accurate information            *described and modeled            *gave examples from own and others' experiences            modifications, if presented, maintained integrity of strategy</p>		

Key to observation code:      1 = well done;      2 = good job;      3 = let's talk about this

## STRATEGIC INSTRUCTION MODEL TRAINING CRITICAL TRAINING BEHAVIORS

	Obs.	Comments
<p><b>IV. Specific Strategy Session (cont)</b></p> <p><b>F. Described and provided practice in scoring/evaluation</b>            *demonstrated familiarity with Evaluation Guidelines and procedures            *accurately modeled scoring process            *accurately modeled calculation of score            *provided practice with student products            *circulated to monitor practice            *provided specific positive and corrective feedback            *sought group input/consensus            *provided practice in giving feedback on student performance</p>		
<p><b>G. Detailed records/data to be collected</b>            *clearly explained what records/data to be maintained            *provided rationale for maintaining            *demonstrated how to maintain            *provided appropriate feedback on records/data</p>		
<p><b>H. Provided practice</b>            *on Describe or Model Step            *monitored practice            *provided specific positive &amp; corrective feedback to individuals/group            *modeled steps as needed</p>		
<p><b>I. Gave post organizer</b>            *provided/sought summation and progress to date            *explained next steps</p>		

Key to observation code:      1 = well done;      2 = good job;      3 = let's talk about this

# STRATEGIC INSTRUCTION MODEL TRAINING CRITICAL TRAINING BEHAVIORS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC \_\_\_\_\_

	Obs.	Comments
<b>V. Follow-up Session</b>		
<b>A. Gave advance organizer</b> *explained goal		
<b>B. Generated discussion regarding implementation</b> *used questions to stimulate discussion of successes and challenges *accepted all concerns as legitimate *gave positive feedback *gave corrective feedback *asked for individual's solutions to challenge faced *provided opportunities for all concerns to be addressed *summarized/categorized concerns		
<b>C. Involved group in problem solving</b> *asked for ideas *asked group/individual to evaluate ideas for own situation *asked group/individual to prioritize/select ideas *checked potential solutions with person stating concern *in subsequent sessions, checked effectiveness of solutions previously generated and implemented		
<b>D. Used varied grouping techniques as appropriate</b>		
<b>E. Gave post organizer</b> *provided/sought summation and progress to date *set next meeting date/time/place		

Key to observation code:      1 = well done;      2 = good job;      3 = let's talk about this



# Mastery of New Approaches

## Techniques

Levels of Impact	Techniques					
	Presentation/ Description	Modeling/ Demonstration	Practice (simulation/ actual setting)	Structure	Feedback Open-Ended	Coaching for Application
Awareness	X	X			X	
Concepts & Organized Knowledge	X	X	X	X		
Principles & Skills			X	X	X	
Application & Problem Solving						X

(Joyce & Showers, 1980)

**NOTE: This ends the INTRODUCTION section.**

**REPLACE this page with the first section divider entitled Evaluating Implementation.**

**INSERT the section content pages for Evaluating Implementation.**



**THE PARAGRAPH  
WRITING STRATEGY**

**EVALUATING  
IMPLEMENTATION**

SIM Trainers may reproduce pages in this section for use in training sessions related to the Strategic Instruction Model.



# The Strategic Instruction Model

*Searching, Solving, Soaring. . . .*

## EVALUATING IMPLEMENTATION

Forms and procedures that you can use to evaluate teacher understanding of a strategy and the implementation of the strategy in a classroom setting.

### **Evaluating Knowledge**

**Content Evaluation:** This is a test that can be used to evaluate teachers' understanding of the strategy. It can be used as a study guide, a small group study activity, or as a test. A key is also included.

**Scoring Explanation.** This form may be used to check an individual's understanding of the scoring process involved in a specific strategy.

### **Evaluating Implementation**

**SIM Training Implementation Plan.** The two forms labeled Implementation Plan can be filled out by the teacher or teacher trainee for the purpose of reporting to the trainer how he or she will implement the strategy. Completion of this form ensures that the teacher trainee is organized and timely in implementing the strategy. The second of the two forms might be used with teachers who will be implementing in their own classrooms; before implementing, they will need to consider what portion of the ongoing instruction should be set aside in order to provide time for strategy instruction (see bottom of form.) Whichever form is used, a copy of the form is kept by both the trainer and the trainee.

**Implementation Reports.** This form is used to facilitate small group implementation discussions once strategy implementation has begun. As trainees begin implementing, it is important for them to discuss progress, problems, and plans related to solving problems and future work that will be done. To use this form, groups of two to four teachers are created. One member of the group is designated as the recorder. The recorder fills in the names of the people in the group in the ovals on the left side of the form. All the members of the group discuss progress first. Second, each member of the group discusses problems encountered in strategy

implementation. Third, the group members discuss plans related to solving problems and making additional progress. The recorder notes comments and submits the form to the trainer as the report from the group. If there are multiple groups, the recorder, or another member of the group, can summarize the group's discussion to the large group before turning in the form.

**Maintaining Records of Strategy Implementation.** This document presents procedures related to how teacher trainees should maintain a log related to strategy implementation

**Reviewing Records of Strategy Implementation.** This document lists and describes various sources that would provide the basis for evaluating strategy implementation. Procedures for examining logs and student folders are included.

**Strategy Implementation Checklist.** This form provides space for noting comments as records of implementation, teacher logs and student folders are examined. It follows closely the questions included in the document. Reviewing Records of Strategy Implementation.

**Strategy Implementation Collaboration.** These two documents, one an explanation of the form and the form itself, may be used when observing an individual who is implementing strategy instruction.

**Teacher Observation and Implementation Evaluation.** This is a general evaluation form to complete when observing teachers or teacher trainees who are implementing one or more strategies.

**Implementing Strategic Instruction: Critical Teaching Behaviors.** This is an observation form that can be used to observe a trainee teaching a strategy to a group of students. Observation guidelines for the *Describe* and the *Modeling* stages of strategic instruction are included in addition to observation guidelines related to general teaching behaviors.



**THE PARAGRAPH  
WRITING STRATEGY**

**Knowledge  
Evaluation**



2. How does the Paragraph Writing Strategy help students to become strategic learners?


3. Where does the Paragraph Writing Strategy fit in the Strategic Instruction Model?


4. For which setting demands would the Paragraph Writing Strategy be most appropriate?


5. What kind of data support instructing students in the Paragraph Writing Strategy?


6. What are the criteria for selecting students to learn the Paragraph Writing Strategy?


7. What is involved in the Controlled Practice Stage of Topic Sentences of Paragraph Writing Strategy?


8. What is involved in the Advanced Practice Stage of whole paragraphs of the Paragraph Writing Strategy?


9. Briefly describe modifications an instructor might use for students that are younger or with lower ability levels than those recommended in the manual.


10. List and briefly describe the measures for evaluation in the Paragraph Writing Strategy Pretest.




11. What is the student's task during the Adaptation Phase of Paragraph Writing Strategy Generalization?


12. What skills should be pulled out of the Paragraph Writing Strategy and included in prerequisite skill training? Why should this be done?


13. Should the Paragraph Writing Strategy be taught as a writing strategy or as problem-solving strategy? Explain your answer.


**Content Evaluation Key**  
**The Paragraph Writing Strategy**  
 Learning Strategies Curriculum  
 University of Kansas  
 Institute for Research in Learning Disabilities

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor: \_\_\_\_\_ Institution: \_\_\_\_\_

1. List and briefly EXPLAIN the steps of the Paragraph Writing Strategy:

<b>Step 1: Set up diagram</b>
<i>Decisions about what will be written are made, and information is recorded on the Paragraph Diagram. Decisions are made about the topic, the details to be included, the way in which the details will be sequenced, the order of the details, the transitions to be included, the point of view, and the tense.</i>
<b>Step 2: Create the title.</b>
<i>A good title is identified for the paragraph and written as the teacher indicates; generally, the title is written on the first or second line of the paper and centered with all words containing three or more letters capitalized.</i>
<b>Step 3: Reveal the topic.</b>
<i>A topic sentence is written using the PENS steps. The first word should be indented.</i>
<b>Step 4: Iron our the details.</b>
<i>At least four detail sentences are written using lead-off sentences and follow-up sentences as needed. A variety of sentence types (simple, compound, complex, compound-complex) should be used. Sentences should use appropriate transitions and be of the appropriate point of view and tense.</i>
<b>Step 5. Bind it together with a clincher.</b>
<i>The final sentence which brings closure to the paragraph is written. The sentence should be a different type of sentence than the topic sentence. Appropriate point of view and tense should be used.</i>
<b>Step 6. Edit your work.</b>
<i>After the paragraph is written, it is reread and checked to make sure that a topic sentence, at least four detail sentences, and a clincher sentence are included, that all sentences are written from the same point of view and tense, that a variety of sentences are included, and that a transition is used each time a new detail is introduced</i>

2. How does the Paragraph Writing Strategy help students to become strategic learners?

<i>Students are actively involved in planning what to write prior to beginning to write a paragraph. Students follow a process which requires that they plan for critical elements of paragraph construction, such as sequence, point of view, tense, transitions, etc. The writing process is broken into identifiable steps for students rather than seeming to be a undefined process.</i>

3. Where does the Paragraph Writing Strategy fit in the Strategic Instruction Model?

<i>Paragraph Writing is a learning strategy contained in the Expression and Demonstration of competence strand of the curriculum component of the Strategic Instruction Model.</i>

4. For which setting demands would the Paragraph Writing Strategy be most appropriate?

<i>This strategy is appropriate for setting demands that require students to convey information in written form using whole paragraphs, e.g., class assignments, essays, essay questions on tests.</i>

5. What kind of data support instructing students in the Paragraph Writing Strategy?

<i>Student products show that paragraphs written after learning this strategy have: (a) interesting titles, (b) transition words to provide a flow of ideas presented, (c) an introduction (topic sentence) to the information covered in the paragraph, (d) a conclusion (clincher sentence) which sums up the paragraph, (e) related detail sentences, (f) consistent point of view and tense, and (g) a logical sequence of ideas.</i>

6. What are the criteria for selecting students to learn the Paragraph Writing Strategy?

<i>Students should be able to write complete sentences and a variety of sentences. The Paragraph Writing Strategy has been designed for students in the middle grades (6-8) through postsecondary education.</i>

7. What is involved in the Controlled Practice Stage of Topic Sentences of Paragraph Writing Strategy?

<i>First, the teacher reviews Topic Sentences and the new "PENS" steps with students.</i>
<i>Second, the teacher provides an advance organizer for the Practice attempt. Third, in the</i>
<i>practice attempts, students: (a) identify topic sentences in paragraphs; (b) identify the type</i>
<i>of topic sentence (general, clueing, specific); and (c) practice writing the three types of</i>
<i>topic sentences when given the topic, the details to be covered, and the type of topic</i>
<i>sentence to write. Fourth, the teacher evaluates each practice attempt, determines</i>
<i>whether or not students have meet mastery, and provides feedback to individual</i>
<i>students.</i>

8. What is involved in the Advanced Practice Stage of whole paragraphs of the Paragraph Writing Strategy?

<i>First, the teacher reviews the SCRIBE steps with the students. Second, the teacher</i>
<i>provides an advance organizer for the practice attempt. Third, the teacher gives</i>
<i>instruction</i>
<i>for each type of paragraph (e.g., Narrative, Step-by-Step, etc.), and students practice</i>
<i>writing that type of paragraph before attempting the next type. Fourth, the teacher</i>
<i>evaluates each practice attempt, determines whether or not students have met mastery,</i>
<i>and provides feedback to individual students.</i>

9. Briefly describe modifications an instructor might use for students that are younger or with lower ability levels that those recommended in the manual.

<i>1. Teachers might teach Parts 1-3 as directed and then teach only one or two types of</i>
<i>whole paragraphs which are frequently required of younger students.</i>
<i>2. Teachers might alter the reading level of the Student Lessons.</i>
<i>3. Teachers may have students work in pairs to complete student lessons and write</i>
<i>paragraphs.</i>
<i>4. Teachers may teach only one or two types (rather than three types) of topic and</i>
<i>clincher sentences. For example, only general and specific topic and clincher</i>
<i>sentences might be taught to younger students.</i>

10. List and briefly describe the measures for evaluation in the Paragraph Writing Strategy Pretest.

<i>In parts 1-3, students complete lessons which ask them to identify topic</i>
<i>(Part 1), detail (Part 2), sentences in paragraphs; to identify specific types</i>
<i>of topic, detail, and clincher sentences; and to write specific types of topic,</i>
<i>detail, and clincher sentences when given pertinent information. In Part 4,</i>
<i>paragraphs written by the students are evaluated to determine whether:</i>
<i>(a) the sentences meet the requirements for specific types, (b) a consistent</i>
<i>point of view and tense are maintained, (c) the title is interesting, and</i>
<i>(d) a variety of sentences are included. Specific criteria are specified and used.</i>

11. What is the student's task during the Adaptation Phase of Paragraph Writing Strategy Generalization?

<i>During the Adaptation Phase, the students is asked to discuss the cognitive features and the checking function of the Paragraph Writing Strategy and to develop adaptations or modifications which will make the strategy more functional for him or her. The student then practices using the adapted strategy and begins to use this new strategy in other settings.</i>

12. What skills should be pulled out of the Paragraph Writing Strategy and included in prerequisite skill training? Why should this be done?

<i>Prerequisite skills such as writing complete sentences, writing a variety of types of sentences, verb tense, sequencing ideas, and point of view should be taught prior to initiating instruction in this strategy. By teaching these skills prior to beginning the Paragraph Writing Strategy, the strategy can proceed more smoothly and quickly because these previously-learned skills can be integrated into the task of writing a paragraph. If these skills need to be taught as students learn to write a paragraph, the instruction in the Paragraph Writing Strategy and the process of writing a paragraph becomes very laborious.</i>

13. Should the Paragraph Writing Strategy be taught as a writing strategy or as problem-solving strategy? Explain your answer.

<i>The Paragraph Writing Strategy should be taught as both a writing strategy and as a problem-solving strategy. Writing is a problem solving activity. It requires students to communicate ideas to the reader. They need a variety of ways to communicate information. This strategy involves the task of writing as well as of developing a variety of ways to communicate ideas to other persons.</i>

## SCORING EXPLANATION

Name \_\_\_\_\_ Date \_\_\_\_\_

Strategy \_\_\_\_\_ Rater \_\_\_\_\_

Circle the most accurate statement or phrase (for some items, you may circle more than one response), or place an X on the continuum to indicate your rating of each item below. Write specific comments as needed. If a particular component of the scoring process was omitted or was not appropriate for the specific strategy, write "omitted" or "NA" (not appropriate).

\_\_\_\_\_  
Comments

1. The entire scoring process was:
  - a. thoroughly and clearly explained
  - b. generally clearly explained
  - c. not clearly explained
  
2. Scoring explanation was:
  - a. explained accurately
  - b. generally accurate
  - c. somewhat inaccurate
  - d. very inaccurate
  
3. Explanations of specific criteria for acceptable responses were:
  - a. accurate
  - b. generally accurate
  - c. somewhat inaccurate
  - d. very inaccurate
  
4. Modeling of how scoring is conducted was:
  - a. accurate
  - b. generally accurate
  - c. somewhat inaccurate
  - d. very inaccurate
  
5. The "think aloud" aspect of the scoring model was:
  - a. accurate
  - b. generally accurate
  - c. somewhat inaccurate
  - d. very inaccurate
  
6. Examples of specific criteria were:
  - a. explained clearly and accurately
  - b. generally clear and accurate
  - c. somewhat inaccurate and not very clear
  - d. inappropriate
  
7. Scoring of examples was:
  - a. accurate
  - b. generally accurate
  - c. inaccurate

8. Computations were:
  - a. accurate
  - b. generally accurate
  - c. inaccurate
  
9. Feedback about student performance:
  - a. was included and was accurate
  - b. was included and was generally accurate
  - c. was included and was inaccurate
  - d. included accurate positive and corrective feedback
  
10. The student's performance was related to the mastery criterion for that step.
  - a. yes, accurately
  - b. yes, but was inaccurate
  - c. no
  
11. The student's score was plotted on the progress chart.
  - a. yes, accurately
  - b. yes, but was inaccurate
  - c. no
  
12. Problems regarding scoring were:
  - a. anticipated and discussed
  - b. discussed, but the information was inaccurate
  - c. not discussed
  
13. Rate the level of comfort and familiarity with the manual and scoring procedures demonstrated by the potential trainer.
 

uncomfortable                      comfortable

|-----|
  
14. Rate the degree to which positive expectations were communicated that the scoring process could be mastered by the trainee.
 

low    high

|-----|

THE PARAGRAPH WRITING STRATEGY  
EVALUATING IMPLEMENTATION

# Implementation Evaluation



# Implementation Plan

Strategic Instruction Model  
The University of Kansas  
Center for Research on Learning

Name : \_\_\_\_\_ Date: \_\_\_\_\_

Instructor/Trainer: \_\_\_\_\_ Institution/School: \_\_\_\_\_

Strategy to be taught:

Complete the following implementation plan for teaching a strategy.

1. List the first name(s) of the student(s) who will receive instruction. Provide the appropriate descriptive information.

	GRADE	AGE	SKILL LEVELS	INSTRUCTION WILL TAKE PLACE	
				WHERE	WHEN

2. Set goals for your preparation and implementation of each strategy stage. As you complete each stage, record your completion date.

	STAGES								
	PREPARATION	PRE-TEST	DE-SCRIBE	MODEL	VERBAL PRACTICE	CONT. PRAC.	ADV. PRAC.	POSTTEST	GENERALIZATION
		1	2	3	4	5	6	7	8
GOAL DATE:									
DATE COMPLETED									

3. Identify the steps that need to be taken to begin strategy implementation, set a goal date for completion, and record the date of completion as you implement your plan.

**STEPS:**

		Goal Date	Completed
1			
2			
3			
4			
5			
6			

What will I give up in order to implement this strategy? \_\_\_\_\_

# STRATEGIC INSTRUCTION MODEL TRAINING IMPLEMENTATION PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_

School/District \_\_\_\_\_

Complete the following implementation Plan for teaching a learning strategy.

Student(s) \_\_\_\_\_

Age \_\_\_\_\_ Grade Placement \_\_\_\_\_ Strategy to be taught \_\_\_\_\_

Goal Setting Section (Set goal dates for your preparation and implementation of each instructional age.)

	Teacher Prep.	Stages							
		1 Pre	2 Describe	3 Model	4 V.P.	5 Prac.	6 Prac.	7 Post	8 Gen.
Goal Date									
Date Completed									

**Teacher Preparation** (Identify the steps you need to take to begin strategy implementation, and set a goal date for completing that action.)

Steps:	GOAL	COMP.
1. READ THE INSTRUCTOR'S MANUAL		
2.		
3.		
4.		
5.		
6.		
7.		

# Implementation Reports

PROGRESS	PROBELMS	PLANS

NAMES

○ ○ ○ ○

# MAINTAINING RECORDS OF STRATEGY IMPLEMENTATION

## Purpose of Maintaining a Log

A log of strategy implementation is maintained so the teacher can record important aspects of strategy implementation. This permanent record can be reviewed by the teacher and many other educators (e.g., the trainer, a coach, other teachers of strategies) to provide information related to the teacher's experiences during strategy implementation. Without this permanent record, many details of implementation would be forgotten. For the teacher who is implementing strategy instruction, the log can be reviewed prior to teaching a strategy for the second time, and comments in the log may remind the teacher of specific teacher behaviors to repeat or avoid or, even, of behaviors to change or add.

For a potential trainer, a log of strategy implementation will provide valuable information for training sessions with other teachers. Humorous and/or positive student (or teacher) stories will personalize training sessions and add credibility for the trainer while information about specific teacher behaviors not included in the instructor's manuals can be relayed to teachers who are learning the strategy. For a trainer or coach, review of the log may provide explanations for rapid student progress or poor student performance which may be helpful in providing feedback to the teacher implementor or in addressing difficulties encountered in strategy instruction.

For other teachers just learning a strategy, a log may give a perspective on strategy implementation which may be difficult to convey in a training session. They may be alerted to some situations before they occur and, thus, they can plan how to handle them. They may also gain confidence and assurance that the strategy will benefit their students as it benefited students of the teacher who authored the log. In addition, they can also learn that some difficulties are to be expected and that some other teachers have experienced difficulty as they learned to implement the strategies.

## Directions for Maintaining a Log

**General:** Be certain to date each entry and to state which strategy is being implemented.

**Introductory:** Provide information about the students who are receiving strategy instruction (e.g., the number of students receiving strategy instruction, ages and/or grade placement levels of these students, range of ability levels of these students).

**Specific:** Provide comments related to any or all of the following:

- \* time, length of lesson
- \* content covered (Acquisition or Generalization Stage and/or the portion of the stage being covered)
- \* manner in which content was presented (e.g., what teacher behaviors occurred, what type of activity)
- \* your reactions and evaluation
- \* student responses and reactions to materials and activities, the potential use of the strategy, motivational aspects (e.g., goal statements, value of strategy to students, rationales), and methods of instruction (each stage and specific teacher behaviors within each stage)
- \* student performance and progress
- \* comment on teacher behaviors which worked or didn't work, which were easy or awkward to implement, etc.
- \* modifications made in teacher procedures or materials
- \* changes to be made in procedures, materials, or activities when the strategy is implemented again

## REVIEWING RECORDS OF STRATEGY IMPLEMENTATION

Review of a log, student folders, and other records maintained by an individual who is implementing a learning strategy may provide explanations for rapid student progress or poor student performance. This information may be helpful in providing feedback to the implementor or in addressing difficulties encountered in strategy instruction. In addition, the information may assist trainers in revising their training outlines for specific strategy sessions.

### Review of Logs

Look for information which can provide insight related to the following areas of implementation. Provide feedback as appropriate.

1. What connections can be made between the explanations and descriptions of implementation and student progress?
2. Do the descriptions of implementation indicate that the Acquisition and Generalization Stages and the Critical Teaching Behaviors were followed in lesson presentations?
3. What connections can be made between student responses and reactions to instruction and the manner in which the Acquisition and Generalization Procedures and the Critical Teaching Behaviors were implemented?
4. What explanations are given related to why specific teacher behaviors did not work for this teacher implementor or were considered awkward or difficult to use?
5. What connections can be made between continuous or intermittent implementation and progress or lack of progress?
6. If modifications were made in procedures or materials, were these modifications appropriate? Did the modifications maintain the integrity of the strategy?
7. Are changes identified for subsequent implementation of the strategy consistent with the purposes of the strategy and of the Acquisition and Generalization Procedures?
8. What management suggestions can be made to make the teacher's implementation easier, more effective, or more efficient?

### Review of Student Folders

Look for and provide feedback related to the following.

1. Progress in Implementation
  - a. Check the date that implementation was initiated (in relation to previous training). Was the strategy implemented in 5-10 days following training?
  - b. Was implementation continuous or intermittent (e.g., daily, once a week)? Were there long gaps between sessions? What (or are) explanations given for lapses in implementation?

## 2. Student Performance and Progress

- a. Are scores graphed on the Progress Chart (none, some, all; up-to-date)?
- b. Are scores correctly graphed? Check with student products/score sheets if available.
- c. Was the student moved to the next step when mastery was achieved?
- d. Are explanations given in the log for the student's progress?
- e. Do the student records appear to be student-maintained or teacher-maintained?
- f. Are the Score Sheets for Pretests, Controlled and Advanced Practice attempts, Posttests, and Generalization assignments dated and identified (e.g., passage no)?
- g. Have the Score Sheets been used correctly? Are the scores correctly calculated?
- h. Are Score Sheets included for all pre-posttests and practices?
- i. Is student performance recorded on the Verbal Rehearsal Checklist?
- j. Was mastery achieved on Verbal Rehearsal?

## 3. Student Goal Setting

- a. Is a student goal statement for learning the strategy included?
- b. Were goals established for learning the strategy (goal dates set on the Progress Chart, completion dates recorded)?
- c. Is a student goal statement for generalizing the strategy included?
- d. Were the goal statements produced by the student?

## Strategy Implementation Checklist

Name \_\_\_\_\_ Strategy \_\_\_\_\_

### *Students Learning the Strategy*

Number: \_\_\_\_\_ Grade levels: \_\_\_\_\_

### Implementation Log

### Notes

Is implementation occurring on a regular basis  
(at least 3 times per week)?

Is rate of implementation connected to student  
progress or lack of progress?

What connections can be made between the  
implementation notations and student progress?

Does it appear that the Instructional Procedures  
and Critical Teaching Behaviors are being  
followed in the lesson presentation?

Is there a connection between the manner in which  
the Instructional Procedures and Teaching Behaviors  
were implemented and the students' responses and  
reactions to instruction?

Are there explanations for why a specific teacher be-  
havior did not work or was awkward/difficult to use?

Were there modifications to the strategy? If so, did  
they maintain the integrity of the strategy?

What management suggestions can be made to make  
implementation easier or more effective?

**Student Folders**

**Notes**

---

Are scores graphed on the Progress Chart  
(none, some, all, up-to-date)?

Are scores correctly graphed? Check student  
products/scores if available.

Was the student moved to the next step when  
mastery was achieved?

Do student records appear to be student-maintained  
or teacher-maintained?

Is there evidence of students setting goals to learn  
the strategy and for progress throughout the  
strategy (Progress Chart)?

Have the Score Sheets been used appropriately and  
correctly calculated?

Is there evidence that mastery was met on Verbal  
Rehearsal?

Developed by Dr. Pam Hudson, Utah State University, Logan, Utah



# Strategy Implementation Collaboration

## Explanation of the Observation Instrument

### Overview

This instrument is designed to promote positive collaboration, communication, feedback, and support to individuals involved in implementing strategy interventions from the Learning Strategies Curriculum of the Strategic Instruction Model. The instrument has been developed with the assumption that the teacher knows his/her instructional situation and student better than the casual observer and, therefore, must play a major role in interpreting student and teacher actions and interactions.

### Components

**GENERAL INFORMATION.** The name of the teacher who is being provided support is placed on the NAME line. The name of the school district and school for this teacher is also provided. The date of the collaboration is recorded. A space has been provided for teachers to record the number of contacts that have been made to date. The CLASS TYPE is for the teacher to indicate the type of class in which strategy instruction is being provided (e.g., LD, EH, ED, BD, LD-English 10, Regular English 10). The COACH lines are for the names of those individuals who are providing support. Two spaces have been provided; there may be more or less than two individuals who act as coaches.

**TOPIC.** The TOPIC space is used for describing the nature of the activity that is being targeted for collaboration. The name of the strategy or the step being covered may be recorded here. The person who is providing support should have the appropriate strategy manual for the session.

**INSTRUCTIONAL STEPS.** The instructional steps used in the curricula of the Strategic Instruction Model are listed here. The person who is providing support should have the strategy manual turned to the appropriate instructional step for the session and refer to it throughout the observation. (N.B., V. Rehearsal = Verbal Rehearsal; C. Practice = Controlled Practice; A. Practice = Advanced Practice)

**SUPPORT CATEGORIES.** Three general support areas have been identified: Content, Delivery, and Methodology. Content refers to the description of concepts and information in the strategy. Delivery refers to the general presentation behaviors used, and Methodology refers to the observance of the components of strategic instruction presented in the manual.

**CONTENT**                    **Accuracy.** Are the key elements of the strategy presented/covered/explained correctly?

**Thoroughness.** Are the elements of the strategy covered/presented/explained completely and in sufficient detail to promote understanding?

**Clarity.** Are the elements of the strategy presented concisely and with sufficient examples to promote understanding?

**DELIVERY**                    **Organizers.** Are sufficient efforts made to use advance, lesson, and post-lesson organizational cues to facilitate understanding?

**Involvers.** Are sufficient efforts made to gain student participation and interest through notetaking and attention prompts, questions, and rationales?

**Energizers.** Are sufficient efforts made to promote learning excitement through adequate pacing and variety?

**METHODOLOGY**            **Interpretation.** Is the intent of the instructional step accurately defined and portrayed to the student? (e.g., Is the Model a true model?)

**Format.** Is the strategy instructional methodology followed sufficiently so as to bring about the desired outcomes? (e.g., To what degree is the manual followed?)

**CATEGORY COLUMNS.** There are three columns under each of the eight specific category areas. This creates three boxes for each of eight instructional steps. The first box under each category is for support related to the beginning of the step, the second box is for the middle of the step, and the third box is for the end of the step.

**Key.** The types of information can be recorded in the support boxes. The KEY explains the codes that can be used. The codes are defined as follows.

- 1= **Lookin' good** - This notation indicates that everything appears good and comments related to specific ideas or questions are not necessary. Positive comments are appropriate here.
- 2= **I've got ideas** - This support notation indicates that the observer wants to share something. This sharing can be a spur of the moment idea, something that you tried and worked, or something that failed for you and you want the other person to avoid. In essence, this notation is used to begin discussion of creative ways to teach.
- 3= **Tell me about this** - This support notation indicates that you did not understand or follow a particular part of the presentation. The misunderstanding or confusion could be on the part of either the coach or the teacher being provided the support. This notation is used to prompt discussion which will clarify and teach.

**COMMENTS.** Comments may be written at the bottom or the side. Lines for relating comments to specific categories are provided at the bottom. Lines for relating comments to the nature of the instructional step are to be written at the side. Write on the back if necessary.

**SUPPORT.** The **SUPPORT** section is used for targeting other types of support. A coach could jot down names of people or materials that might be helpful. The date for the next collaboration session may be noted here. This section should be adapted to suit your team's needs.

## IMPLEMENTATION

Upon entering the classroom setting, the observer finds out what aspect of strategy instruction will be covered during the observation period and writes this information and other general information about the class on the form. The observer then circles the step in which the class is involved and, when the lesson/activity begins, marks the appropriate columns. Marks for the first part of the lesson/activity are noted in the first box across each of the categories, marks for the central part of the lesson/activity are noted in the middle box across all categories, and marks for the closing of the lesson/activity are noted in the last box across all the categories. The determination of beginning, middle, and ending segments of a lesson/activity is up to the observer. As marks are made, comments are placed at the side and at the bottom of the form. Later, the observer meets with the teacher. The teacher should begin the meeting by sharing his/her insights into how the class went. The observer should then share his/her perspectives on the lesson and invite the teacher to observe her/him (the observer) at another time.

# STRATEGY IMPLEMENTATION COLLABORATION: OBSERVATION FORM

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ CONTACT # \_\_\_\_\_  
 SCHOOL DISTRICT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ CLASS TYPE: \_\_\_\_\_  
 COACH #1: \_\_\_\_\_ COACH #2: \_\_\_\_\_

TOPIC	CONTENT				DELIVERY			METHODOLOGY		COMMENTS
	Accuracy	Thoroughness	Clarity	Organizers	Involvers	Energizers	Interpretation	Format		
INSTRUCTIONAL STEPS	Pretest									
	Describe									
	Model									
	V.-Practice									
	C.-Practice									
	A.-Practice									
	Posttest									
Generalization										
SUPPORT:										
COMMENTS										

**K** 1 = Lookin good  
**E** 2 = I've got ideas  
**Y** 3 = Tell me about this

# TEACHER OBSERVATION AND IMPLEMENTATION EVALUATION

## UNIVERSITY OF KANSAS CENTER FOR RESEARCH ON LEARNING

This is a general evaluation form to complete when observing teachers or teacher trainees who are implementing one or more strategies. Please complete the information below.

Name \_\_\_\_\_

Institution \_\_\_\_\_

1. In what setting(s) did you observe teachers or teacher trainees implementing a strategy? (e.g., regular classroom, resource room, clinical setting, etc.) \_\_\_\_\_

\_\_\_\_\_

2. Approximately how many hours were spent observing students in the setting(s) named above? \_\_\_\_\_

\_\_\_\_\_

3. Which strategies did you observe the teachers or teacher trainees implementing?

\_\_\_\_\_

4. Describe any instructional difficulties that teachers or teacher trainees experienced within strategy steps during implementation (e.g., scoring, modeling, describing, etc.).

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5. Describe barriers to implementation relating to materials that teachers or teacher trainees have experienced (e.g., tape recorder, advanced practice materials, books, etc.).

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6. Describe any other barriers that hindered teachers' or teacher trainees' implementation (e.g., scheduling time, lack of mainstream teacher support, etc.). \_\_\_\_\_

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7. How would you describe the teachers' or teacher trainees' satisfaction with strategy implementation? \_\_\_\_\_

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8. Please describe any modifications you would make in helping teachers or teacher trainees implement strategies. \_\_\_\_\_

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9. Comments and suggestions: \_\_\_\_\_

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## IMPLEMENTING STRATEGIC INSTRUCTION CRITICAL TEACHING BEHAVIORS

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
 STRATEGY \_\_\_\_\_ STAGE \_\_\_\_\_  
 OBSERVER \_\_\_\_\_

### GENERAL TEACHING BEHAVIORS

1. Record the appropriate number in the Obs. (Observed) column according to the observation code: 1--well done, 2--good job, 3--let's talk about this.
2. If a behavior is not observed but should have been present, record a check mark in the Nobs. (Not observed) column.
3. Not all general teaching behaviors will be appropriate during some lessons. Please mark any general teaching behaviors which are not appropriate for a specific lesson as NA.
4. Write comments related to the behaviors observed or not observed to provide feedback to the individual being observed.

1. Uses advance organizers
  - a. gains students' attention
  - b. reviews previous learning
  - c. personalizes the strategy
  - d. explains the learning goal
  - e. connects goal with past learning
  - f. states expectations

Obs.	Nobs.	Comments

2. Maintains lively instructional pace

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Key to observation code: 1--well done, 2--good job, 3--let's talk about this.

**IMPLEMENTING STRATEGIC INSTRUCTION: CRITICAL TEACHING BEHAVIORS**  
**GENERAL TEACHING BEHAVIORS, cont.**

- 3.** Adjusts teaching to maintain 80% success rate
- a. proceeds in appropriate-sized learning steps
  - b. regularly checks for understanding
  - c. simplifies statement of question to student, as needed
  - d. provides immediate correction for individual or group error
  - e. helps student arrive at correct answer by leading, when appropriate

Obs.	Nobs.	Comments

- 4.** Keeps students actively engaged
- a. calls upon non-volunteers
  - b. asks sufficient no. of questions
  - c. eliminates off-task distractions
  - d. checks for understanding


- 5.** Interacts respectfully with students
- a. uses students' names
  - b. uses enthusiasm and humor
  - c. communicates positive expectations for student learning & progress


Key to observation code: 1--well done, 2--good job, 3--let's talk about this.

**IMPLEMENTING STRATEGIC INSTRUCTION: CRITICAL TEACHING BEHAVIORS**  
**GENERAL TEACHING BEHAVIORS, cont.**

- 6.** Provides feedback
- a. uses specific descriptive praise for correct responses
  - b. uses specific descriptive corrective feedback for incorrect responses
  - c. models/reteaches as necessary

Obs.	Nobs.	Comments

- 7.** Forecasts generalization throughout
- a. uses diverse & sufficient examples
  - b. varies stimulus materials
  - c. provides and elicits rationales for use of the strategy
  - d. uses intermittent reinforcement


- 8.** Gives post organizer
- a. reviews the content
  - b. personalizes the strategy
  - c. gives direction
  - d. states expectations
  - e. cues progress checks


Key to observation code: 1--well done, 2--good job, 3--let's talk about this.



## IMPLEMENTING STRATEGIC INSTRUCTION CRITICAL TEACHING BEHAVIORS

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
 STRATEGY \_\_\_\_\_ OBSERVER \_\_\_\_\_

### STAGE 2: DESCRIBE

1. Record the appropriate number in the Obs. (Observed) column according to the observation code: 1--well done, 2--good job, 3--let's talk about this.
2. If a behavior is not observed but should have been present, record a check mark in the Nobs. (Not observed) column.
3. Not all general teaching behaviors will be appropriate during some lessons. Please mark any general teaching behaviors which are not appropriate for a specific lesson as NA.
4. Write comments related to the behaviors observed or not observed to provide feedback to the individual being observed.

1. Uses advance organizers
  - a. gains students' attention
  - b. reviews previous learning
  - c. personalizes the strategy
  - d. explains the learning goal
  - e. connects goal with past learning
  - f. states expectations

Obs.	Nobs.	Comments

2. Defines the strategy

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Key to observation code: 1--well done, 2--good job, 3--let's talk about this.

**IMPLEMENTING STRATEGIC INSTRUCTION: CRITICAL TEACHING BEHAVIORS**

**STAGE 2: DESCRIBE, cont.**

**3.** Discusses rationales for using the strategy

a. asks questions to elicit rationales for how the strategy will be helpful to the student(s)

Obs.	Nobs.	Comments

**4.** Gives general characteristics of situations where strategy can be used

a. gives examples with those relevant characteristics

b. asks questions to elicit specific situations where strategy can be used


**5.** Provides information on types of results students can expect and the time and effort required

a. communicates expectation that students can achieve similar results


**6.** Sets goals

a. Students verbalize and write goal


Key to observation code: 1--well done, 2--good job, 3--let's talk about this.

**IMPLEMENTING STRATEGIC INSTRUCTION: CRITICAL TEACHING BEHAVIORS**

**STAGE 2: DESCRIBE, cont.**

7. Describes the steps of the strategy
- a. describes the physical behaviors and mental cues associated with each strategy step
  - b. asks questions to assure understanding of strategy steps
  - c. gives/elicits rationales for including each step
  - d. uses many varied and specific examples
  - e. cues student(s) to take notes/ make cue cards

Obs.	Nobs.	Comments

8. Presents criteria for appropriate use of the strategy

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9. Avoids digressions
- a. stays with a topic, using repetition
  - b. maintains students' attention


Key to observation code: 1--well done, 2--good job, 3--let's talk about this.

**IMPLEMENTING STRATEGIC INSTRUCTION: CRITICAL TEACHING BEHAVIORS**  
**STAGE 2: DESCRIBE, cont.**

**10.** Gives post organizer

- a. reviews the content
- b. personalizes the strategy
- c. gives direction
- d. states expectations
- e. cues progress checks

Obs.	Nobs.	Comments

**11.** Makes all necessary materials available

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**12.** Divides Describe stage into lessons of appropriate length related to content and student needs

- a. gives post organizer at the end of each lesson
- b. reviews previous learning related to strategy at beginning of each lesson


Key to observation code: 1--well done, 2--good job, 3--let's talk about this.

## IMPLEMENTING STRATEGIC INSTRUCTION CRITICAL TEACHING BEHAVIORS

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
 STRATEGY \_\_\_\_\_ OBSERVER \_\_\_\_\_

### STAGE 3: MODEL

1. Record the appropriate number in the Obs. (Observed) column according to the observation code: 1--well done, 2--good job, 3--let's talk about this.
2. If a behavior is not observed but should have been present, record a check mark in the Nobs. (Not observed) column.
3. Not all general teaching behaviors will be appropriate during some lessons. Please mark any general teaching behaviors which are not appropriate for a specific lesson as NA.
4. Write comments related to the behaviors observed or not observed to provide feedback to the individual being observed.

1. Gives advance organizer
  - a. gains student attention
  - b. reviews the previous learning
  - c. personalizes the strategy
  - d. defines the content
  - e. states expectations

Obs.	Nobs.	Comments

2. Presents model of strategy from start to finish
  - a. "thinks" aloud
  - b. carries out self-instruction
  - c. "guides" self through strategy by verbalizing appropriate questions
  - d. performs the physical behaviors involved in the strategy
  - e. verbalizes problem-solving
  - f. verbalizes self-monitoring
  - g. performs model of all steps


Key to observation code: 1--well done, 2--good job, 3--let's talk about this.

**IMPLEMENTING STRATEGIC INSTRUCTION: CRITICAL TEACHING BEHAVIORS**

**STAGE 3: MODEL, cont.**

- 3.** Enlists student involvement in demonstration after providing complete model
  - a. asks students to perform a certain part of the strategy
  - b. checks students' understanding by questioning about what they observed
  - c. asks students to identify the next step to be performed
  - d. involves all students
  - e. provides assistance, cues, or prompts to students as needed
  - f. corrects and expands responses
  - g. engineers success

Obs.	Nobs.	Comments

- 4.** Gives post organizer
  - a. reviews the model
  - b. personalizes the strategy
  - c. gives direction
  - d. states expectations
  - e. cues progress checks


- 5.** Makes all necessary materials available

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Key to observation code: 1--well done, 2--good job, 3--let's talk about this.

**NOTE: This ends the  
Evaluating Implementation  
section.**

**REPLACE this page with the  
first section divider entitled  
Background Research.**

**INSERT the section content  
pages for BACKGROUND  
RESEARCH.**

**THE PARAGRAPH  
WRITING STRATEGY**

**Background  
Research**

SIM Trainers may reproduce pages in this section for use in training sessions related to the Strategic Instruction Model.



## **Research Summary**

### **Paragraph Writing Strategy**

#### Reference:

Schmidt, J.L., Deshler, D.D., Schumaker, J.B., and Alley, G.R. (1989). Effects of generalization instruction on the written language performance of adolescents with learning disabilities in the mainstream classroom. *Journal of Reading, Writing, and Learning Disabilities*, 4(4), 291-309.

#### Background on the research study:

John Schmidt conducted this research to complete the dissertation requirement for his Ph.D. at the University of Kansas. His advisors on the project were Don Deshler, Jean Schumaker, and Gordon Alley. The study was aimed at the general question of how to best promote generalization and eventually led to the addition of the generalization stage to the instructional process. A paragraph writing measure was among the five measures collected in this study. Only the paragraph writing portion of the study is summarized here.

#### Rationale:

Descriptive research conducted by the KU-CRL staff in the early years of its existence indicated that students in regular mainstream secondary courses are required to express information, opinions, and ideas in writing. Teachers indicated that organized paragraphs are required in written products.

Unfortunately, many students have difficulty writing organized paragraphs. Their paragraphs often contain a jumble of ideas which may or may not be related to a topic, and they typically do not make use of topic sentences and concluding sentences to tie their paragraphs together.

The Paragraph Writing Strategy was designed so that students could be taught to write topic sentences, detail sentences, and clincher (concluding) sentences that all relate to one topic.

#### Purpose of the study:

The purpose of the study was to evaluate the effects of four different types of generalization procedures on students' use of four newly learned writing strategies in written products in the resource room and in mainstream classes. One of the newly learned writing strategies was the Paragraph Writing Strategy.

#### Subjects:

- Seven LD students (6 males, 1 female)
- Age range: 14.8 to 16.6 years
- Grades: 10, 11, 12
- Reading score range: 1st to 64th percentile ( M = 27th percentile)\*
- Writing score range: 5th to 43rd percentile (M = 19th percentile)\*
- IQ score range: 89-110 (M = 95) (WISC-R)