



**PRACTICE-BASED LEARNING OPPORTUNITIES
AFFINITY GROUP**

In the Chat box, tell us if you've ever experienced a simulated interaction yourself. If you have, in what situation?



HELLO!

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PRACTICE-BASED LEARNING SCOPE AND SEQUENCE

Date	Topic
September 29	Intro to PLOs
October 28	Developing Knowledge of HLPs
December 2	Structured Video Analysis
January 27	Microteaching
February 17	Moving PLOs into Induction
March 17	Simulated Interaction
April 14	Lesson Study



TODAY'S PRESENTER



Dr. Paula Lancaster

Dean of the College of Education
and Human Services

Central Michigan University





Today's FOCUS

- What is Simulated Interaction?
- Where does it fall within McDonald's Learning Cycle?
- How did you implement Simulated Interaction?
- What are the considerations for implementing this practice-based learning opportunity?
- Breakout Groups

SIMULATED INTERACTIONS

Paula Lancaster, PhD

Central Michigan University

SIMULATED INTERACTIONS

- What is an SI?
 - Modeled after the simulated/standardized patient interactions
 - Semi-scripted, advanced role-play, addressing specific aspects of practice
 - Opportunity to provide in-the-moment feedback.



PURPOSES OF SIMULATED INTERACTIONS

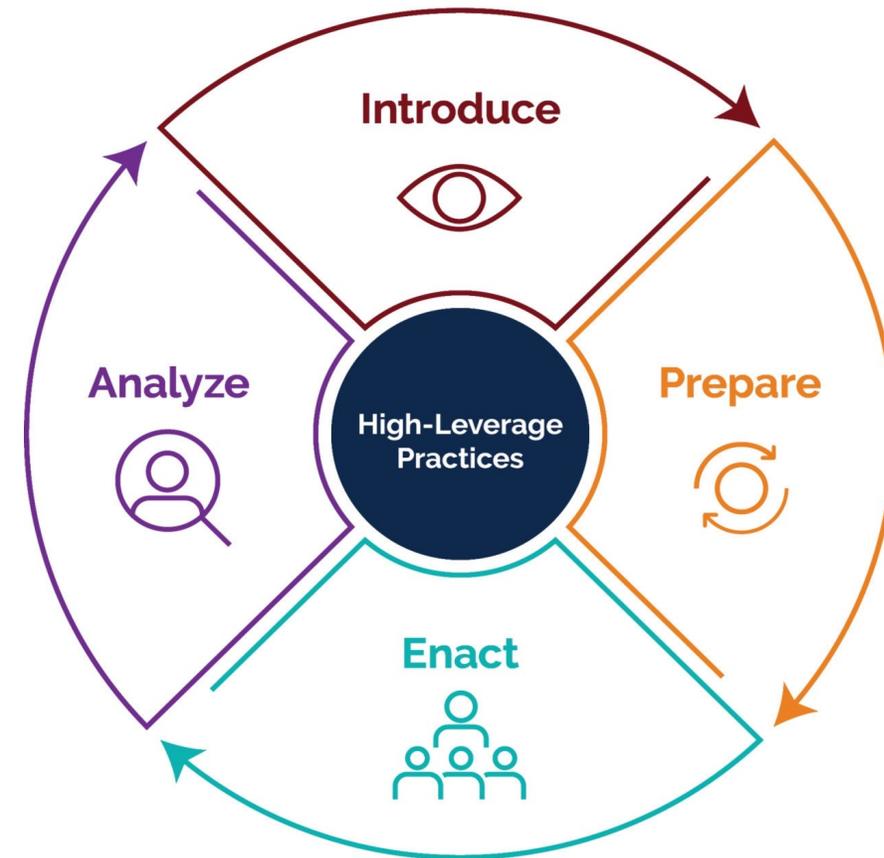
- Practice critical components of an HLP with adults posing as students
- Limit beginner teachers' cognitive load as they are developing in their **practice**
- Incrementally develop skillfulness and gradually increasing the complexity of the content
- Assess beginner teachers' skillfulness



The Learning Cycle

LEARNING CYCLE

- Prepare
 - Phase 1
 - Phase 2
- Enact
 - Phase 3
 - Phase 4



Adapted from:
McDonald, Kazemi, and Kavanagh, 2013; Lampert et al, 2013;
Teacher Education by Design



COMPONENTS OF SIMULATED INTERACTIONS

<p>Goal of the SI</p> <ul style="list-style-type: none">Critical feature(s) of the HLPCritical contentComplexity level	<p>Task</p> <ul style="list-style-type: none">Background informationTeacher candidate focusScaffolded
<p>Student/adult profile</p> <ul style="list-style-type: none">Age/grade levelStrengths-based depictionTypical patterns of behavior and knowledge	<p>Observation Tool</p> <ul style="list-style-type: none">Simple and focusedDiscussion generating



CONTEXT FOR SIMULATED INTERACTION

- Inclusive Practices for Elementary Educators
- Taught on campus for first 4-5 weeks and in a local school for 9-10 weeks
- Second semester of Year 2 or first semester of Year 3
- Candidates have
 - minimal knowledge of Explicit Instruction
 - minimal supervised instructional experiences



OVERVIEW

The SI is part of a four-phase professional learning opportunity (PLO) embedded in the course.

The overall PLO is designed to build the discrete instructional skills located within the larger practice of Explicit Instruction.

The SI is meant to develop skillfulness and content knowledge in preparation for working with children.

The SI is scaffolded, beginning with neutral content and advancing to grade-level appropriate content.



PLO DESCRIPTION

Phase 1*- Teacher candidates develop and deliver a content-neutral lesson to their peers using a familiar non-academic learning objective. (Pack a lunch simulation)

Phase 2*- Teacher candidates develop and deliver a content-specific lesson to their peers targeting critical content/skills for young children.

Phase 3**- Teacher candidates develop and deliver a series of 7-8 content-specific lessons to an individual child over 7-8 weeks.

Phase 4**- Teacher candidates develop and deliver content-specific lessons to small groups of children or youth within a field placement.

*University classroom **P-12 school setting



PHASE 1

Selected focal elements of the HLP

- Describing/Explaining
- Modeling with think-aloud
- Engaging students throughout both elements

Considered cognitive load

- Neutral (Pack a Lunch)
- Planning Guide (Structured protocol & Lesson planning template)
- Observation Guide (Explicit Instruction Rubric)



SIMULATED INTERACTIONS: MATERIALS

- TASK
- SCORING CRITERIA
- BACKGROUND KNOWLEDGE
- GUIDED PLANNING

Explicit Instruction
Phase 1: Neutral Content, Peers
Level: Introductory

A Simulation of Explicit Instruction

Describing and modeling: *How to Pack a Lunch*
Preparing for the Simulation

Directions: The purpose of this exercise is to practice the describing and modeling components of explicit instruction. You are describing and modeling how to pack a lunch to one or more of your peers. Remember, the focus of this exercise is for you to practice **describing and modeling**. Your goal is to provide an accurate description of the steps and a think-aloud model for packing a lunch. You should be able to perform the instructional component of the task in 5-6 minutes.

Your task:

1. Consider the steps for packing a lunch (see below).
2. Consider how you will describe those steps to your peer, providing at least one example and nonexample.
3. Consider how you will emphasize critical components of *Packing a lunch*.
4. Consider how you will model *Packing a lunch* including thinking aloud.

Scoring Criteria: You are being assessed on your planning and skillfulness in:

1. Clearly and concisely describing how to pack a lunch.
2. Using an appropriate example and nonexample to add clarity.
3. Using verbal and/or nonverbal cues to emphasize critical information or steps.
4. Accurately modeling the steps.
5. Thinking aloud while modeling.
6. Using appropriate pacing and time.
7. Using learner-friendly language.

Steps for Packing a Lunch

1. Select an appropriate container
2. Set your menu
3. Check your supplies.
4. Note refrigeration needs.
5. Prepare the food.
6. Try to include a main dish, fruits and vegetables, a treat, and beverage.
7. Include utensils and napkins as needed.



SIMULATED INTERACTION MATERIALS

Guided Planning

- Use the space below to plan for your simulation.
- Write your notes for **explaining** how to pack a lunch:
 - What example and nonexample will you use?
 - Why did you choose that example/nonexample?
 - What verbal and nonverbal cues will you use to emphasize critical information?
- Write your notes for **modeling and thinking aloud** about how to pack a lunch:
 - How might you have your peer(s) practice packing a lunch?
 - What components of packing a lunch do you think might be challenging for someone trying it for the first time?



SIMULATED INTERACTIONS: MATERIALS

Candidate Name/Date:

Feedback by:

Developing Areas that Need Work	CRITERIA Standards for This Performance	Proficient Evidence of Meeting or Exceeding Standards
	<ul style="list-style-type: none"> • Steps or components were clearly named. • Steps or components were clearly described in student-friendly language. • Steps or components were described in a logical sequence. 	
	<ul style="list-style-type: none"> • Appropriate examples and nonexamples were used to provide clarity. • Opportunities for student engagement and participation were provided. • Verbal cues were used to accentuate important information. • Visual cues were used to accentuate important information. 	
	<ul style="list-style-type: none"> • An accurate model of the components of the skill, strategy, process was provided. • Think aloud was provided for critical components. • Opportunities for student engagement and participation were provided. • Verbal cues were used to accentuate important information. • Visual cues were used to accentuate important information. 	
	<ul style="list-style-type: none"> • Pacing was appropriate for age and developmental level of students throughout the describe and model. • Language and tone was appropriate for age and development level of students throughout the describe and model. 	



SIMULATED INTERACTIONS: MATERIALS

Student Profile for Neutral Explicit Instruction How to Pack a Lunch

You will be representing a first-grade student. Please do not alter your tone of voice in order to attempt to sound like a young child. Keep in mind, when provided with engaging, clear instruction, most first-grade students will be able to track on the teacher's instruction, turn to their neighbor to check for understanding and respond chorally or individually to cues from the teacher. Finally, most first-grade students are able to identify the steps for packing a lunch correctly and fluently, provided the teacher effectively enacts explicit instruction.

The teacher will be **explaining and modeling** how to pack a lunch in anticipation of an upcoming field trip. You will respond positively to effective attempts at **explaining and modeling** with an emphasis on engagement, pacing, clear, student-friendly language, and clear, logical examples and nonexamples. Please read the guidelines below in order to accurately represent the responses of a first-grade student in this simulation.

Describing/Explaining

- **Clear, logical steps in student-friendly language**
 - Begin the lesson listening to the teacher and engaging through choral response and TTYN.
 - If steps are clear and logical, stay focused on the content, and exhibit positive demeanor.
 - If steps are unclear, not in a logical order, say, "I don't understand" or "I'm confused."
 - If questions are clear, answer questions,
 - If questions are unclear or meaningless to the lesson, respond by saying, "I don't know what you mean" or "I'm not sure how to answer that question."
 - As the lesson moves along, and the teacher uses clear, student-friendly language, remain focused and positive.
 - If the teacher's language is confusing or at a level significantly above or below that of typical first-grade students, become frustrated and either daydream, put your head down, or engage in peer socializing.

Modeling/Think Aloud

- **Engagement**
 - Begin the modeling component of the lesson listening to the teacher and engaging through choral response and TTYN.
 - As the lesson moves along, remain engaged as long as the teacher offers regular opportunities to answer questions, TTYN, and offer ideas and input.
 - If the teacher engages in too much teacher-talk stop paying attention and either daydream or engage in peer socializing.



PHASE 2

- Phase 2: Second Simulated Interaction
 - Select content on which candidates will be tutoring students
 - Cognitive Strategy Instruction
 - Phonological Awareness
 - Early numeracy and number talks
 - Provide necessary background knowledge
 - Provide guidance on giving and receiving feedback



PHASES 3 & 4

- Phase 3: Tutoring children in school*
 - Same content as second simulation
 - Lesson planning template
 - Supervised tutoring session
 - Pre- and post-brief
 - Notes for next session
- Phase 4: Student Teaching/Internship

*Faculty observe each grouping and review lesson plans and notes for next session.



PROGRAMMATIC IMPLEMENTATION OF SI

- Baseline assessment
- Develop skillfulness around challenging, yet critical instructional moves
- Develop fluency around challenging, yet critical content
- Formative or summative assessment
- Preparation for work with children and youth
- SIs are time-consuming yet powerful; judicious implementation is necessary.



CONSIDERATIONS FOR TEACHER CANDIDATES

- Unfamiliar approach within Educator Preparation
 - Public practice
 - Giving and receiving feedback
- Preparation for the SI is important
 - All candidates should understand the entirety of the SI
 - Create a safe space for trial and error
 - Hold to a high level of implementation
- Debrief allows for continued learning



BREAKOUT GROUPS

padlet

Nichole Spalding-Watson • 1m

PLO 6 - Simulated Interaction

with Paula Lancaster

Using SI

How might you use this SI or a similar one in your program or professional development?

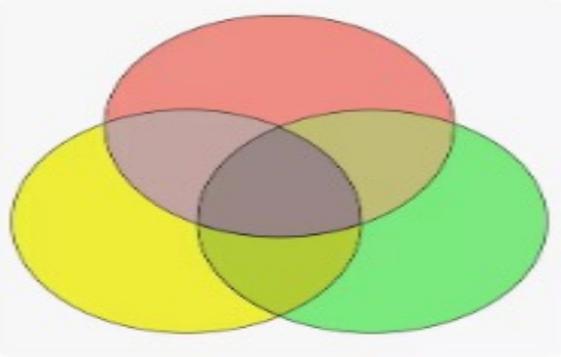


Add comment

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Reflect on Integration

What similarities do you see between simulated interaction, mixed reality simulation and microteaching?



Add comment

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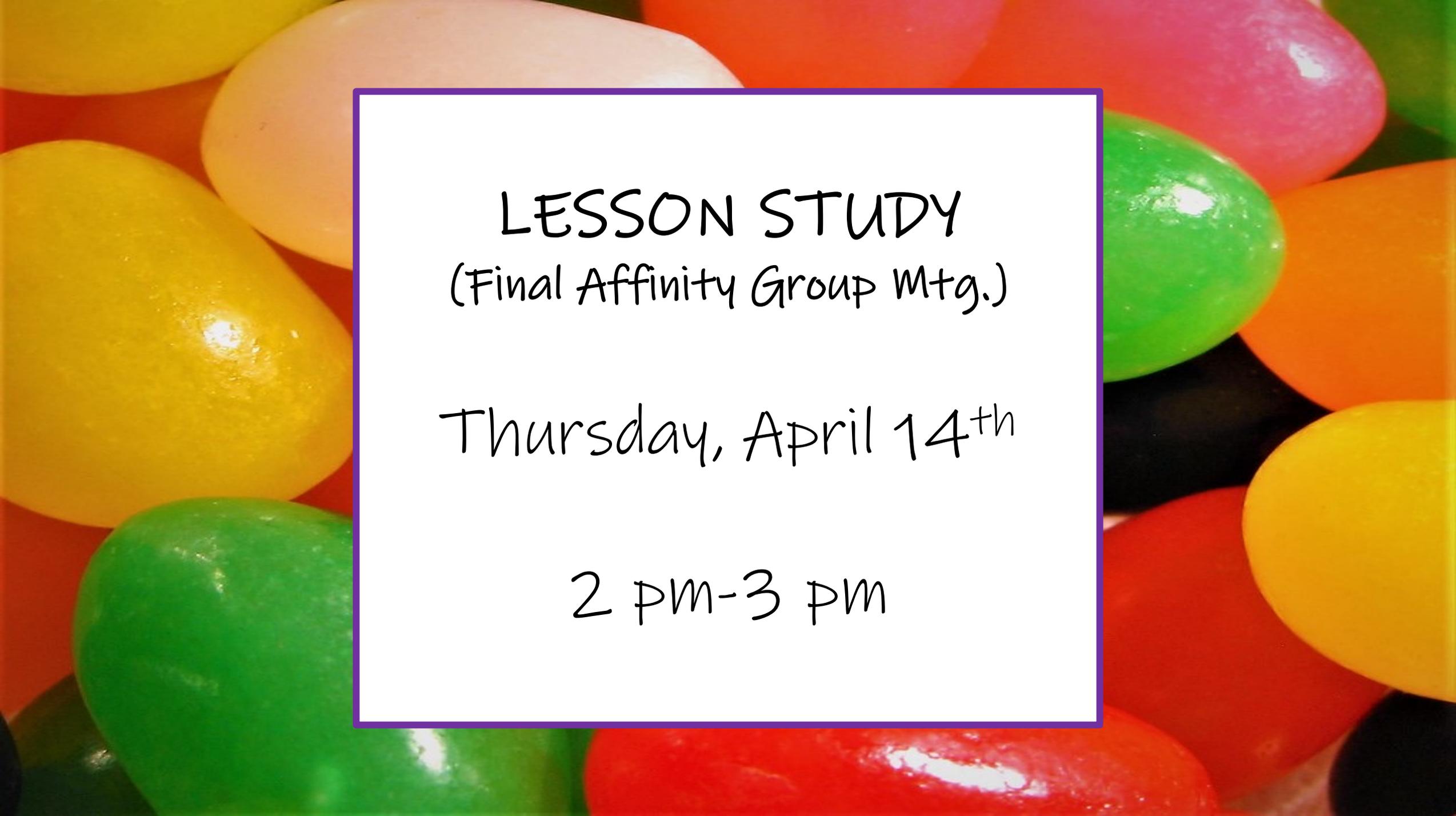
What else?

What do you need in order to move in this direction?



Add comment

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LESSON STUDY
(Final Affinity Group Mtg.)

Thursday, April 14th

2 PM-3 PM

CONTACT US



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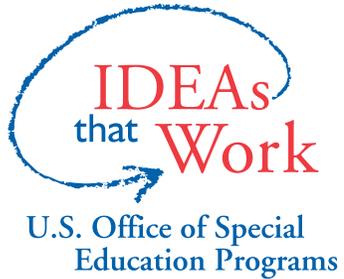
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