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| <p>Leadership Capacity</p> <p>Demonstrate capacity for student-centered, school-wide leadership perspective in problem evaluation and decision-making processes.</p> <p>Apply communication, support, and coaching for aligned integration of SIM with other initiatives and programs in practice for a learning community/school (e.g., MTSS, RTI, CLC, HLPs, PBIS, Common Core or other curriculum systems, explicit instruction, co-teaching models).</p> | <p>Create a written plan demonstrating use of student data to determine selection of SIM instructional tools or interventions.</p> <p>Create a professional learning plan to support implementation of SIM in your school/district/region/organization.</p> <p>Include initial professional development, instructional coaching, and technical assistance for administrators to ensure infrastructure support.</p> |
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School Context:

Northside MS enrolls 7 and 8th grade students.

35% of the total student population is economically disadvantaged (eligible for free or reduced-price meals);

16.3% receive special education services,

21% are multilingual learners, and

Approximately 7% are military-connected.

Students are assigned to one of 6 teams (3 teams per grade level) of approximately 125 students each.

Each team is coordinated by four core teachers (English, science, mathematics and social studies), a guidance counselor and an administrator. The purpose of teams is to create smaller learning communities within the large school setting. Rigorous electives work in tandem with the core teams to build.

Block scheduling allows students to attend all seven classes on Mondays, while spending longer periods of time in classes on Tuesdays through Fridays.

Faculty have common time to focus on goals, planning, and data analysis

Each block period day has *Extended Learning Time* dedicated to providing specific intervention to students who need more support. It is also dedicated to providing silent, sustained reading time for students. The research is clear: students should strive to read for 45 minutes every day. Families are reminded of this research as they carve out time at home to support their child's success and future.

Data Summary:

Ms. A.J. Hulme, a science teacher, initiated the request for services (October 20, 2025) for her **8th grade team**. Student performance data suggests that the children need to develop both their general knowledge of word meanings and their knowledge of content specific vocabulary. TTAC to

develop a common set of methods, routine and strategies for general and content specific vocabulary instruction.

Teachers pre-teach vocabulary for each unit of study, but student performance on curriculum-based criterion reference assessments indicate that current instruction and/or practice needs improvement. All four core teachers are interested in PD. Other teams may be surveyed for interest.

CBM criterion assessments sample data from Ms. Hulme's team:

Grade 8 science: Unit 3 pre-test mean 25% and post-test mean 70%

Grade 8 social studies: Unit 2 pre-test mean 40% and post-test mean 75%

Grade 8 ELA: Unit 3 pre-test mean 65% and post-test mean 80%

Grade 8 Geometry Unit pre-test with 52% mean score and post-test mean 70% mean

Additional Data:

CORE Vocabulary Screening 9 [core vocabulary screener - Search](#)) was administered to all students during their ELA class on October 10th, 2025 (early in the school year). This assessment pertains to reading vocabulary.

► **WHAT IT MEANS** The results of the reading vocabulary assessment are reported as the number of words correct (see chart below). A student who scores at the Intensive level (49% or less correct) may be having significant difficulty with understanding grade-level material because of insufficient vocabulary knowledge. A student who scores at the Strategic level (between 50% and 74% correct) may be having some difficulty understanding grade-level material because of insufficient vocabulary knowledge. A student who scores at the Benchmark level (75% or more correct) has adequate vocabulary knowledge for typical reading.

| CORE Vocabulary Screening Scores | | |
|----------------------------------|--------------------|---------------|
| Performance Level | Proportion Correct | Words Correct |
| Benchmark | 75% or more | 23-30 |
| Strategic | between 50-74% | 15-22 |
| Intensive | 49% or less | 0-14 |

On the 8th grade screener 20% scored within the benchmark range, 50% scored within the strategic range and 30 % scored within the intensive range

Students scoring within the benchmark and intensive range were given the grade screener - 30% scored at benchmark, 60% scored at strategic, and 20% were at the intensive level

Performance suggest a general lack of vocabulary knowledge needed to be successful reading grade expected text.

The Critchlow Verbal Language Scale pertains to oral language comprehension. It is a test of knowledge of verbal opposites and is available in English and Spanish. The Number of correct responses to a grade level. [Robert Farnum Critchlow - Verbal - Language Scales | PDF](#)

| Number Correct English | Number Correct Spanish | Vocabulary Grade Level |
|---------------------------|---------------------------|---------------------------|
| 1–8 | 1–9 | Grade K and below |
| 9–12 | 10–13 | Grade 1 |
| 13–17 | 14–17 | Grade 2 |
| 18–21 | 18–20 | Grade 3 |
| 22–26 | 21–24 | Grade 4 |
| 27–30 | 25–28 | Grade 5 |
| 31–34 | 29–32 | Grade 6 |
| 35 and above | 33 and above | Grade 7 and above |

70% scored at 35 or above, 15% scored at 31–34, 15% scored 22–30 (grades 4 and 5).

Initial Considerations Based on the Request for Technical Assistance:

First, the division, where Northside MS is housed, is located in Virginia. In Virginia, work around language comprehension including vocabulary development, as well as word analysis is governed by the Virginia Literacy Act (first enacted in 2022 with updates occurring each year since that time). This act along with the two federal acts, Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEIA), require the use of evidence based and scientifically research-based instruction. If the technical assistance provider with the school considered a program to address the data one would need to be selected from an approved listing. SIM™ routines and learning strategies are understood to be instructional supports or strategies for teaching the content standards. Northside MS began classes with students in August of 2025.

After receiving a request from Ms. Hulme and the 8th grade team in October 2025, the technical assistance provider (TAP) along with Ms. Hulme’s team and the 8th grade administrator reviewed the content data provided above as well as demographic data related to the student population (October 22, 2025). The school population includes a large sub-population of students with diverse challenges (approximately 72%). The across content curriculum-based measures’ data did not yield the desired target results for mastery at minimally 93% (Parker & Burns, 2014). All teachers agreed that pre-teaching of vocabulary is an important front-end scaffold as they currently engage in this instructional practice. The instruction provided by the ELA teacher yielded the strongest results. The team discussed with this teacher her instructional technique and learned that she provided a graphic organizer for the students to use prior to engaging with the reading to understand key terms within the content.

The team (Ms. Hulme’s team of teachers, content and special educators, and the 8th grade administrator) with the TAP decided to use two SIM Content Enhancement Routines (CER) to deepen the learning of the students – Framing Routine and Concept Comparison Routine after review of the SIM™ [Content Enhancement Routine infographic](#) (designed by the Training and Technical Assistance Center at William & Mary) and further examination at the CER [webpage](#) within their website. This decision was made given the information provided by the ELA educator, in that the students used graphic organizers but not ones originally co-constructed between teacher and student nor involving a process emulating explicit instruction techniques. Further the Framing Routine was selected so that students could more deeply examine three to four characteristics or features of the target vocabulary term and build background knowledge. All content teachers and the special educator will eventually use these across the content classes within that team and

gather data on implementation and student results to evaluate their instruction to the students, but also student progress in more fully understanding the content area vocabulary terms.

In working with the team, including the administrator, Knight's Partnership Principles are employed.

Equality – all team members participate in the conversations and decision/design-making

Choice – all team members have a voice in the level to which assistance is provided

Voice – all team members have voice in the decision making based on the data before them

Dialogue – all team members agreed that the conversations would be conducted in a respectful manner

Praxis – the team members are learning while practicing with their content, and then implementing as the team examines the data before moving forward with new learning

Reflection – the team will continually examine and reflect on the student data and the observational feedback provided by their colleagues and the administrator

Reciprocity – the team understands all conversations, as Knight says, "... life-giving..." and the conversations will lead to better implementation and successful acquisition of skills for students (Knight, 2007)

The group also embraced the thinking of Joyce and Showers (2002, 2003) in that their learning is most effective and has the most impact when the learning moves to application and problem solving or continual examination of data to solve problems.

| COMPONENTS OF TRAINING | LEVELS OF IMPACT (% of participants likely to attain outcomes) | | |
|------------------------------------|---|------------------------------------|--|
| | Awareness plus Concept Understanding ("solid knowledge") | Skill Attainment ("strong skills") | Application / Problem-Solving ("consistent transfer/implementation") |
| Study of Theory | 10% | 5% | 0% |
| Demonstrations | 30% | 20% | 0% |
| Practice (and Low-Risk Feedback) | 60% | 60% | 5% |
| Coaching (Study Teams/Peer visits) | 95% | 95% | 95% |

(Joyce & Showers, 2002)

Overview and Readings (October 30, 2025):

After the overview is provided as to the SIM™ Content Enhancement Routines, the team will engage in pre-reading from John Hattie and John Almarode's work around High Impact Strategies involving scaffolds (.52 effect size; Almarode, 2025) as well as modeling. As these are explicit instructional techniques, the team will read an article from Vaughn and Fletcher (2021) from The Reading League Journal around explicit instructional techniques including modeling and segmenting complex skills into more manageable tasks and discuss it together in relation to their current practices. This

reading was selected due to its alignment with the Virginia Literacy Act in that Dr. Emily Solari, one of the initial developers of the legislation, was the editor in chief of the journal at the time. Additionally, the technical assistance provider will share information around the High Leverage Practice 16 (CEC, 2024). Further, the team will also engage in reading and discussing the [10 Key Policies and Practices for Explicit Instruction](#) (The University of Texas at Austin/The Meadow Center, 2021) to reflect on their instructional practices. Finally, the team will read and discuss a summary of the research supporting the use of interactive graphic organizers (Alenazi, 2018; NICHHD, 2000; Ponce et al., 2018) but also the auditory and visual cueing (Ellis, 1998). These readings are articles and practice guides so as not to burden the team with extensive readings prior to learning and implementing the routines with students.

Implementation of the Framing Routine (November 2025):

After the overview and discussions of the readings (at the end of October 2025), the team again came together to develop a professional development and implementation plan. The team felt an urgency to address this challenge for students as quickly as reasonably possible. All agreed to come together on a Saturday in early November, November 8th, to participate in professional development around the Framing Routine.

The administrator requested funding from the school's PTO to support the session (with food) and the 8th grade administrator compensated the teachers through reducing their duty responsibilities during the following week. The professional development session on November 8th will be a three-hour session where the team including the administrator will practice creating Frames with content vocabulary, in preparation for co-constructing with students. They will determine which educator will introduce the Frame Routine to the students and when (November 12th), then the rollout schedule for the remaining content areas (November 18th, 19th, and 20th proposed).

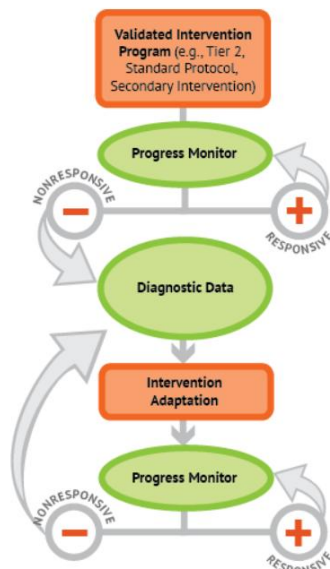
The technical assistance provider (TAP) (SIM™ Certified Professional Developer in CER) will support the educator introducing the routine to students through planning the session together and then attend the delivery for each of four classes. The TAP will support the students through circulating among them to support any students who struggle with the process. The TAP and educator will meet after these sessions, review the student-constructed routine devices, and determine if any need to be retaught through an alternative teaching approach with the special educator and TAP in the use of the device (November 13th).

The introducing educator and colleagues will meet (November 14th) to discuss how the introduction went, review the student-constructed routine devices as well, and then discuss implementation across the other contents over the next week in November. The TAP will attend one of each content educators' use of the routine in the next week. The following week is Thanksgiving break and when the students return the first week of December, all educators will continue to pre-teach content specific vocabulary using the Frame Routine to establish this procedure within their classrooms.

The administrator has protected the planning periods for all educators on this team for the weeks of November 10th and November 17th.

The TAP will attend one of each of the classes for November 18th, 19th, and 20th to support the other team content educators with their use of the Frame Routine. The team will meet again on

November 21st and review the Frame Routine devices that were created by their students to determine next steps for coaching, support, and work with students. Further decisions will be made regarding additional co-construction then movement to independent usage with student quads and partners. The team will continue to meet each week to discuss progress with implementation. During December the content classes will have the opportunity to assess the unit content after implementation of the Frame Routine for pre-teaching vocabulary. The team will compare their assessment results on taught units prior to beginning instruction in the new unit. This process and the entire process of the continual use of data for the decision making process mirrors the [Data-Based Decision-Making](#) process outlined by the National Center for intensive Intervention.



Implementation of the Concept Comparison Routine:

The team will continue to monitor the use of the Frame Routine process for pre-teaching vocabulary throughout December 2025 and January 2026. The TAP will be available virtually to coach the team and individual teachers throughout this period as well. The administrator will visit the team's classes to provide supportive feedback using a tool provided by the TAP and after receiving input from the TAP. The TAP will support the administrator in planning for the supportive feedback sessions with the implementing teachers.

In February 2026, the team, if it feels that it would be appropriate, will engage in learning the Concept Comparison Routine in the same manner as learning of the Frame Routine. Implementation of this routine will follow the same pattern as with the Frame. A different educator will introduce the routine this round. The team will plan the rollout of this routine during the professional development session. Coaching will continue in the same manner as above and student data (constructed routines) will be used for decision making around movement to independent use by the students in quads or pairs.

Conclusion:

Ms. Hulme's team will implement the two routines across the school year. The administrator will share the results from the work with this 8th grade team with the 7th grade administrator and principal. After collecting the unit pre and post test information across the 2025-2026, and assessment using the two instruments mentioned within the review of data, the school leadership team will make the decision around rolling these routines across the 2026-2027 school year. Given the research supporting both routines from KUCRL, it is anticipated that increased positive results across pre and post unit tests will occur as well as with the two non-CBM. If these results are not achieved, the 8th grade team and TAP will need to examine all data points to determine more intensive intervention in their usage.

If some students require more in-depth support, the team may wish to request that the TAP support their learning and implementation of SIM™ learning strategies, Word Mapping or Understanding Academic Language.

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Appendix:

| Date | Activity |
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| October 2025 | Technical assistance requested by Ms. Hulme and the 8 th grade team of teachers (general and special educators) |
| October 22, 2025 | Team met to review the school demographics and student data on CBM measures and two other assessments; team decided to use the Framing Routine and Concept Comparison Routine to address the identified need. |
| October 30, 2025 | The 8 th grade team including the administrator and educators will participate in the SIM™ overview and review of research around explicit instruction and the use of interactive graphic organizers |
| November 8, 2025 | Professional development session around learning the Framing Routine, practice construction of the routine devices, and plan for implementation |
| November 12, 2025 | One general educator will introduce the routine to the students |
| November 13, 2025 | The TAP and one general educator will meet to determine next steps with student support from a data review |
| November 14, 2025 | The team will meet to review the student data from the completed devices to determine and discuss any implementation problems |
| November 18, 19, and 20, 2025 | Each of the remaining content teachers will implement the routine for pre-teaching vocabulary |
| December 2025 | Continue with implementation of the Framing Routine with students, continue to review the student data, and continue with coaching in areas requested or needed. |
| January 2026 | Continue with implementation of the Framing Routine with students, continue to review the student data, and continue with coaching in areas requested or needed. |

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|----------------------|---|
| February 2026 | Implementation of the Concept Comparison Routine on the same schedule as the Framing Routine; introduce the CC routine and then integrate this with the Framing Routine process with teacher selected vocabulary terms. |
| March and April 2026 | Continue with implementation of the Framing Routine and Concept Comparison Routine with students, continue to review the student data, and continue with coaching in areas requested or needed. |
| May 2026 | Final review of data is made; recommendations are made to move the initiative to all teams across the 7 th and 8 th grade teams at Northside MS. |