

**SAMFORD UNIVERSITY**  
**2005 Faculty Development Grant Application**  
**FORM 1**

**Applicant name:** Amanda S. Hilsmier

**School:** Orlean Bullard Beeson School of Education and Professional Studies

**Department:** Teacher Education

**TITLE OF PROPOSED DEVELOPMENT ACTIVITY:**

Professional Development in the Strategic Instruction Model

**BRIEF DESCRIPTION OF PROPOSED ACTIVITY: (500 - 700 words, titled as Brief description of Proposed Activity and attached to Form I)**

**Estimated timetable for project:**

June 2006- August 2006

**Total cost of proposed activity:**

\$1850

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
Applicant

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
Department Chair (if applicable)

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
Dean

**NOTE TO DEANS:** Faculty members will deliver their applications, with appropriate signatures directly to the Academic Affairs Committee chairperson. You will receive a list of all faculty members and grant application titles submitted from your school. Upon receiving notification, the Committee requests assurance from each of you that applicants will be employed for the 2006-2007 academic year.

## **Brief Description of Proposed Activity**

The purpose of this activity is to further develop the coursework and training provided to students in the Teacher Education department. The Teacher Education department is in the process of developing a secondary collaborative certification for content-area teachers. This degree will allow Master's degree students to be certified to work with adolescents with disabilities in the middle and high school setting.

The Strategic Instruction Model (SIM) is a research-based method for instructing adolescents who struggle in reading, writing, and learning. This method of instruction provides adolescent students with the tools needed to meet the demanding expectations of the middle and high school environment. These methods of instruction have been proven effective for improving the basic reading and reading comprehension skills of secondary students struggling in reading. The skills presented in the learning strategies model are useful to all educators who will be working with secondary students with disabilities.

The Strategic Instruction Model would be a wonderful tool to assist Samford graduates in successfully preparing secondary students with disabilities to be successful within the regular curriculum. These strategies will train prospective collaborative teachers in a variety of strategies that are necessary for learning by breaking each process into steps and assisting these students toward meeting state and national standards in their instruction. Also, these strategies are crucial in developing the compensation skills of secondary students with disabilities.

In order to effectively train teachers who are prepared to work collaboratively at the secondary level, it would be useful for Dr. Amanda Hilsmier to attend the training sessions on the Strategic Instruction Model at the University of Kansas Center for Research on Learning in Lawrence, Kansas. These training sessions occur every summer and allow educators in the field of education to be trained on how to effectively implement these strategies so that students with or at-risk for disabilities can be successful in the secondary classroom. These trainings will be useful for training potential Samford students on how to implement the SIM Learning Strategies. This method is a useful tool for teachers working with secondary students with disabilities and would greatly enhance the secondary collaborative master's degree program at Samford.

Another benefit from the training would allow Dr. Hilsmier to use many of the strategies that are found effective with high school students at the college level. Many undergraduate students at Samford struggle with disabilities and explicit instruction in these strategies would be beneficial in their academic development.

The primary money provided by this faculty development grant will be payment for the training sessions offered at the University of Kansas. The remaining funds will be used for travel to the University of Kansas, a rental car to drive from the hotel to the training, lodging while at the training, and meals while at the training.

Hopefully, the information obtained in the learning strategies method will be an integral piece to the secondary collaborative master's program offered at Samford. The information and training provided at the University of Kansas will enhance the program and set Samford apart from other institutions in the area for offering training in how to implement these strategies with secondary collaborative teachers.

## aFORM2

### **1. Describe the relevance of your research project to current trends in your area of specialization; what is the value of your research to your area of study?**

Much of my research has focused on reading interventions for secondary students with disabilities. The majority of this research has focused on improving the oral reading fluency of secondary students with emotional and behavioral disorders (EBD). Upon review of the research on effective reading interventions for secondary students with disabilities, there appears to be an absence of research on effective interventions in reading comprehension. This absence could be a result of the need for prerequisite reading skills prior to instructing students on methods of comprehending text. However, the National Reading Panel (2000) found that reading comprehension was an integral component of effective reading instruction. With this in mind, there appears to be a great need for research in explicit instruction of reading comprehension for students with disabilities, particularly at the secondary level.

The Strategic Instruction Model offers a variety of strategies for developing the reading comprehension skills of secondary students. I have conducted extensive research on secondary reading programs for students with disabilities and the Strategic Instruction Model is the only reading program found that focuses on training students to comprehend text using strategies like word identification, visual imagery, self-questioning, and paraphrasing. The strategies use a standard set of instructional procedures to assist students in their current curriculum (Ellis, Deshler, Lenz, Schumaker, & Clark, 1991). Phonemic awareness is a prerequisite skill for using this model of instruction. The strategies teach students how to use learning strategies in any situation.

Training in the specifics of the strategic instruction model will enhance my area of research by expanding my knowledge in effective strategies for teaching prospective teachers at the undergraduate and graduate level on how to use these strategies themselves and how to teach them to their students. Also, knowledge of the strategic instruction model will be useful in furthering my research area to focus on improving the reading comprehension skills of secondary students with EBD. The strategic instruction model has been found to be effective with students with specific learning disabilities (SLD) (Bremer, Clapper, & Deshler, 2002), at-risk general education students (Lee & Von Colln, 2003), and adults with or at-risk for SLD (Hock & Deshler, 1993). Unfortunately, the effectiveness of this strategy with secondary students with EBD has not been investigated. Training provided in the strategic instruction model will be useful in attempting to research the effectiveness of this strategy with secondary students with EBD.

aFORM2

**2. In terms of scholarship, assess the quality of knowledge needed for successful completion of your project and predict the thoroughness of coverage that you will achieve. What publishing value will the project have? What journals or other outlets for research might be likely to publish the work? Will it, when completed, provoke further thought and critical thinking? What further scholarship might result?**

Although I know some basic information about the strategic instruction model, I am still unfamiliar with the specific strategies employed in this model. I believe that the explicit training in the implementation of this model will be incredibly useful in developing my knowledge as a professional and in future research projects that I may pursue. The professional development training teaches college professors how to implement the strategic instruction model with their college students, as well as, train their students on how to use the specific learning strategies within the program. The majority of the training focuses on Content Enhancement (CE) Routines for teaching and training teachers.

Although strategic instruction has a strong literature base, no research has been conducted on the effectiveness of this program with secondary students with emotional and behavioral disorders (EBD). Training in this program will greatly improve my understanding of the strategic instruction model and provide the opportunity for me to research this model with students with EBD.

Since the research on effective reading interventions for secondary students with EBD is so small, particularly in the area of reading comprehension, there is great need to further the research in this area. Hopefully, implementing a program that teaches students how to use the strategic instruction model will yield positive growth in the reading comprehension scores of secondary students with EBD.

There is a great need for research on academic interventions for students with EBD and there are many outlets willing to publish articles on this topic. The information from this area of research could be published in the following journals: *Exceptional Children*, *Behavioral Disorders*, *Journal of Emotional and Behavioral Disorders*, *Remedial and Special Education*, and the *Journal of Special Education*. There are also many opportunities to present research on reading interventions for secondary students with EBD at national and international conferences such as the *Council for Children with Behavioral Disorders (CCBD)*, *Teacher Educators for Children with Behavioral Disorders (TECBD)*, and the *Council for Exceptional Children (CEC)* conference.

Upon completion of this training, I will have the opportunity to reflect upon my current teaching style and effective strategies that I may use to enhance the instruction provided to undergraduate and graduate students in the university classroom. I will also have the opportunity to share this knowledge of learning with the students in my classrooms to enhance their abilities as teachers. This training will allow me to focus on the development of my teaching skills and my goals for instructing future educators toward working effectively with students with disabilities.

**FACULTY DEVELOPMENT GRANT BUDGET PROPOSAL  
FORM 3**

The applicant must develop and submit an itemized budget including details of estimated expenses for your proposed activity. Justifying statements would be helpful to the committee as it prioritizes applications.

<b>Description</b>	<b>Total dollar estimate</b>
Teaching Content to All: Effective College Teaching	\$800
Travel to and from the University of Kansas	\$500
Rental Car for three days	\$100
Hotel for two nights	\$300
<u>Meals</u>	<u>\$150</u>
Total	\$1850