



Weekly Memo

Action Items

Notice of Proposed Rules

The following rule revisions are scheduled for the State Board of Education meeting on **March 27, 2018**. To view the final proposed rule and to submit comments, go to

<https://web02.fldoe.org/rules/>.

- Rule [6A-1.09515](#) Excused Absences for Students with Autism Spectrum Disorder
- Rule [6A-6.0571](#) Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks
- Rule [6A-7.0335](#) Regional Centers for Implementing Services to Individuals with Autism, Pervasive Developmental Disorders, Autistic-like Disabilities, Dual Sensory Impairments, or Sensory Impairment with Other Disabling Conditions
- Rule [6A-1.09441](#) Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation

Clinical Education Facilitator Academy (CEFA)

The Florida Department of Education has issued the following memorandum regarding the CEFA. Eligible individuals should apply by **February 23, 2018**, as directed in the memo. The memorandum may be viewed at <https://info.fldoe.org/docushare/dsweb/Get/Document-8182/dps-wkly-2018-34.pdf>.

Strategic Instruction Model (SIM) Training Event

The Region 1 and 2 Florida Diagnostic and Learning Resource System (FDLRS) Associate Centers and FDLRS Administration are excited to announce that additional space is available in the SIM training event in Tallahassee on **February 27-28, 2018**. SIM is about promoting effective teaching and learning of critical content. SIM strives to help teachers make decisions about what is of greatest importance, what we can teach students to help them learn, and how to teach them well. For information and registration details, see the attached document. For questions, email paynes@nefec.org or call the FDLRS Administration Project at 386-312-2265.

- Filename: SIM Regional Marketing Flyer Regions 1 and 2

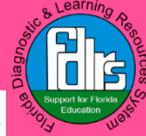
11th Annual Promising Pathways Conference

Registration is now open for the 11th Annual Promising Pathways Conference, The Road to Best Practice in Autism Spectrum Disorder. This no-cost conference is open to the public and will be in Fort Myers on **April 7, 2018**. For more information and to register for this event, go to <https://www.eventbrite.com/e/promising-pathways-11th-annual-conference-on-autism-spectrum-disorder-tickets-39880678182>. For questions, contact Leigh Anna Novak at lnovak@fgcu.edu or Dr. Carolyn Gischel at cgischel@fgcu.edu.

Monica Verra-Tirado, Ed.D.



For more information, contact
850-245-0475



Region 1 and 2

Professional Learning Opportunity

Are you looking for ways to increase student achievement in reading and writing?

STRATEGIC INSTRUCTION MODEL® (SIM®) OVERVIEW

Since 1978, The University of Kansas Center for Research on Learning has designed researched validated interventions to help students meet the demands of life, not just in school but after they leave school as well. The goal has been to develop an integrated model to address many of the needs of diverse learners. Out of this effort, the Strategic Instruction Model, (SIM) has evolved. In essence, SIM is about promoting effective teaching and learning of critical content. SIM strives to help teachers make decisions about what is of greatest importance, what we can teach students to help them learn, and how to teach them well.

TWO COMPONENTS OF SIM

The University of Kansas Center for Research on Learning has developed two kinds of interventions to address the performance gap that is evidenced by struggling students.

Content Enhancement Routines were designed for educators in general education content classrooms in elementary through secondary settings to plan, present and improve students' ability to understand, organize and recall critical information through the use of Partnership Learning Principles.

Learning Strategies are student focused interventions that are teacher directed, systematic, explicit instruction of strategies that students will master and generalize in and out of school in order to become independent learners. These strategies meet the needs of students who have difficulty acquiring knowledge and skills, remembering information and expressing and demonstrating what they know.

COMMITMENT TO LEARN

All stakeholders in the learning community must be committed to the success of ALL students. We know that the quality of teaching has a significant effect on students' learning outcomes.

As an Educator I commit to the following:

- I will actively participate in the professional development session.
- I will complete necessary follow-up activities as assigned.
- I will collect and submit implementation data to the professional developer.

As a Professional Developer I commit to the following:

- I will create and maintain an environment of trust, risk-taking, flexibility, and respect.
- I will be a role model in all of my communication, problem solving, demonstration, collaboration, and ongoing professional growth.
- I will mentor/coach individuals as needed.

TUESDAY, February 27, 2018

Learning Strategies:

- The **Test-Taking Strategy** is designed to be used while taking classroom tests. Students allocate time and priority to each section of the test, carefully read and focus on important elements in the test instructions, recall information using mnemonic devices, systematically and quickly progress through a test, make well-informed guesses, check their work, and take control of the testing situation. The emphasis is on teaching adolescents and adults who struggle with learning.
- **Listening and Note-Taking** is an easy-to-learn strategy that helps students identify and quickly capture important information during a lecture, sort main ideas and details as they write, and study their notes to earn the best test grades possible. *Listening and Note-Taking* is suitable for instruction in core subject courses as well as supplemental skill-based classes.

WEDNESDAY, February 28, 2018

Content Enhancement:

- **Framing Routine:** Teachers and students use the Framing Routine in conjunction with a graphic organizer called a "Frame" to develop a thorough understanding of information associated with key topics and main ideas. The Frame, a concrete representation of abstract ideas, helps students study essential information and focus on relationships between main ideas and details as well as among several main ideas.
- **Unit Organizer Routine:** Through use of the Unit Organizer Routine, teachers can "frame" a unit to enable students to understand the big picture of the unit. Use of the routine helps students understand how the unit fits within a course or sequence of units, see a method for organizing knowledge, define relationships among pieces of information, understand what they are expected to do, monitor their progress, and recognize what they have learned.

REGISTRATION

Participants may attend either day OR both days. Please use the following links to register for the events.

Tuesday, Feb. 27, 2018 – Learning Strategies- <http://www.fdlrs.org/x/events/view/?id=195&pw=d0d486a0>

Wednesday, Feb. 28, 2018 – Content Enhancement- <http://www.fdlrs.org/x/events/view/?id=196&pw=a0d8fedb>

LOCATION

FDLRS Miccosukee Training Room
725 S. Calhoun Street, Tallahassee, FL 32301

WHAT YOU WILL RECEIVE

- Quality Teaching Materials: Instructor's Manuals and/or Guidebooks
- Quality Professional Development
- Quality Evidenced Based Research
- [Travel expenses \(hotel, food, and mileage\) coordinated through your FDLRS Associate Center for individuals traveling more than 50 miles one way. Contact your FDLRS Associate Center PRIOR to making travel arrangements.](#)

Questions

Please contact Sallie Payne of the FDLRS Administration Project at paynes@nefec.org if you have questions.