

Strategic Instruction Model (SIM™)
SPECIFIC ROUTINE PRESENTATION
Coaching & Mentoring for CE- Apprentice

Apprentice: Shonni (^{Donni Perry}_{Shelley Little}) Coach: Helen Barrier

Routine: Framing Routine Date: 2/11/2020 Times: 10:05 - 12:00
 (10:05 started Gallery walk)

Location: _____ Target Audience: _____

Teacher Behaviors	Yes	No	Comments
Provided Advance Organizer	✓		Good tie in from prior learning of Vocab Linking and Framing Routine.
Maintained appropriate pace	✓		chunked instruction into describe, model, practice, digging deeper, in group work.
Kept participants engaged through use of a variety of learning structures	✓		Started with a "Gallery Walk" to engage everyone! (10:05 start time!) Group indep work
Used appropriate verbal skills	✓		Both very relaxed, conversational, back & forth conversation.
Provided for questions/clarifications	✓		Quiet group! Possibly direct them to talk to neighbor. The apparently felt comfortable!
Used appropriate transition (from ideas, activities)	✓		In 2 hrs, great flow
Used appropriate media (handouts, visuals) and technology	✓		PPT, Gallery walk, copies in folders option of "Thinking Partner"
Provided summary/Post Organizer	✓		p935, gradual release, microcredentialing
Demonstrated partnership learning between participants and apprentice	★		*choice (their examples) *reciprocity - teach each other *dialogue (group work, TTYW) *praxis (developing their own)
Specific Routine Content	Yes	No	Comments
Explained the device	✓		reviewed options at end, too!
Modeled the device	✓		Provided model of Small Group Co-teaching approaches. Had them indicate which approach they use or prefer.
Described Linking Steps in context of device	✓		
Gave examples of the device	✓		Gallery walk, back of book, copies in folder
Explained Cue Do Review	✓		*Great way to review the device with their neighbor
Provided Practice to construct the device	✓		*Gave them options to use other co-teaching approaches if they didn't have content 15 min. Walked around & provided feedback
Provided follow-up options	✓		*look at your drafts and give feedback
Explained implementation requirements for follow-up	✓		Microcredentialing levels 1, 2, 3.
Provided opportunities for feedback on devices developed by participants	✓		e-mail us!

Great session, you all were super relaxed and participants appeared to understand the Framing Routine, developed one on their own and taught each other in 2 hours! That is an accomplishment. Excellent PD!

Framing Routine Implementation Checklist

Teacher Shonni (Donni Perry Shelley Little)
School: Wms Mary T/AE Subject: _____
Date 2/1/2020

Observer Helen Barrie
Full Session _____ or Partial Session _____
Time Start: 10:00 Time Stop: 12:00
1st Day _____ Subsequent days _____

Directions: Put a checkmark (✓) by each behavior that you observe. If an inappropriate use of the Framing Routine, go to Overall section and mark zeros on appropriate items and stop recording.

Cue

The teacher...

- ☒ Named the Frame or the Framing Routine
- ☒ Explained how it will help
- ☒ Handed out blank Frames (in folders)
- ☐ Explained expectations

*Writing on poster frame

Do

Step 1: Focus on the topic

The teacher...

- ☒ Named the topic Small group co-teaching
- ☒ Wrote the topic in Section 1
- ☒ Provided a short explanation of the topic
- ☒ Wrote the explanation in Section 2 in brief form

Step 2: Reveal main ideas

The teacher...

- ☒ Named or elicited main ideas related to the topic 3
- ☒ Wrote the main ideas in the boxes in Section 3 in a brief form Parallel, Alternative, Station
- ☒ Explained or elicited the relationship between the main ideas and/or between the main ideas and the topic

Step 3: Analyze details

The teacher...

- ☒ Elicited details related to each main idea from the students teachers were very quiet / how can we get them to co-construct?
- ☒ Wrote details related to each main idea in Section 4 as they were contributed good flow

Step 4: Make a "So What" statement

The teacher...

- ☒ Elicited a statement from the students explaining how the current topic is related to the unit of study or how knowledge of the topic can help to solve a "real world" problem OR how the information relates to the students' lives write their own
- ☒ Wrote the "So What" statement in Section 5 suggested yours

Step 5: Extend understanding

The teacher...

- ☒ Conducted an activity to extend the students' understanding of the topic

*check which approach you use, prefer, like

Review

The teacher...

- ☒ Elicits answers to questions related to the information written on the Frame
- ☒ Elicits answers to questions to review the process of making a Frame to help the students learn
- ☒ Elicits answers to questions to review how the students will use the Frame

TTW
and share

(loved this!)

Overall

The teacher...

- ☒ Involved the large majority of students throughout the activity. very quiet group, how can you get more co-construct?
- ☒ Ensured that all students were writing on their Frames
- ☒ Kept a lively pace
- ☒ Wrote information on the Frame in a clear and legible way on your poster!)

Comments:

Donni & Shelley,

This was an effective model of the Framing Routine using a topic that was applicable to the purpose of the P.D. Your activities showed the Partnership Principles in action, participants were active with the small group activities you planned.

*My only feedback to do differently would be to stop the model when no one will co-construct and have them turn to their neighbor or row to offer some of the essential details so that this is "co-construction" vs. note-taking. (You did have them do that to write their so-what statements, nice job!)

Framing Routine Device Checklist

Teacher: Shonn (Donni Perry Shelley Littleton)
 School: Wm & Mary Co - Teaching PD
 Date: 2/11/2020

Observer: Helen F. Farrier
 Subject: Co-teaching

Directions: Put a checkmark (✓) by each behavior that you observe. If an inappropriate use of the Framing Routine, go to Overall section and mark zeros on appropriate items and stop recording.

Key Topic and Paraphrase

pp. 11 and 18 in the Framing Routine Guidebook

- ☒ Topic is key word(s) about critical information students need to understand in a unit (e.g., important concept, idea, event, etc.)
- ☒ The paraphrase captures the essence of the topic
- ☒ The paraphrase is a short explanation or the definition of the topic in student-friendly language.
- ☒ The paraphrase connects the topic to students' prior knowledge

or "intensive teaching" approaches

Main Ideas

pp. 18-19 in the Framing Routine Guidebook

- ☒ Main ideas are clearly related to the topic.
- ☒ Main ideas are essential for understanding this topic and for grasping the significance of the topic (critical information).
- ☒ Relationships between the main ideas and/or between the main ideas and the topic are parallel and coherent (e.g., build upon one another).
- ☒ Main ideas are foundational for information to be learned later in this course, in the next course, or later in life and/or the main ideas are difficult to understand because of their complexity.

relevant info to use for co-planning!

Essential Details

pp. 19-20 in the Framing Routine Guidebook

Essential details are critical for understanding the main idea.

- ☒ Details are what ALL students should know about the main idea and what will be assessed.
- ☒ Details are not trivial information.
- ☒ Detail boxes contain a few key words (rather than long sentences).

→ all info in logical sequence aligned.

"So What" Statement

p. 20 in the Framing Routine Guidebook

- ☒ Draft of a statement that students might make explaining how the current topic is related to the unit of study, how knowledge of the topic can help to solve a "real world" problem, or how the information relates to the students' lives
- ☒ Crystallizes the conclusion or understanding from exploring the topic

Extend understanding

p. 21 in the Framing Routine Guidebook

- ☐ The activity the teacher has created will extend students' understanding of the topic [e.g., prioritizing importance, prioritizing with specific criteria, speculating about what might have happened (what if), forecasting, predicting, anticipating or connecting ideas]

Asking them to use the checkbox to indicate which approach they prefer, had experience with.

Overall

- ☒ Frame focuses on critical content (permeating, foundational, and enduring understandings).
- ☒ Frame makes abstract, complex content more understandable for students.
- ☒ Frame is a useful tool for studying (includes the important information that will be assessed in a unit, course, or state assessment).

Great idea!

The FRAME Routine

Key Topic

Small Group
Co-Teaching

is about...

A service delivery model with two licensed teachers, both providing instruction to small groups of students.

☐ Main idea

Parallel Teaching

☐ Main idea

Alternative Teaching

☐ Main idea

Station Teaching

Essential details

2 heterogeneous groups

Essential details

4 large groups
1 small group

Essential details

2 teacher-led groups
1 or more independent groups

Working on same objective

Working on different objectives

Working on different objectives

Shared lesson plan

2 separate lesson plans

2 separate lesson plans

Both teachers need high level of comfort with content

One teacher teaches, reteaches, or enriches concept for small group

Students rotate to stations for instruction, review, or practice

So What? (What's important to understand about this?)

When co-teachers simultaneously deliver instruction in small groups, it lowers student-to-teacher ratio, increases student engagement, and meets the needs of diverse learners.