



FDLRS Administration/HRD Project
Florida SIM[®] Initiative
3841 Reid Street
Palatka, FL 32177
(386) 312-2265

STRATEGIC INSTRUCTION MODEL (SIM[®]) LEARNING STRATEGIES POTENTIAL PROFESSIONAL DEVELOPER INSTITUTE (PPDI)

The SIM[®] Learning Strategies Potential Professional Developer Institutes are five-day professional development institutes that will use the Content Literacy Continuum as the unifying framework. Participants for the institute will be selected through an application process.

The **Learning Strategies** Institute will prepare experienced SIM[®] educators to train other educators to implement Learning Strategies with low-achieving adolescents (including adolescents with learning disabilities). **Instruction in the use of specific Learning Strategies will not be offered during this week; the focus will be on instructing and coaching others to ensure effective implementation.**

Eligible Applicants: (a) are experienced SIM[®] teachers, administrators, coordinators or university personnel who have previously received professional development in Learning Strategies and have implemented them successfully with students, (b) have the energy and spirit required to be good professional developers, (c) have effective communication skills in teaching adults and working with administrators and, most critically (d) have administrative support for their participation in acquiring professional development /instruction, attending update sessions to maintain their professional developer status, finding time and resources required to deliver instruction to others, and gaining wide-spread, long-term implementation success.

There is no registration fee for the Florida SIM[®] Potential Professional Developers' Institutes for Florida educators and includes all professional development materials. Participants must purchase (at their own expense) a one-year subscription to **STRATEWORKS**, a service for SIM[®] Network Professional Developers. Professional development materials include resources necessary for preparing and delivering professional development in the Strategic Instruction Model.

Additional information is available through:
FDLRS Administration/HRD Project
3841 Reid St.
Palatka, FL 32177
(850) 312-2265

APPLICATION PROCESS and DIRECTIONS

POTENTIAL SIM LEARNING STRATEGIES PROFESSIONAL DEVELOPERS' INSTITUTE

Each applicant should complete their own application form in order to provide the most detailed information for our deliberations. Pairs or teams are desirable as they provide a support system.

- Step 1.** Review and complete the **Application Checklist** on page 3 to ensure that all necessary items are included when submitting your application portfolio. Applicants should include a copy of the checklist with their application materials as well as keep a record for their own records.
- Step 2.** Review the **Checklist of Requirements** on page 4. Applicants **do not** need to do anything with this checklist other than be aware of the expectations for completing their certification.
- Step 3.** Review the **Requirements for Active SIM Professional Developer Mentors** on page 5. Each person attending the SIM Learning Strategies PPDI session will need to be sponsored by an existing SIM Learning Strategies Professional Developer who will work with them to help him or her meet requirements and act as a mentor.
- Step 4.** Review the **Directions for Submitting Student Folders** on page 6. Select and submit two of your student folders with your application portfolio.
- Step 5.** Review the **Directions for Submitting a Videotape of the Modeling Stage** on page 7. Create and submit one video of yourself conducting the Modeling Stage.
- Step 6.** Complete the **Application for the SIM Learning Strategies Potential Professional Developers' Institute** on page 8.
- Step 7.** Mail all completed materials to:

**FDLRS Administration/HRD Project
Attn: Mary Ann Ahearn or Valerie Watson
3841 Reid St.
Palatka, FL 32177**

SIM LEARNING STRATEGIES APPLICATION CHECKLIST
Complete and submit BEFORE the Learning Strategies Potential Professional Developer Institute.

Name: _____ District/Agency/Institution: _____ Contact Information: _____	Section 1: In column to the right, check your appropriate classification(s).	
	1. Educators eligible to apply to become a potential professional developer in Learning Strategies meet at least one of the following requirements noted as A, B, and C:	
	A. Educator who has taught a minimum of 4 Learning Strategies, from the Learning Strategies Curriculum (see attached), through generalization to students.	
	B. Educator who has implemented the Learning Strategies for a sufficient length of time to demonstrate proficiency and/or competence as verified by a certified SIM Professional Developer.	
	C. Supervisor, coordinator or university personnel who have taught at least two SIM Learning Strategies through generalization to students.	
	Section 2: To be completed and submitted:	
		Date Completed
	1. One completed application form.	
	2. Two student folders. (see attached Directions)	
	Strategy 1:	
	Strategy 2:	
	3. One videotape of yourself conducting the Model Stage with students (see attached directions).	
	4. Letter of Reference from Immediate Supervisor or Agency Administrator to address:	
	A. applicant's instruction and/or implementation of SIM Learning Strategies	
	B. a commitment to a co-instructional/apprenticeship relationship between the local potential professional developer(s) and the SIM Professional Developer currently providing instruction in the area for at least one year (mentor)	
	C. the commitment of the agency to continue instruction and implementation of SIM over the next three to five years, including a statement of potential impact in number of teachers to be trained and number of students to receive instruction in Learning Strategies	
	D. the role the applicant will play in future instruction in the district and/or agency	
	E. the district or agency's commitment to support the continuing development of the professional developer, including providing support for KU-CRL updates at conferences or professional development institutes (minimum attendance to maintain certification is once every other year)	
	5. Letter of Reference by the Certified SIM Learning Strategies Professional Developer who has provided instruction for applicant addressing:	
	A. applicant's instruction & implementation	
	B. district/agency's commitment to instruction & implementation of SIM; agreement to assist in co-instruction relationship	
	Additional Information	

REQUIREMENTS FOR ACTIVE SIM PROFESSIONAL DEVELOPER SPONSOR/MENTOR

The sponsor should be a certified SIM Professional Developer who has an active status within the SIM Network. Often the sponsor is the SIM Professional Developer who instructed the individual in specific Learning Strategies. The sponsor/mentor has the following responsibilities:

- A. To nominate the candidate for the role of Potential Learning Strategies (LS) Professional Developer, write a letter of support indicating the candidate has been observed and is using the Learning Strategies successfully, the individual has the energy and spirit required for a good Professional Developer, the candidate has communication skills that would be effective in teaching adults, and that the SIM Professional Developer is willing to make a commitment to “sponsor” the Potential Learning Strategies Professional Development candidate and assist the individual in meeting post-institute requirements;
- B. Co-plan/teach LS professional development instruction sessions with the candidate after the Potential LS Professional Developers’ Institute;
- C. Evaluate the candidate’s planning, teaching, and follow-up skills related to LS institutes at least twice during the year following the initial Professional Developers’ institute;
- D. Review the candidate’s portfolio, and when the candidate has met all LS Professional Developer requirements, submit the portfolio, with the sponsor’s written evaluations and recommendations for approval as a LS Professional Developer to the FDLRS Administration/HRD Project for recommendation of certification.

DIRECTIONS FOR SUBMITTING STUDENT FOLDERS

- **Teach at least two strategies** (one strategy from the Acquisition Strand and one from the Storage Strand or Expression and Demonstration of Competence Strand) through the Activation phase of the Generalization Stage to at least one student. If the Word Identification, Error Monitoring, or Paraphrasing Strategies are selected for implementation, the entire strategy must be taught. For the Sentence Writing Strategy, at least two sentence types must be taught. A curriculum list is provided below.
- **For each of the two strategies, submit the student folders** for the student(s) who received Learning Strategies instruction. Student folders should include individual score sheets, progress charts, and work samples from Controlled Practice, Advanced Practice, and the Activation phase in Generalization.

<u>LEARNING STRATEGIES CURRICULUM</u>		
<i>Acquisition</i>	<i>Storage</i>	<i>Expression and Demonstration of Competence</i>
Word Identification	First-Letter Mnemonic	Sentence Writing
Visual Imagery	Paired Associates	Paragraph Writing
Self-Questioning		Error Monitoring
Paraphrasing		Assignment Completion
		Test-Taking

DIRECTIONS FOR SUBMITTING A VIDEOTAPE OF THE MODEL STAGE

Each applicant must submit a videotape of his or her implementation of the Model Stage of one of the following strategies with an individual student or with a group of students:

- The Paraphrasing Strategy
- Word Identification Strategy
- Sentence Writing Strategy
- Error Monitoring Strategy
- FIRST-Letter Mnemonic Strategy
- Test-Taking Strategy

Do not model the Self-Advocacy Strategy or the Content Enhancement Routines on the video.

The videotape should show the entire Model Stage beginning at the start of the lesson, showing the instructor's modeling of the strategy for the students, and continuing until the end of the lesson. Present the Model Stage as described in the enclosed article from Volume 1, #4 issue of **STRATEGRAM**.

Because videotaping is can be uncomfortable for the teacher and the students, the videotaping session should be as normal as possible. A lesson which is part of ongoing strategy instruction should be videotaped, and the instructional setting should be the normal classroom arrangement. We do not expect professional quality videotape, instead we want to view the type of instruction which normally occurs as the applicant and the students are involved in Strategies instruction. If the applicant does not have access to a classroom of students, an artificial setting may be created and videotaped with the applicant teaching a volunteer student.

If the students have not been videotaped prior to this taping, the teacher should explain the purpose of the videotaping. It is for the purpose of observing the strategies instruction, not for the purpose of observing individual students.

The videotape should be clearly marked with the applicant's name and should include the name of the strategy being modeled and any other information about the classroom setting necessary to set the stage for the viewer. Describe the videotape you are submitting. Describe the strategy, setting, students and situation. Provide any information that will help us adequately evaluate your model.

APPLICATION FOR THE SIM LEARNING STRATEGIES POTENTIAL PROFESSIONAL DEVELOPERS' INSTITUTE

Respond to each of the items as completely and specifically as possible. Additional pages may be added to the application when space to answer questions is inadequate.

Name: _____ Position: _____

Place of Employment: _____ Phone: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Home Address: _____ Phone: _____

City: _____ State: _____ Zip: _____

E-mail address: _____ Fax Number: _____

Please send any future mail to my _____ home _____ work

Mentor's Name: _____

Please respond to all items as completely as possible (you may use additional sheets of paper):

1. Why do you want to attend the SIM Learning Strategies Potential Professional Developers'?
2. Describe your present and/or next year's position.
3. Describe the extent, length, content, professional developer(s), etc. of instruction related to the Strategic Instruction Model in which you have participated. Please be specific.
4. Which Learning Strategies are you currently teaching (at the time you are completing the application)?
5. Identify the certified SIM Learning Strategies Professional Developer who will serve as your mentor during the year you are working to become a certified SIM Learning Strategies Professional Developer.

Name: _____ Day Phone: _____

Email: _____

6. Describe (in detail) the extent to which you have implemented components of the Strategic Instruction Model. Include the following:
 - which strategies have been taught
 - the number of times each strategy has been taught
 - the length of implementation (time, stages completed)
 - the number of students taught
 - the number of students who mastered each instructional stage (4-8), etc.

7. For each of the two strategies for which you are submitting student folders with this application, include the information from the above paragraph and also:
 - Describe the group level and student characteristics.
 - Attach a description of the following:
 - the student progress (charts and/or narrative log)
 - implementation experiences that went well and/or poorly
 - adjustments made
 - ideas generated for problems encountered

8. Describe the videotape you are submitting. Describe the strategy, setting, students and situation. Provide any information that will help us adequately evaluate your model.

9. Describe the impact that Learning Strategies instruction has had on your teaching.

10. Explain how you plan to use knowledge related to instructing others to implement the Strategic Instruction Model (SIM) following completion of the requirements to become a professional developer.

11. Identify the two individuals sending letters of support for you and describe their relationship to you.

Mail all materials to:

FDLRS Administration/HRD Project
Attn: Mary Ann Ahearn or Valerie Watson
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