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| Competency and Skill(s) | Experiences/Tasks | Differentiation Options | “[SIM LS Professional Developer](https://badgelist.com/SIM-Learning-Strategies/SIM-Learning-Strategies-Professional-Developer)”  Badge List Evidence |
| History, Purpose and Role of the KUCRL  Knowledge of how and why KUCRL was established, the current mission served by KUCRL today and a brief overview of the Strategic Instruction Model. | 1. Co-plan and either present or co-present an overview of the history of KUCRL, including a SIM Overview *with emphasis on LS*, with a certified SIM Professional Developer (typically your SIM Mentor). 2. Engage in a feedback conference with either SIM Mentor or the observing SIM Professional Developer (if not your mentor). | * Co-present or present independently * May be presented within the context of a LS PD session or a stand-alone overview for the audience of your choice | **Item #2 Co-Plan and Co-Instruct**  -Apprentices co-plan and either present or co-present one **SIM Overview** and two LS with an active SIM Professional Developer  **Post on Badge as PDF files:**   * Planning agenda/outline * Presentation slides * Your written reflection of the overview presentation * Select observation notes provided by the SIM Professional Developer * PD session evaluation from audience (summary of feedback) |
| Effective Professional Learning  Apply strategies, components and principles of high-quality, effective professional learning to support successful implementation of research-based instructional practices. These should include, but are not limited to, these engagement strategies:   * detailed/advance planning * activate background knowledge * brain-based learning/pacing * effective presentation skills (more graphics, less bullets, minimize text per slide & number of slides) * explicit communication/modeling * anchors of support (resources) * honor participant expertise * pacing for engagement and integration of time for processing, collaboration and planning for implementation | 1. Co-plan and co-present a minimum of two LS PD sessions. 2. Engage in a feedback conference with either SIM Mentor or the observing SIM Professional Developer (if not your mentor). | * Co-present or present independently * For most apprentices, for the 1st LS PD session, you will co-plan and co-present. For the 2nd LS PD session, you will co-plan, but you may want to co-present or present independently. * If you have a SIM Specialist micro-credential(s) *and* have already provided PD to groups *or* have co-planned and co-presented a LS PD session with your SIM Mentor before the institute, then you may opt to co-plan and present a minimum of one LS PD session.\* | **Item #2 Co-Plan and Co-Instruct**  -Apprentices co-plan and either present or co-present one SIM Overview and **two LS** with an active SIM Professional Developer  **Post on Badge as PDF files for each of 2 LS PD sessions:**   * Planning agenda/outline * Presentation slides * Your written reflection of the PD session * Select observation notes provided by the SIM Professional Developer * PD session evaluation from audience (summary of feedback)   \*If you only provide 1 LS PD session post-institute, include either the same evidence as listed above OR a link to your SIM Specialist badge AND include in your Apprenticeship Reflection (Item #1 on Badge List) how this post-institute PD delivery experience compared to your pre-institute PD delivery experience (e.g., awareness and use of partnership principles, high-quality PD features, detailed planning outlines). Debrief the experience with your mentor. |
| Leadership Capacity  Demonstrate capacity for student-centered, school-wide leadership perspective in problem evaluation and decision-making processes.  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). | 1. Create a written plan demonstrating use of student data to determine selection of SIM instructional tools or interventions.   Create a professional learning plan to support implementation of SIM in your school/district/region/organization. Include initial professional development, instructional coaching, and technical assistance for administrators to ensure infrastructure support. | * Engage in a set of shared reading texts (articles or book studies) focused on topics of school culture and instructional leadership. * Develop an infographic or visual representation to be used for induction of new teachers on a campus where SIM and other initiatives are being implemented. Format should clearly communicate alignment and purpose. * Include your micro-credentialing experience in your apprenticeship reflection.   Expand your knowledge and understanding of the SMARTER Instructional Cycle. | **Item #1 Apprenticeship Reflection**  -Describe your experience with the certification process. Identify the institute you attended. Include useful take aways from the institute and your apprenticeship. This is not a recap of topics, but rather a personal reflection about your learning.  - - - - - - - - - - - - - -  **Item #5 Professional Learning Plan (PLP)**  -Develop a written plan for implementation of SIM in your department/school/division/region/state.  **Post on Badge:**   * A written plan that includes:   + initial PD sessions   + instructional coaching   + technical assistance for administrators to ensure infrastructure support for professional learning and classroom implementation * Provide at least one paragraph that describes *your specific role* in the PLP   - - - - - - - - - - - - - -  **Item #6 Data Driven Planning**  -Create a written plan demonstrating use of student data to determine selection of SIM instructional tools or interventions.  **Post on Badge:**  An artifact with accompanying description that demonstrates your support of an individual teacher, department, implementation team, or administrator in their use of student data to drive SIM instructional decision-making |
| The Strategic Instruction Model  Awareness and fluency with accessing KUCRL online resources.  Summarize the metacognitive benefits for students when provided with instruction in this model (include CER and LS).  Identify research background for SIM SIM Learning Strategies.  Demonstrate mastery of integrating Learning Strategies into instructional practice.  Explain the 8 Stages of Instruction, including the purpose of and some activities or experiences that occur in each stage.  Describe the role of progress monitoring and specific, prescriptive feedback in Learning Strategy implementation.  Respond to questions that are frequently asked of SIM Professional Developers with clear communication and accuracy to build capacity in others related to SIM. | 1. Complete the SIM Online Assets WebQuest to locate resources available in SIMville, StrateDirectory, public SIM website, and Badgelist. 2. Select and answer 15 out of 30+ Frequently Asked Questions using support from research articles. Answers should be 1-2 paragraphs in length and cite at least 1 source (e.g., article, guidebook, website, “expert” interview). 3. As you instruct students in a strategy **write a log** about your planning and preparation, the instructional process, and the classroom environment; include the highlights and lowlights as both are instructive. Note what you do, what you would do again, and what you would do differently. Also, identify the successes and struggles for your students. Be sure to include the following:  * the group (size, level, student characteristics, etc.) * the time period of implementation (length in weeks or months, time per day, days per week), * student progress (progress charts, if possible, or a description if progress charts are not available), and implementation experiences (what went well and/or was challenging, adjustments made, if necessary, ideas generated for problems encountered). | * Select and answer questions related to progress monitoring and feedback as part of the Frequently Asked Questions assignment. Support your answers using research articles and other CRL resources * Participate in a group study of the FAQ’s specific to Learning Strategies to ensure fluency and ability to answer them. * Narrative log considerations:   + If one of the two Learning Strategies taught prior to the institute was not an 8-stage form, during the apprenticeship, instruct a student or class in an 8-stage format Learning Strategy for your Learning Strategy Log.   + If you have taught an 8-stage LS prior to the institute, but you have not developed a log and no longer have full time access to a classroom, then track a student’s progress who is currently learning an 8-stage LS in a classroom and document in a narrative log. Develop an instructional plan for leading a group of students with a variety of assessed reading levels through all 8 stages of one Learning Strategy. * Create an infographic that shows the 8 Stages of Instruction with purpose and example activities. | **Item #3 Frequently Asked Questions Assignment**  -To prepare potential professional developers in SIM Learning Strategies to answer difficult questions that are often asked at SIM PD sessions, Apprentices submit responses to 15 of 30 SIM Frequently Asked Questions.  **Post on Badge:**   * A reflection about how answering FAQs has helped you prepare.   Send to your SIM Mentor and Institute Director(s) **privately** the answers to your selected FAQs.  - - - - - - - - - - - - - -  **Item #4 Learning Strategy Expertise**  -Provide the names of any LS that you implemented as part of your apprenticeship experience  **Post on Badge:**   * A description of implementation with one of the LS taught through a narrative reflection log (Note: If you have an LS Fidelity of Implementation badge, provide the hyperlink for your log in your PD badge rather than creating a new log) * Evidence that relates to one 8-stage LS: increased knowledge and/or skills you have developed during this process |
| Instructional Coaching  Demonstrate understanding of Knight’s Partnership Approach and how to integrate partnership principles and learning structures in the design and facilitation of professional learning.  Evidence beginning study of the essential understandings of instructional coaching practices (e.g., Impact Cycle) as a means to support implementation of research-based practices. | 1. Use learning structures that activate partnership principals in your PD session. Clearly noted on your planning outline (recommend 2-3). 2. Include time in your PD session to discuss coaching options with teachers. 3. Create a professional learning plan to support implementation of SIM in your school/district/region/organization. Include initial professional development, instructional coaching, and technical assistance for administrators to ensure infrastructure support. | * Study chapters 3,4,7 and 8 in *Instructional Coaching* (Knight, 2007) and construct a FRAME to process and document your understanding. * If you have a SIM Specialist micro-credential(s), then share a reflection with your mentor about how instructional coaching may look similar or different in the future now that you’ve learned about the Partnership Approach. | **Item #5 Professional Learning Plan (PLP)**  -Develop a written plan for implementation of SIM in your department/school/division/region/state.  **Post on Badge:**   * A written plan that includes:   + initial PD sessions   + instructional coaching   + technical assistance for administrators to ensure infrastructure support for professional learning and classroom implementation * Provide at least one paragraph that describes *your specific role* in the PLP |
| Effective Integration of Instructional Technology & Remote Instruction  Successfully integrate instructional technology into facilitated learning experiences with students learning in the classroom or adults in professional learning.  Demonstrate capacity for adapting learning plans (for either professional learning or classroom learning experiences) to all modalities (in-person, remote or hybrid of both). | 1. Intentionally plan during classroom implementation or a PD session the use of instructional technology. 2. Adapt for learning modalities. 3. Reflect with your mentor on its effectiveness, including strengths and areas for improvement. | * Show evidence of instructional technology integration during (a) classroom use of SIM, (b) during an instructional coaching session, or (c) during a PD session. | **Item #7 Any Additional Evidence (OPTIONAL)**  -Provide evidence of your apprenticeship experiences that you wish to share (such as coaching data, interview with a teacher, etc.)  **Post on Badge:**   * Description about how you integrated instructional technology into classroom implementation or professional learning * Highlight on planning or presenting documentation (outline or slide deck) the use of instructional technology |
| The Concepts of Adolescent Literacy and Content Literacy  Evidence understanding of the concept of content literacy and systems, practices and strategies to support in classroom instruction and school-wide.  Apply understanding of adolescent literacy to support student progress and success. | 1. Select and answer questions related to adolescent literacy and content literacy as part of the Frequently Asked Questions assignment. Support your answers using research articles and other CRL resources. | * Collaborate with Mentor (and possibly fellow apprentices) in article/research study focused on the concept of content literacy and how to support its development. Study will be evidenced in format agreed upon by apprentice and mentor. * Participate in formal meetings and strategic conversations about students' reading challenges, progress and success over the course of a set period of time (one semester--one school year). Debrief the experience/conversations with your Mentor. | **See Item #3 FAQ Assignment above.** |