

Name: Beth Gilchrist

Learning Strategy: Inference Strategy

Learning Strategies Implementation Log

1. Describe the group of students or the student:

- Setting (school, classroom, tutoring, remediation, etc.)
- Characteristics of student(s) –
 - Age/Grade Level
 - Academic levels
 - Learning needs

This was an individual tutoring situation where we met for typically 1-2 times a week for an hour each time. Roman is currently in the 7th grade and has been receiving tutoring with me since the end of 3rd grade. Initially he had very weak decoding skills and that was our primary focus of instruction. But by 6th grade he had caught back up to grade level with word recognition, although his fluency rate is not at the 50thile for his age, and may never be. Our focus turned to comprehension and generalizing the skills he has learned into his general education classroom. While his grades are very strong, and standardized test scores show he is indeed reading on grade level, he still has not been able to obtain a passing score on his End of Grade testing. He was only a few points away from passing at the end of 6th grade. We are hoping that by learning the inference strategy, he will be able to pass that elusive goal.

2. Why was this group of students or this student chosen for instruction?

Now that word recognition is not the issue, he needs to develop deeper level comprehension skills. He tends to focus on the literal level of the text and Informal Reading Inventories indicate with difficulty with inference questions. This may explain why he cannot break the level 3 barrier on his End of Grade Tests.

3. Describe the length of implementation:

- Weeks or months.
- Amount of time per day.
- Days per week.

Roman and I started learning the Inference Strategy in September 2017 with 1-2 sessions a week for one hour. But both our schedules made consistent tutoring a challenge. By December, Roman had decided that he had had enough of tutoring since he had been doing it for almost 4 years and was making terrific grades in all his classes. We had a serious discussion about finishing this one particular strategy and talked about how it could be the difference for passing his EOG tests. He agreed to finish and we started letting him take independent passages home to practice in hopes of speeding up the process. But again, both our busy schedules and life events did not allow us to complete all the steps until April 2018.

Name: Beth Gilchrist Learning Strategy: The Inference Strategy

SIM Professional Developer (Coach): Pam Leitzell

Learning Strategies Reflection Log

1. Describe the implementation experience:

<ul style="list-style-type: none"> What went well? Why? 	<p>Roman was able to retain the information over time despite gaps in our instructional sessions. We tended to do extensive reviews at every session because of these gaps, and so he participated in a lot of verbal rehearsals all along the instruction of the strategy. When we finally reached the formal Verbal Rehearsal in Stage 4, he mastered it immediately. Roman saw the relevance of the strategy in his daily classwork, which helped with his buy in.</p>
<ul style="list-style-type: none"> What went poorly? Why? 	<p>I believe because of the gaps in our instructional sessions, the teaching took too long and Roman grew bored with it. He has been receiving tutoring with me for almost 4 years now, originally for very weak word recognition skills. We got those back to grade level last year, and since then he has been making excellent grades. He was not understanding why he needed to continue with the tutoring and therefore we ran into some motivational issues, despite the fact that he saw the importance of the strategy. We had a serious discussion about why we needed to finish this strategy, the hope that it would transfer to his EOG testing requirements, which have always been particularly challenging to him, and that once complete with this instruction we would take a break from tutoring. Motivation went back up to normal levels then.</p>
<ul style="list-style-type: none"> What adjustments were made (if any)? Why? 	<p>Because of the time gaps between our sessions, I tended to provide more time in review than would be typically necessary in a more routine situation. I also tended to stay with the controlled practice longer than was probably necessary based on his mastery scores. I felt that since we did not see each other every day, that we needed to do additional passages to ensure retention of the material. This in hindsight was probably a mistake in that it dragged out the instruction and may have led to the boredom Roman was experiencing. As we got further into the strategy and I needed to maintain motivation with Roman, I started sending passages home with him to practice. This sped the pace up and helped him stay focused.</p>
<ul style="list-style-type: none"> What ideas do you have regarding the next time you implement this strategy? 	<p>Next time I will increase the pace of my instruction. I will not feel the need to provide extra practice if the student achieves the 80% mastery level. That time will be better spent at the generalization stage.</p> <p>The manual does not do the best job of explicitly stating when the students should be completing their guided notes. For older students, this may be completed more independently as they go through the lesson, but for younger students there needs to be more direct instruction in this. I will be writing in my manual where to direct the students to take notes.</p>
<ul style="list-style-type: none"> What impact has this strategy had on your student(s)? Describe. 	<p>Inference questions were hard for Roman to explain. He seemed to know what they were, but couldn't verbalize his explanation. Now he has a clear handle on them, what kinds of questions comprise inferential questions, and how to identify the various types. He also understands the importance of finding supporting evidence even if it is not explicitly stated in the text. The greatest impact will be seen if he can pass his EOG test at the end of this school year. If</p>

he does, that will be the first time he will have accomplished that goal.

2. Describe the coaching experience:

- Describe topics discussed during coaching and feedback sessions.

Pam and I talked particularly about my concern about how much practice to provide with the student. She explained that particularly as special ed teachers, we tend to be over protective and want to provide more practice than is truly necessary. She explained the best practice comes at the generalization stage and we may end up spending more time here.

A couple of questions that came up for me as I was doing the generalization stage:

Many questions don't easily identify with key words as BP, C, F, or P. This was particularly evident in the EOG passages that I did with Roman for Generalization. Do we just encourage the closest possible? Most seem to fall at the clarifying level.

If you are working with a student that does not decode on grade level, do you do the advanced practice on their instructional reading level so they can independently read the passage and look for clues or do we do a grade appropriate passage and read it to the student?