

Applicant: Rebecca Keenan Date: April 17, 2025
 Name of LS: Fundamentals in the Sentence Writing Strategy
 Check one: Initial introduction of lesson? X (Beginning of a review lesson) or Continuation of lesson? _____

Learning Strategy MODEL Stage Video (for application)

Present	Teacher Behavior	Notes
<i>1. Provides Advance Organizer</i>		
2	• Gains student attention	
2	• Reviews the previous learning	
2	• Personalizes the strategy	• engages students in review process
2	• Defines the content	
0	• States expectations	• did not specify listen, participate, and take notes, but gave specific directions about what should be written (items in red on the presentation should be copied into notes)
2	• Makes all necessary materials available	
<i>2. Presents Model of Strategy from Start to Finish</i> **Search & Check Steps (MARK) time notations provided in notes section for example(s)		
2	• “Thinks aloud”	• 15:37
2	• Carries out self-instruction	• 15:57
2	• “Guides” self through strategy by verbalizing appropriate questions	• 15:37
2	• Performs the physical behaviors involved in the strategy	• 16:40 and 22:44
1	• Verbalizes problem-solving	• throughout
2	• Verbalizes self-monitoring	• 18:56
2	• Performs model of all the steps	• 15:37-23:05
<i>3. Enlists Student Involvement in Demonstration after Providing Complete Model</i>		
2	• Asks students to perform a certain part of the strategy	• 26:12 (Learning Sheet 2A)

2	<ul style="list-style-type: none"> Checks students' understanding by questioning about what they observed 	<ul style="list-style-type: none"> throughout'
2	<ul style="list-style-type: none"> Asks students to identify the next step to be performed 	<ul style="list-style-type: none"> 23:24
2	<ul style="list-style-type: none"> Involves all students 	<ul style="list-style-type: none"> throughout; 20:32
2	<ul style="list-style-type: none"> Provides assistance, cues or prompts to students as needed 	<ul style="list-style-type: none"> 30:29, 31:02, 31:17, & 33:18
2	<ul style="list-style-type: none"> Engineers success 	<ul style="list-style-type: none"> throughout
<i>4. Provides Post organizer</i>		
0	<ul style="list-style-type: none"> Reviews the model 	<ul style="list-style-type: none"> see reflection
0	<ul style="list-style-type: none"> Personalizes the strategy 	<ul style="list-style-type: none"> see reflection
0	<ul style="list-style-type: none"> Gives direction 	<ul style="list-style-type: none"> see reflection
0	<ul style="list-style-type: none"> States expectations 	<ul style="list-style-type: none"> see reflection
0	<ul style="list-style-type: none"> Cues progress charts 	<ul style="list-style-type: none"> see reflection

Scoring Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Missing or incorrect

Self-Reflections:

This video is of a 4th grade resource group working on Written Expression. One of the students is classified as eligible for Special Education services due to a Specific Learning Disability, one of the students is eligible under Other Health Impaired, and the other two students are eligible under both SLD and OHI. Three of the four have significant ADHD and struggle with focus in the afternoon. This video was made on a Thursday afternoon starting at 12:25 PM. Due to their disabilities and age, the students require me to provide additional interaction during the lesson to maintain engagement and focus. If a teacher stands in front of them and talks without engaging them, they do not participate in the learning, and they do not retain much of the information that is presented in the lesson. Another important consideration is that the resource blocks are 30 minutes long with a hard stop time of 12:55 due to Related Arts beginning at 1:00, so the students must clean up and be back in their General Education classrooms by 1:00. I arranged to pick them up early at 12:15 PM on this day, thinking that would give us plenty of time to make it through all four sections on the checklist, but it took ten minutes to get everyone to the bathroom, get materials, answer questions (again) about the purpose of the video (which was discussed in an earlier resource block), and get the students ready to start the lesson. The students went through this lesson originally in October 2024, but due to having gaps in the instruction to meet district requirements of curricula and the current schedule where this group meets twice a week, they have been

struggling with the search and check step of PENS. Reviewing this lesson provided the students with much needed review on the search and check step.

The students are very active and do not do well with lecture style presentations where they are expected to sit still and listen quietly. I use the SMART Board with a slide deck I created using the instructor's manual from the SIM materials. In the slide deck, I incorporated the cue cards along with each section of the lesson and also used the speaker notes when I need to be sure to remember specific information easily from the manual. Since I have only been teaching this strategy for a few months, I still have the instructor's manual available for reference when the students are writing notes. I use the iPad to reveal information on the slides as we go along. I am also able to add words and move icons around to label sentence parts using the iPad. This enables me to be mobile and move around the room, which improves student attention and allows me to monitor their work as the lesson progresses. When we work on the learning sheets, I stay at the board to keep the students working at an appropriate pace.

During the lesson, I passed out Dragon Dollars, the positive behavior token used at our school. Students earn Dragon Dollars for meeting FIRE expectations (being friendly, inclusive, respectful, and engaged), and they spend their collected tickets at the Dragon Store every two weeks. These students work well for Dragon Dollars, and when they know they can earn the tokens for being engaged in the lesson, they are extra attentive.

Section 1: Provides Advanced Organizer

- The students were actively engaged during the review process. They asked appropriate questions and were able to answer questions posed during the review process.
- There was a slide in the deck that stated the expectations were to listen, participate, and take notes, but I did not address that slide in the video. As I become more proficient in using the Learning Strategies, including the expectations will become ingrained in my oral presentation of a lesson.
- The slide deck was designed to make taking notes easy for the students. I have learned that when they are writing, listening takes a back seat. The students all work at different speeds, so I try to be silent until one or two have finished. This is a challenge for me as I am always aware of time slipping by.
- I did explicitly state in the video that the parts they were expected to copy in their notes were color coded in the deck with a red font. This takes away the consistent question of whether they need to write something in their notes.

Section 2: Presents Model of Strategy from Start to Finish

****This reflection is about the Search & Check Steps (MARK) as that was where my concerns were for this class.**

- Time stamps are provided on the chart above for at least one specific place where I believe I saw myself address each step.
- I believe that verbalizing problem-solving was illustrated throughout this section.
- I frequently use metacognition in lessons not included with the SIM Learning Strategy, and the students struggle with listening to my verbal thinking without jumping in when

they understand where I am heading with my thoughts. I noticed when reviewing the video that sometimes I prompted them to wait and other times I validated their thoughts and incorporated them into the verbal process. I need to become more consistent with asking them to wait during the modeling section of the lesson.

Section 3: Enlists Student Involvement in Demonstration after Providing Complete Model

- Since 3 out of 4 students have ADHD and this was in the afternoon, I recognize that I encouraged student involvement in more than just this section. Upon reflection, I believe that was the best way to present this lesson to these students. They were visibly engaged and actively participating.
- The students were very comfortable participating and were not concerned about making mistakes. They accepted gentle prompting, and they looked back in their notes for answers several times. This is a huge win as I have spent a lot of time this year encouraging them to use their available resources rather than writing notes and never looking at them again.
- I noticed that I sped up the pace as we worked on Learning Sheet 2A. This was because I knew I had to stop by 12:55 to get them back to class for Related Arts. I was able to have them for about 15 extra minutes by picking them up early, but I am not able to keep them from the Related Arts classes to complete activities with me.
- I do not feel that the increased pace was detrimental to their learning, as they remained engaged to the end of the learning sheet.
- I had to end the video after this section due to the time. The ending was more abrupt than I liked, but this happened because we worked up right until the last possible minute. In a regular class period, I would have stopped after completing the MARK section of the lesson and worked on Learning Sheet 2A and 3A in the next lesson.

Section 4: Provides Post Organizer

- As mentioned earlier, we did not get to the post organizer due to time constraints.
- I am usually able to provide the post organizer at the end of the second day of a lesson.
- The lessons in Fundamentals in the Sentence Writing Strategy are usually split in half for this group, allowing us to finish a lesson a week. I often have to take time between lessons to remediate students who do not reach mastery on the independent work. Infinitives have been especially difficult, and the students have struggled with identifying the imposters to mark them out (M step).

Final reflections:

- It is my hope as I become more proficient in teaching the learning strategies that I will be able to quicken the pace, but I want to be cognizant of my students' needs. I do not want to push them at a pace that is too fast for them to master the content.
- One possibility for next school year is for resource blocks to be 45 minutes rather than 30. I am not sure this can work with the master schedule for the school, but it is a possibility that has been discussed with my administrators.
- Realistically, the resource blocks will likely still be 30 minutes, but we will definitely have the classes on consecutive days rather than a M/W/F or T/Th schedule. I believe this will

improve student mastery of concepts and allow us to maintain a steady pace. When one or more days fall in the middle of a lesson, the students have not had enough time to practice and process new information before the gap, and consequently, they require additional review and remediation than when lessons are back to back. This slows the overall pace of completed lessons.

- One plan I have already put in place for next year is to create student binders rather than folders. When I started in October, I created folders for the students, and they had a writing notebook for notes. While this may work with older students, it was too many different items to juggle for these students. They often shoved their papers in a random pocket rather than in the clearly labeled pockets as directed. This made it difficult for them to find information when asked. I asked several of the experienced SIM Professional Developers about how they managed student notes and work during discussions at the Southeast SIM Update Conference in March and using a binder was a clear favorite.
- I have also turned some of the learning sheets into digital lessons that can be distributed through Google Classroom. One early stumbling block was on the lessons where students had to write their own sentences because some students have handwriting so poor that I could not read their answers to see if they were mastering the skills. Several of the students also have handwriting that is extremely oversized. This made it next to impossible to tell where the letters were that labeled different parts of the sentences. Next year, I plan to continue using the learning sheets as provided for the lessons with just labels and the K step, and I will have digital access for the learning sheets that require students to write complete sentences.