**Strategic Instruction ModelTM (SIM)**

**Coaching Implementation of Learning Strategies**

**In One Sentence:**

* Increasing effectiveness of SIM implementation by supporting teachers in choosing a Learning Strategy based on student data-informed need and implementing it successfully with students.

**Supporting Evidence:**

* 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 Learning Strategies produces positive student outcomes when:
* The Learning Strategy matches a student need as determined through pre-testing
* The teacher follows the complete instructional sequence
* The teacher effectively models the strategy with students
* The teacher frequently monitors progress and adjusts instruction accordingly

**Who is Responsible for coaching implementation of Learning Strategies?**

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

**How is coaching of Learning Strategies used by implementing teachers?**

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

**How is coaching of Learning Strategies done by Capacity Coaches?**

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

**Additional Resources**

* Learning Strategy Lesson Checklists or Learning Strategy Implementation Checklists
* LS Modeling Video Evaluation Checklist (see Deep Knowledge of Initiatives, SIM Resources)
* LS Implementation Fidelity Student Folder Checklist (see Deep Knowledge of Initiatives, SIM Resources)

**Checklist: Effective Selection of a Learning Strategy**

 

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| --- | --- |
| **In partnership with teacher:**  |  |
| Get a clear picture of current reality of student needs using available data sources (e.g. IEP Goals, progress monitoring assessment scores, student folders and work samples, student needs identified by core content teachers) |  |
| Determine the most immediate skill(s) needed by students to be successful in their core content classes and explore the Learning Strategies curriculum to determine initial implementation. |  |
| Develop a measurable goal around Learning Strategy implementation that includes student impact (e.g. Through the use of the Word Mapping Strategy, 95% of students will score at a mastery level on the post-test) |  |
| Assess students using the Learning Strategy pre-test |  |
| Score the pre-tests and determine the number of students that did not meet mastery requirements |  |
| Determine whether instruction in the Learning Strategy is appropriate for students in the class |  |

**Checklist: Effective Following of the Instructional Sequence**

**See specific Learning Strategy Lesson or Implementation Checklists in SIM resources**

**Checklist: Effective Modeling of the Learning Strategy**

**See specific Learning Strategy Implementation Checklists or the Modeling Checklist in SIM resources**

**Checklist: Effectively Monitoring Student Progress and Adjusting Instruction**

 

|  |  |
| --- | --- |
| **In partnership with the teacher:** |  |
| Gather sources of student progress (graded learning sheets, graded controlled practice attempts, student progress charts) |  |
| Review and reflect on student progress* How many attempts were needed to reach mastery?
* Has progress been consistent, or is it sporadic and uneven?
* How intense was the instruction (consistency and frequency of instruction)?
* How close is student progress to what we would expect?
* How pervasive is any lack of student progress (one student, multiple students)?
 |  |
| Identify potential barriers to student progress |  |
| Identify potential solutions to each barrier (some possible solutions can be found in the Introduction section of the Instructor Manual, at the end of a lesson or instructional stage, or in the Resources section of this chapter)  |  |
| Develop a goal around a solution chosen by the teacher |  |
| Determine the appropriate checklist based upon the goal |  |
| Determine who will instruct and who will observe (if appropriate) and whether a coached rehearsal is needed |  |
| Implement instruction using the checklist |  |
| Debrief instruction based on the checklist |  |
| Modify and repeat implementation until goal is reached |  |
| Once goal is reached, determine if a new goal will be set and coaching cycle repeated  |  |