



SIM Overview: Learning Strategies

Name

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The mission of the Charleston County School District, working in partnership with students, families, the workplace and the community, is to ensure that all students receive a high-quality education that prepares them to succeed in a complex and competitive world.



Pillar I: Rigorous Grade-Level Instruction

Pillar II: High Quality Teachers/Leaders

Pillar III: Wrap-Around Services

CCSD BOARD

GOALS

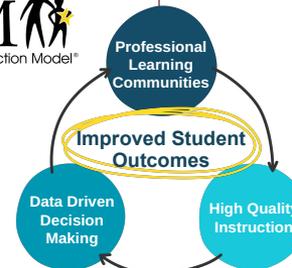
Supported by our pillars

Goal 1: Literacy	Goal 2: Algebra Readiness & Achievement	Goal 3: College and Career Readiness
The percentage of Black/African American and Hispanic 5th grade students reading on grade level will increase from 25.5% in July 2022 to 60.7% in July 2027 as measured by SC READY ELA.	The percentage of all CCSD students enrolled in 8th Grade achieving C or higher on the Algebra I End-of-Course exam by the end of 8th grade will increase from 24.9% in May 2022 to 60.3% in May 2027.	The percentage of students in the 4-year cohort who graduate college and/or career ready will increase from 67.7% in August 2022 to 86.2% in August 2027 as measured by SC College and Career Readiness Indicators.

Vision 2027: By June 2027, All Students will Read on Grade Level by Fifth Grade

-2027 Fifth Grade Cohort-

CCSD 2025-26 Priorities



Advanced Organizer

- Brief history of SIM and KUCRL
- Definition of SIM components: LS
- Purpose and goals of SIM for teachers
- Benefits and results of SIM LS
- 8 Stages of Instruction
- Progress Monitoring and Specific Feedback
- SIM within district initiatives and your school's improvement plan



Learning Objectives

Participants will make connections between SIM Learning Strategies and CCSD's Instructional Framework.

Special education teachers will understand how SIM LS align to High Leverage Practices and can be used for IEP goal development and progress monitoring.



History of SIM & KUCRL

CEC 1976 spawned the realization that teachers wanted to know HOW to teach reading to adolescents with learning disabilities using evidence based practices.

Key Dates in SIM History

- **1978:** Edward Meyen and Richard Schiefelbusch organized the Institute for Research in Learning Disabilities, one of five organizations to win a five-year, \$2-million grant to study learning disabilities. Don Deshler served as research coordinator and Jean Schumaker as associate coordinator

The question that started it all: What are the characteristics of adolescents with learning disabilities?

- **1983:** The International Training Network was founded
- **1986:** The first International Training Network conference was held
- **1989:** *Stratagram* began publication
- **1992:** *Stratenotes* began publication
- **1996:** The Strategies Intervention Model became the **Strategic Instruction Model**.



CEC 1976



KUCRL

"KUCRL is home to the Strategic Instruction Model (SIM), an evidenced based collection of learning strategies, content enhancement teaching routines, and explicit instruction programs. These interventions and practices address higher-order reasoning skills, adolescent and adult literacy, language and reading comprehension strategies, written expression strategies, math skills and strategies, social emotional learning skills, and explicit instruction and routines that respond to diversity in today's schools. "



Don Deshler,
Director



Jean Schumacker,
Retired Former Director



Mike Hock,
Associate
Director



Definitions of SIM Components: LS

SIM Overview 2024

SIM is a comprehensive approach to adolescent literacy, including an evidence based set of instructional tools and interventions that empower teachers to enable students to better succeed in school and beyond. Strategic schools and teachers select instructional tools and interventions to meet student needs. Strategic students have options for matching an approach to a task.



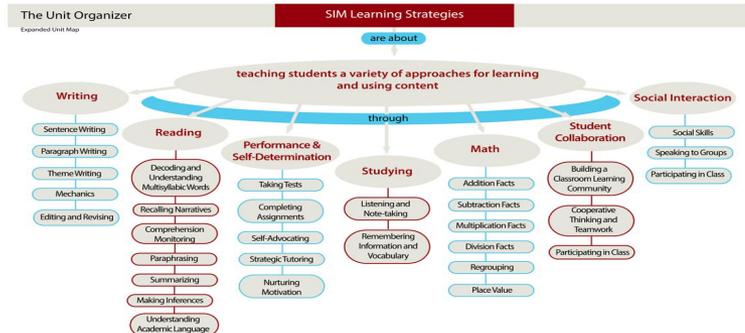
A Learning Strategy
is about
How a student learns independently
in an efficient and effective way

A Content Enhancement Routine
is about
How a teacher guides a student to
complete a task successfully

A Learning Strategy IS:	A Content Enhancement Routine IS:
a student's approach to a learning task	a teacher's approach to a teaching task
a learning process	an instructional process
used by a student	used by a teacher (then used as a study aid by a student)
a guide to personal thinking and action	used to guide the thinking and actions of students
a guide to planning, execution and evaluation of performance	a way to compensate for students' lack of strategies
a way to reflect on the outcomes of a task	a way to prompt students to reflect on outcomes of tasks
concerned with self-monitoring	a way to guide interaction with others
a way to promote independent learning	a way to promote interdependent learning of targeted content and processes
often guided by a memory device to help students recall the strategy	based on a learning device that helps students compensate for the lack of independent strategies
	used to show students how to be more strategic in approaching tasks



SIM Learning Strategies



SIM Learning Strategies are organized around seven strands of learning goals as shown in this expanded map. (from the Unit Organizer Routine).

Elbow Partner

What are 2 learning strategies that could meet the needs of your students?



Benefits and Results of LS

Hattie (2017) Effect Sizes* for Key Features of SIM Learning Strategies Instruction



*Effect size is a quantitative measure of the magnitude of influence an experimental effect has on student outcomes. According to John Hattie, practices with effect sizes of $d > .40$ have a greater than average influence on achievement.

8 Stages of Instruction

LS Brochure

98% of students who are taught SIM strategies following the steps, master the skills.



Key Ideas

- Intense
- Explicit
- Responsive
- Measurable
- Generalizable
- Socially Valid
- Gradual Release

Reflect: Which key ideas do you think about when you hear High Quality Instruction in CCSD?

Progress Monitoring & Descriptive, Specific Feedback

SENTENCE SCORE SHEET

Student Name _____ Probed/Purified _____
 Date _____ Practice _____

Sentence Type	Line Number														Totals	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15
Simple																
Compound																
Complex																
Complex/Compound																
Multi-Sentences																
Total Sentence Attempts →																

Calculating the Scores

Percentage of Complete Sentences
 $\frac{\text{No. Simple + Comp. + Complex + Comp/Complex}}{\text{Total No. Sentence Attempts}} \times 100 = \frac{\quad}{\quad} \times 100 = \frac{\quad}{\quad} \%$ Mastery = 100%

Percentage of Complicated Sentences
 $\frac{\text{No. Comp. + Complex + Comp/Complex}}{\text{Total No. Sentence Attempts}} \times 100 = \frac{\quad}{\quad} \times 100 = \frac{\quad}{\quad} \%$ Mastery = 33%, 60%, or 80% (see criteria for each part)

Percentage of Complicated Sentences Punctuated correctly
 $\frac{\text{No. Comp. + Complex + Comp/Complex Punct. Cor.}}{\text{Total No. Complicated Sentences}} \times 100 = \frac{\quad}{\quad} \times 100 = \frac{\quad}{\quad} \%$ Mastery = at least 85%

- Make it timely
- Keep it personal
- Be specific
- Make it actionable
- Give constructive tips
- Be supportive
- Keep it coming



Elbow Partner

Would it be helpful to have IEP progress report data tied to your SIM instruction? Why or why not?



Purpose and Goals of SIM for Teachers

SIM puts research into practice with ready to use instructional materials that are teacher and student friendly.

Teaching routines are embedded that provide an organized, direct instructional model of curriculum.

“For more than 40 years, we have worked directly with classroom teachers to develop materials that improve the learning experience for students and the teaching experience for teachers.”



HLP & SIM Crosswalk

• HLP & SIM Crosswalk 2024

Reflect: Which components in SIM do you think about when you hear High Quality Instruction in CCSD?

HLP 16. Use explicit instruction.	All stages of instruction use elements of explicit instruction delivery: clarity of language and purpose, reduction of cognitive load with scaffolded approach, frequent and varied student responses, frequent affirmative and corrective feedback, and deliberate activities for generalization of strategy to practical uses	Cue-Do-Review instructional sequence prompts a supportive learning experience for students: “I do, we do, you do” approach can be used to move CER use from whole class construction to independent student strategy use	Strategies within the FR and XR reading programs use explicit instruction. FR Partner, Independent, and Generalization Practices, Thinking Reading, and Book Study XR Paired, Differentiated, and Independent Practices, Guided Reading, and Book Study CER, LS, and reading programs selected by need
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Pick 1

Pick 1 question. Click on the link to connect to background knowledge related to the question and share what you have learned with someone at your table who picked the other question.

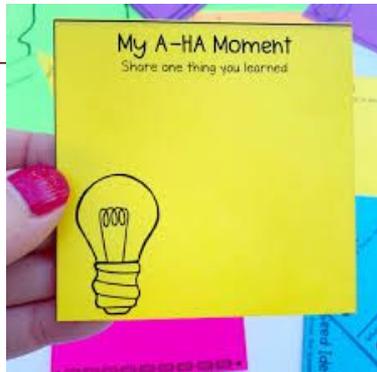
- 1) As a teacher in CCSD, how do you see SIM LS aligning to our [Instructional Framework](#)? (pages 6-7)
- 2) As a Special Education teacher, how do you see SIM aligning to HLP and the requirement to provide specially designed instruction and be able to monitor student progress?
[HLP and SIM Crosswalk 2024](#) (pages 4-7, 14)



Summary & Next Steps

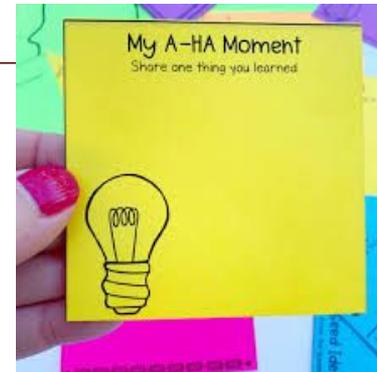
This session was intended to provide an Overview of SIM and, its branch of Learning Strategies. For those interested, the next step is to engage in training to implement a LS.

See EXIT SLIP



Exit slip: On a sticky note:

- 1) **Write: 1 thing you learned today that will inform your practice.**
- 2) **Select a, b, or c, What is your next step related to SIM LS?**
 - a) I'm ready for training, and want to get started ASAP.
 - b) I'm ready for training, and plan to use a LS sometime in the future.
 - c) I am not interested in training or implementing a LS at this time.



Exit slip: On a sticky note:

- Select a, b, or c, What is your next step related to SIM-LS?**
- a) I'm ready for training, and want to get started ASAP.
 - b) I'm ready for training, and plan to use a LS sometime in the future.
 - c) I am not interested in training or implementing a LS at this time.



Partnership Learning

- Connection (Dialogue)
- Elbow partner (digest...take away)
- Choice (area of need for your students/grade level)
- Reflection (time to process, identify what you need next if you are going to use a LS, and one takeaway that can inform your practice immediately.