**Strategic Instruction ModelTM (SIM)**

**Coaching Implementation of Content Enhancement Routines (CERs)**

**In One Sentence:**

* Increasing effectiveness of SIM implementation by supporting teachers in choosing, drafting and/or implementing a SIM Content Enhancement Routine

**Evidence or Support for the Practice:**

* Educator-Centered Instructional Coaching, What the Research Says
	+ Charner & Medrich, 2017
* Effect Sizes for Professional Development Outcomes by Practice (Coaching = 1.68)
	+ Joyce and Showers (1995)
* Visible Learning, visible-learning.org, Effect sizes: Cognitive Task Analysis = 1.29,
* Micro-teaching (video review of lessons) = .88, Teacher Clarity = .75
	+ Hattie (2018)

**What’s the Point?**

* The use of CERs produces positive student outcomes if:
* The CER matches the demands of the course standards and the CER device addresses what students need to demonstrate proficiency of the standard (remediating misconceptions, filling gaps in background knowledge, etc.)
* The teacher drafts the device before use with students and plans higher order questions and an appropriate extension activity
* The teacher implements Cue-Do-Review
* The teacher co-constructs the CER device with students

**Who is Responsible for coaching implementation of CERs?**

* Primary role responsible: SIM Capacity Coaches, SIM PD’ers
* Supported by: Coordinators, School Implementation Teams (who may identify coaching needs)

**How is coaching of CERs used by implementing teachers?**

* To make progress towards effective implementation
* To work towards earning a SIM Micro-credential

**How is coaching of CERs done by Capacity Coaches?**

* works with teacher to identify a teacher-driven goal for implementation
* works with teacher to select and draft (or edit) a CER that addresses the goal
* works with teacher to plan for implementation
	+ (coach models or coach observes and provides feedback, etc.)
* Teacher and coach debrief implementation and progress towards the goal

**Additional Resources**

* Cue-Do-Review Observation Checklist (see Deep Knowledge of Initiatives, SIM Resources)
* CER Device Checklists

**Checklist: Effective Selection of a CER**

 

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| **In partnership with teacher:**  |  |
| With the teacher, get a clear picture of current reality of the teacher’s implementation using available data sources (e.g. video, Cue Do Review checklist, teacher self-reflections, student engagement measures, previous student assessments/products, etc.) |  |
| Develop a measurable goal around SIM implementation that includes student impact (ex. Through the use or probing questions during Do/co-construction, 80% of students will contribute to the language on the CER device) |  |
| Explore with the teacher the standard(s) or part of a standard that will be the focus of instruction to determine what students should to be able to do after instruction. (S of SMARTER) |  |
| Work with the teacher to identify the cognitive demand of what students should be able to do (e.g. compare/contrast, analyze, classify, explain relationships, etc.) |  |
| Work with the teacher to determine a CER that scaffolds the appropriate cognitive demand and provides a means to fill in gaps in background knowledge |  |

**Checklist: Effectively Drafting of a CER**

**See specific CER Device Checklists in SIM resources**

**Checklist: Effectively Planning for Instruction with a CER (address modeling)**

 

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| Decide when and with which class(es) the CER will be implemented |  |
| Decide who will implement the routine (coach or teacher) and who will observe (*if you start with modeling, consider a gradual release model where the coach models first, teacher and coach co-implement, then teacher implements while coach gather feedback)* |   |
| Determine which section of the Cue Do Review checklist (full lesson or lesson continuation) will be used to gather observation feedback  |  |
| Determine any other information to be collected to assess progress towards the established goal |  |
| Determine who will prepare needed materials |  |
| If a coached rehearsal will be done prior to implementation, determine the date, time and location  |  |

**Checklist: Effectively Modeling/Observation of Implementation with Co-Construction**

**See Cue-Do-Review Checklist in SIM resources**

**Checklist: Effectively Debriefing of CER Implementation**



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| Gather sources of feedback on implementation (checklists, formative assessments, student products, etc.) |  |
| Gather sources of feedback on student impact (formative assessments, student products, etc.) |  |
| Review and reflect on sources of feedback  |  |
| Invite teacher to share reflections on the data including progress made towards the established goal and suggested adjustments for future implementation |  |
| Share coach reflections on the data including progress made towards the established goal and suggested adjustments for future implementation |  |
| Revise the CER draft as needed |  |
| Modify and repeat implementation until goal is reached |  |
| Once goal is reached, determine if a new goal will be set and coaching cycle repeated  |  |