SECTION IV

Strategic Instruction Model (SIM)
STRATEGY PLANNING WORKSHEET

GOAL #: Refer to list of goals in the Tools for Success book. Select at most 3 goals. Goals must address identified school weaknesses.

OBJECTIVE(S) #: Click to Enter

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Strategic Instruction Model

Bibliographic Notation:

http://www.kucrl.org/sim/index.html
The link is directly to the University of Kansas Center on Learning website describing SIM.


Deshler, D.D., Schumaker, J.B., Lenz, B.K., Bulgren, J.A., Hock, M.F., Knight, J., & Ehren, B. (2001). Ensuring content-area learning by secondary students with learning disabilities. Learning Disabilities Research & Practice, 16 (2), 96-108. (Big Picture) This article describes the broad array of services that must be available to students with learning disabilities so they can succeed in learning subject-area content. It includes a summary of how SIM components relate to these requirements.

Fisher, J.B., Schumaker, J.B., & Deshler, D.D. (2002). Improving the reading comprehension of at-risk adolescents. In C.C. Block & M. Pressley (Eds.), Comprehension instruction: Research-based best practices (pp. 351-364). New York: Guildford Press. (Big Picture) This chapter describes the challenge faced by students with high-incidence disabilities in regard to reading comprehension, then explains how Learning Strategies and Content Enhancement Routines can be implemented to enhance reading comprehension.
Brief Summary of Research: The Strategic Instruction Model is based on research from a variety of fields and theoretical perspectives and is designed to serve as a guide or umbrella for secondary program development. All components of the model have been evaluated in light of rigorous standards we have set for ourselves.

1. An instructional procedure must be palatable for teachers. If it isn’t, teachers won’t adopt it for use in their classrooms.
2. The instructional procedure must have value and be perceived to have value by high-achieving and average-achieving students.
3. Third, the procedure must be sufficiently powerful to have an effect on low-achieving students.
4. Fourth, the procedure must result in statistically significant gains for students.
5. Fifth, the procedure must result in socially significant gains for students. In other words, if a procedure results in an increase in a student’s performance from 20 percent to 40 percent, although the result might be statistically significant, it is not socially significant because the student is still failing.
6. Finally, the degree to which students will maintain a skill or strategy they have been taught and generalize it for use in other settings is important in determining whether the instructional procedure is successful and has merit.

SIM’s components—Content Enhancement Routines, Learning Strategies Curriculum, and supporting materials—give teachers access to a breadth and depth
of instructional procedures to address many of the challenges they face in the classroom. As a result, more students who are at risk now can realize success in school.

Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?

Click Here to Enter Notation

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Click Here to Enter Notation

Procedures for Evaluating the Goal, Objective(s) and Strategy: Click to Enter Information; Allow Word Wrapping


http://www.kucrl.org/publications/author.html#k


http://people.umass.edu/educ708/syllabus.html

http://www.ode/state.or.us/initiatives/idea/rti.aspx

http://eric.ed.gov/ERICWebPortal/Home.portal?_nfb=true&_pageLabel=RecordDetails
Ensuring Content-Area Learning by Secondary Students with Learning Disabilities

Donald D. Deshler, Jean B. Schumaker, B. Keith Lenz, Janis A. Bulgren, Michael F. Hock, Jim Knight & Barbara J. Ehren

Three factors tied with secondary student success in content-area reading are demonstrated: (a) validated teacher-focused and student-focused interventions, (b) integrated and comprehensive service delivery systems, and (c) well-designed, data-based professional developmental programs.

Difficult challenges face secondary students with LD and their teachers with regard to these students' participation and success in required general education classes. Recently, instructional methods and materials have been developed and validated for promoting these students' success. Some of them focus on how general education teachers plan and teach their content-area courses; others focus on giving students the strategies they need to respond independently to the demands of their courses. This article describes these instructional methods, a service-delivery model for implementing these interventions in secondary schools, and professional-development mechanisms and administrative support that must be in place for the model to be maintained effectively.
Title: Instructing Adolescents with Learning Disabilities: Converting a Meta-Analysis to Practice.

Author(s): Swanson, H. Lee
          Deshler, Donald


Document Type: Article

Abstract: Summarizes findings to a meta-analysis of educational intervention research for adolescents with learning disabilities and convert such findings into practical guidelines to direct instructional practice. Review of meta-analysis; Sample sequence of events that an effective instruction follows; Illustration of how the factors from the meta-analysis can be effectively integrated into instructional practice.
Instructing Adolescents with Learning Disabilities: Converting a Meta-Analysis to Practice

Authors: Swanson H.L.; Deshler D.


Publisher: Pro-Ed

Abstract:
A previous meta-analysis indicated that eight instructional factors—Questioning, Sequencing and Segmentation, Skill Modeling, Organization and Explicit Practice, Small-Group Setting, Indirect Teacher Activities (e.g., homework), Technology, and Scaffolding—captured the majority of successful intervention programs for adolescents with learning disabilities (LD). Most important was the Organization/Explicit factor, which contributed significant variance (16%) to effect size. This factor included two important instructional components: advance organization and explicit practice. In this article, we convert these findings into practical guidelines to direct instructional practice.
Strategic Instruction Model

by Keith Lenz

Description:
The Strategic Instruction Model (SIM) is an approach to reforming classrooms and schools around the goal of increasing content literacy through more strategic approaches to learning and teaching. Since 1977, the Center for Research at the University of Kansas has developed practical classroom-centered programs to improve the learning and performance of youth. Several key components are central to the implementation of this model across a school or beyond school program. First, a Learning Strategies Curriculum has been developed to guide teachers in teaching students learning strategies to help them "learn how to learn" as they develop skill competencies and meet school demands. Second, a series of Content Enhancement Teaching Routines have been developed to help teachers ensure that the critical content required for all students to meet standards is mastered during group instruction. Third, these learning strategies and teaching routines have been carefully packaged into instructional materials that provide detailed guidance to teachers and tutors to ensure that sufficient collaborative and explicit instruction is used to promote access to the curriculum for all learners. Fourth, a variety of support programs have been developed to help teachers, youths, tutors, and parents team and plan in ways that create an environment that promotes a more strategic approach to meeting goals, solving problems, and preparing for the future.

Application:
A network of over 1500 trainers provides training to thousands of teachers each year. In addition to thousands of classroom applications, Strategic Learning Centers in Seattle, WA and Lawrence, KS provide models of community based learning centers that provide direct educational support to youth and to schools based on SIM. Schools are asked to plan at least five years to achieve full implementation and to expect ongoing work and revision to sustain gains.

Evaluation:
For the past 20 years, components of SIM have been evaluated in dozens of studies and classroom settings. Numerous state initiatives and university researchers have also independently evaluated SIM. A list of

http://www.newhorizons.org/strategies/graphic_tools/lenz.htm
the research studies that have been conducted by the Center for Research on Learning can be found at www.ku-crl.org. While studies show that individual teachers can make dramatic changes in student achievement, the full benefits of SIM are realized when teachers work collaboratively with others in both school and beyond school learning situations.

**Resources:**

Many components of SIM require training from a certified SIM trainer. There are over 50 different instructional programs. Each program is designed for a specific purpose, and detailed training can be obtained to ensure quality implementation. The Center for Research on Learning at the University of Kansas provides extensive and ongoing support to trainers and to schools and communities who choose to implement SIM.

**For Further Information:**

About national and international SIM development and training efforts

contact:

www.ku-crl.org
Coordinator of Training
Center for Research on Learning
J. R. Pearson Hall, Room 517
1122 W. campus Road
Lawrence, KS 66045

About community and beyond-school learning center development efforts

contact:

www.smarttogether.org
Coordinator of Training
Smarttogether Strategic Learning Centers
4860 Rainier Ave S.
Seattle, WA 98118

About the online library of Content Enhancement Devices contact:

www.contentenhancement.org

Related Links:

Content Enhancement Organizers and Routines

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New Horizons for Learning
P O Box 31876
Seattle WA 98103 USA

http://www.newhorizons.org
E-mail: info@newhorizons.org

The Strategic Instruction Model Content Literacy Continuum

The Strategic Instruction Model Content Literacy Continuum focuses on helping secondary schools develop and sustain comprehensive and integrated literacy programs. This school improvement process is led by a SIM Implementation Team with extensive experience in secondary literacy. The team works with administrators, teachers and staff to develop and implement a standards-based plan to improve literacy and content area learning tied to student performance on state assessments.

The Model consists of a variety of research-based interventions. Some of these interventions focus on helping teachers think about, adopt and present critical content in a learner-friendly fashion. Some interventions focus on helping students learn the skills and strategies students need to learn content. This work prospectus highlights the critical features of a three-to-four-year school improvement process.

Key CLC Implementation Objectives

1. Ensure mastery of critical core curriculum content to develop the background knowledge required for comprehension, independent learning, and cumulative literacy development.
2. Integrate key learning strategies into and across core curriculum courses: (a) co-develop literacy skills in conjunction with content mastery, (b) teach students when and how to use strategies, and (c) teach students to value the process of learning how to learn.
3. Develop support structures to more explicitly and intensively teach those strategies that are required/integrated across core curriculum courses for those students who need more direct instruction than what can be provided by teachers in core curriculum courses.
4. Identify and support the development of intensive literacy course options and services (i.e., for students with literacy skills below a 4th grade level) that are integrated into overall school-wide literacy development efforts.
5. Prepare professionals that support literacy goals, such as those provided through speech and language specialists, to provide clinical support services consistent with school-wide literacy efforts.

Basic Features

- Programs are supported by over 25 years of research conducted by the University of Kansas Center for Research on Learning.
- Professional development activities are guided by the principles of constructivism, adult learning, and the change process in schools.
- Work is supported by ongoing onsite and off-site expert technical assistance.
- Decision making is based on ongoing use of student and school data.
- Key teacher instructional resources for implementation are provided; classroom resources for students are currently available in the school or are clearly identified in advance.
- Services and supports are provided through a collaborative model and are modified on an ongoing basis to meet school needs.

Building resiliency and self-sufficiency for learning and life.