

# Strategram™

## STRATEGIES INTERVENTION MODEL

VOLUME 7

The University of Kansas Center for Research on Learning

NUMBER 1

NOVEMBER, 1994

# SIM Demonstration Site

## A Professional Development Tool

Alice Henley  
SIM Trainer

The Strategies Intervention Program (SIP) in Connecticut is a comprehensive professional development training program that brings together the dynamic and inevitable team of special and general educators. Components of the program include: training teachers in strategies and content enhancement routines; training trainers; providing technical assistance to districts with implementation issues; assisting districts with curriculum integration; disseminating information; and developing resources for SIP trainers and participants. SIP is coordinated through the Special Education Resource Center (SERC). SERC operates by contract through the Connecticut State Department of Education, Division of Educational Programs & Services, Bureau of Special Education and Pupil Services with federal funding.

**"Through demonstration, inquiry, and exchange of information, SERC staff strive to increase the visibility and utility of SIP in Connecticut schools."**

Through demonstration, inquiry, and exchange of information, SERC staff strive to increase the visibility and utility of SIP in Connecticut public schools. One very exciting and successful vehicle has been the establishment of demonstration sites. Selected school districts involved in the implementation of the *Learning Strategies Curriculum* are chosen to serve as models and resources for interested school personnel and families. "The complexity of a well-organized strategic learning environment warrants professionals and parents the opportunity to actually observe a program and dialogue with teachers, administrators, and students involved," explains Marianne Kirner, Director of the Special Education Resource Center. "Also,

school personnel actually engaged in SIP can communicate an enthusiasm and commitment to the program that gets lost in narrative descriptions and program brochures."

Visitors to Connecticut's demonstration sites have included educators, administrators and parents. Many are from districts engaged in SIP training, while many others are from districts where training is being considered. Since the heart of strategy instruction is modeling, demonstration sites have given many visitors the opportunity to see how powerful strategy instruction can be.

**"If you want to teach something, you should never tell a thing; you must illustrate it." Will Rogers**

"Demonstration sites provide excellent opportunities for professionals and parents to experience the true essence of the Strategies Intervention Model. The sites offer a vehicle for understanding how the components of curriculum, instruction, and environment can merge to create an effective learning community. The students, as they engage with the visitors through discussion and strategy modeling, are the best proof of SIM effectiveness. Student performance and testimony are the most powerful assessment tools our visitors list in gauging the success of SIM implementation at the site," according to Rosemary Tralli, Wethersfield Demonstration Site Coordinator and SIM Trainer.

Once a district is selected as a demonstration site, a SIP technical advisor  
(continued on page 2)

*(continued from page 1)*

from SERC works with its district personnel to carefully select the specific school for the demonstration site. Criteria include student progress resulting from strategic instruction; building-level dynamics and philosophy that match or complement the philosophy of the Strategies Intervention Model; assurance of support from the building principal, key teachers and support staff; and a suitable physical facility. Parents are notified and sign releases allowing their children to interact with visitors to the site.

Since each district applies the SIM differently, demonstration sites are expected to be unique; however, guidelines have been established for sites. These are reviewed by district staff, and an operational procedures plan is developed at the site and reviewed by SERC. Each plan sets forth unique parameters for site visits including such details as the days on which visits can be made and how many visitors will be welcome on one day. SIP staff also visit the site in a "trial run" to help eliminate any little glitches in the plan for site visits.

Each site receives a stipend from SERC to cover operational costs such as substitute teachers, printing of materials, supplies, photocopying, postage and clerical support. A proposed budget is submitted by the district that identifies where the SERC stipends will be spent.

Prior to becoming operational, personnel at each demonstration site prepare various written materials to be shared with visitors. These include a current description of the school's programs specifically addressing present strategy implementation. A letter is prepared for sending to visitors prior to the visit; it includes a program description and clear, accurate directions to the school as well as parking information and where to report (i.e., front desk). A visitor's packet is put together for the day of the visit including: a welcome letter; an agenda for the day; the name of a contact person to call for follow-up questions; and an evaluation form. Other enclosures could be: specific descriptions of classes to be observed; quotes from previously taught students; a concise historical perspective of the district's involvement with SIP; or other appropriate articles and bibliographies. Each site is given copies of the demonstration site brochure developed and disseminated by SERC.

Demonstration sites are operational for two consecutive years. During that period, districts are obligated to host a minimum of six visits per operational year. Each demonstration site identifies a contact person who fields calls, keeps a telephone log of inquiries, arranges visits, and tailors visits to meet any special requests. For example, a building principal may want an abbreviated visit which can accommodate his/her schedule and that includes a block of time to speak with the demonstration-site building principal.

Visitors are provided with an opportunity to: a) observe strategies being taught and/or utilized in the instructional process in a variety of settings; b) meet with involved staff (both special and general education teachers); c) discuss the program with the school administrator; d) interact with students who are learning and using strategies; e) see evidence of the success of the program through appropriate visual displays; and f) receive a packet of materials relating to SIM and how the school has implemented it.

Visitors sign a log upon their arrival and are asked to complete brief evaluation forms (see the examples on pp. 3 & 7) at the end of the visit. This information is sent to SERC for possible follow-up contact.

The first demonstration sites were opened in January 1992 at Shelton High School in Shelton, Connecticut and Silas Deane Middle School in Wethersfield, Connecticut. Both sites had been involved with SIP since the first SIM training workshops in the state. Both were extremely successful.

Two new sites will open in October, 1994. Ninth-grade students and their teacher, Jo-Ann Barnoski, will welcome visitors to Granby Memorial High School in Granby, Connecticut. At Academy Elementary School in Madison, Connecticut, students in Grades 3, 4, and 5 and teachers, Nancy Finch and Mary Ann Steele, will be observed as they work on strategies.

If you need additional information concerning the Connecticut Strategies Intervention Program or its demonstration sites, contact Alice Henley, Project Coordinator, or Marg Scarrozzo, Assistant Project Coordinator, at SERC, 25 Industrial Park Road, Middletown, CT 06457, (203) 632-1485.

*(continued on page 3)*

(continued from page 2)

The Strategies Intervention Program (SIP) has a videotape about the Connecticut demonstration sites. It was created through the collaborative efforts of the Wethersfield Public Schools, the Special Education Resource Center and the Connecticut State Department of Education. It features five eighth graders who were enrolled in the 1991-92 "Learning Strategies Class" at the Silas Deane Middle School. The students powerfully describe their experiences and their growth after a year of instruction in the model. The video, which was produced, directed, and edited by Adrienne Marks, is approximately 15 minutes long and is available through SIP. Limited copies of the videotape may be obtained by

(continued on page 7)

Post-Observation Evaluation  
Academy Elementary School  
Strategies Intervention Model Demonstration Site

Name: \_\_\_\_\_ District/Agency: \_\_\_\_\_

Date: \_\_\_\_\_ Position: \_\_\_\_\_

Please help us to evaluate the attributes of our presentation today. We encourage your candid responses. Select your rating from the scale below:

- 5 = at a very high level
- 4 = at a moderately high level
- 3 = at a moderate level
- 2 = at a moderately low level
- 1 = at a very low level

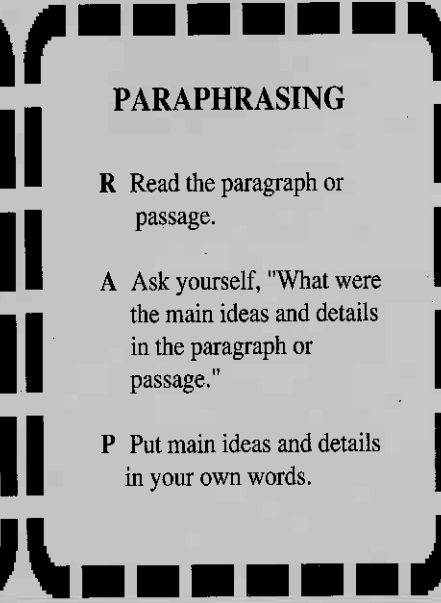
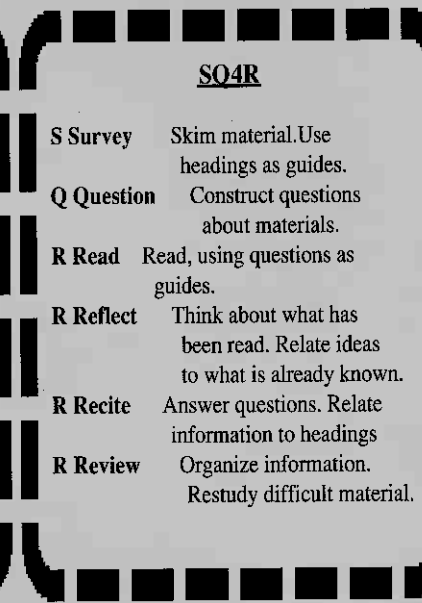
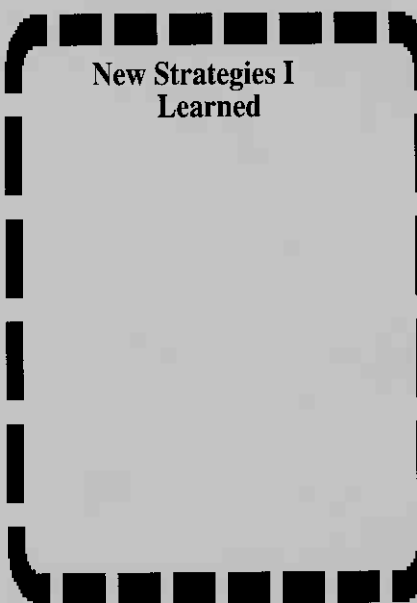
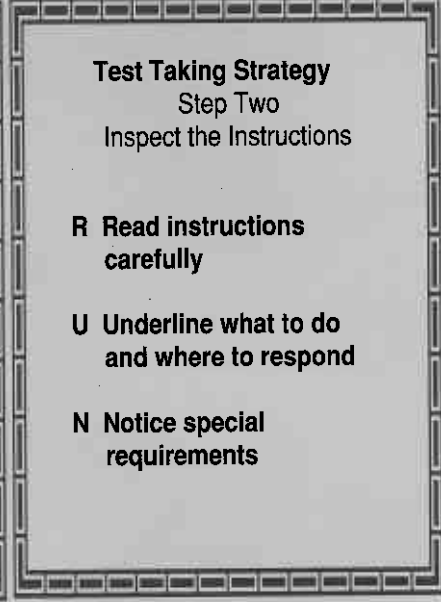
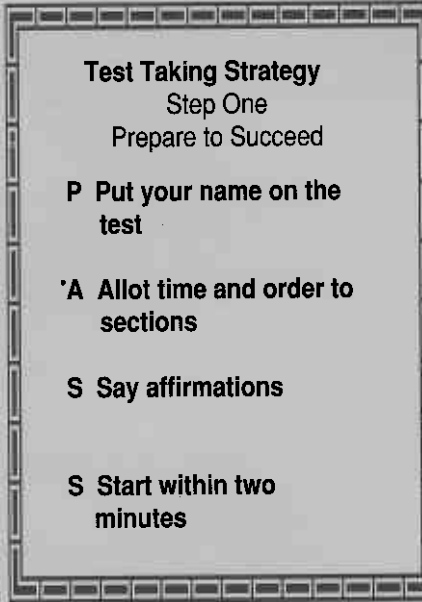
1. The visit provided me sufficient opportunity for strategy observation in a mainstream classroom.
2. The visit provided me sufficient opportunity for strategy observation in a resource room setting.
3. The separate observation sessions were varied and illustrated a broad scope of instructional applications.
4. There was sufficient opportunity for discussion and questions.
5. There was sufficient opportunity to meet with various staff members.
6. The staff provided adequate and candid information about current implementation procedures and issues.
7. There was sufficient opportunity for observation and review of student folders, data, and setting arrangements.
8. There was sufficient opportunity for direct student interaction and feedback.

Rating

# Strategies Key Ring

Diane Keim, a Special Education Strategies teacher in Madison, Connecticut at Jeffrey Elementary School designed a special key ring which she presented to students moving from fifth to sixth grade. Since her students were transitioning to a new school and new teachers, Diane's hope was that the key ring and commitment letter would help them to generalize new skills to sixth grade learning settings. Diane's students will learn more strategies as they continue in the middle school. Her work is a part of the marvelous plan of providing a continuum of strategies instruction that occurs in the Madison district from grade 3 through 12.

Diane copies each page on a different color paper. She then backs them with heavy paper or cardboard. The cue cards shown on this page and page 5 can be laminated, punched, and put on a key ring for students to attach to their backpack or just carry in the zipper pocket in their notebook. The cards may be duplicated for classroom use. Thanks to Diane for your great ideas!!



# FOR THE CLASSROOM

## Test Taking Strategy

### PIRATES

- P** Prepare to succeed
- I** Inspect the instructions
- R** Read, remember, reduce
- A** Answer or abandon
- T** Turn back
- E** Estimate
- S** Survey

## PENS FOR SENTENCE WRITING

- P** ick a formula
- E** xplore Words to Fit the Formula
- N** ote the Words
- S** earch for the Verb(s) and Subject(s)

## Basic "For" "FOR" Writing Power

- Fluent** use smooth transtions
- Organization** follow a pattern
- Reasons** elaborate and use specific details

## New Strategies I Learned

## New Strategies I Created

## New Strategies I Created

## WRITER

- W**rite on every other line using PENS
- R**ead the paper for meaning
- I**nterrogate yourself using the COPS questions
- T**ake the paper to someone for help
- E**xecute a final copy
- R**eread your paper

## COPS

- C** apitalization
- O** verall Appearance
- P** unctuation
- S** pelling

## Paragraph Writing

- S** Set up a diagram
- C** Create the title
- R** Reveal the topic
- I** Iron out the details
- B** Bind it together with a clincher
- E** Edit your work

***Strategram***  
**Back Issue Order Form**

Name: \_\_\_\_\_  
(please print or type)

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone: (    ) \_\_\_\_\_

Please specify the Volume and the No. of the *Strategram* issue you wish to order. Please include \$13.00 for each full volume or \$ 3.00 for each single issue desired.

Volume \_\_\_\_\_ No(s). \_\_\_\_\_ Volume \_\_\_\_\_ No(s). \_\_\_\_\_

Volume \_\_\_\_\_ No(s). \_\_\_\_\_ Volume \_\_\_\_\_ No(s). \_\_\_\_\_

Volume \_\_\_\_\_ No(s). \_\_\_\_\_ Volume \_\_\_\_\_ No(s). \_\_\_\_\_

Order Total \$ \_\_\_\_\_ + (\$3.50 for shipping/handling)

Total \$ \_\_\_\_\_

Mail this form along with your check  
(U.S. Currency only) to:

***Strategram***  
KU-CRL  
Rm. 3061 Dole Bldg.  
University of Kansas  
Lawrence, Kansas 66045-2342

Have you ordered your  
back issues of *Strategram*?

No! But I will now  
that I know how to  
order them!



**Index for Volume VI, Issues 1-6**

**Vol. 6-1**

**Lead Article-** How Does SIM "Affect You"? David Moynahan, Garden Grove Unified School District. The role of the Strategies Intervention Model plays in changing the "affect" of students and teachers in the classroom.

**Strategic Success-** An example of a student's change of attitude and self-image after being exposed to the strategies.

**For the Classroom-** Eva Mitchener, Spartansburg, South Carolina. A two page brochure used to inform a student's parents what the strategies are and how they help their children learn.

**Index for Volume V, Issues 1-6-** A summary of the content presented in Volume V of Strategram.

**Vol. 6-2**

**Lead Article-** Teamwork: A Strategy for the Future. Sue Vernon, KU-CRL. An overview of the Cooperative Strategies Series is presented. This includes a rationale for the strategy, the background research, the overriding goals of the series and examples of some endorsements from students.

The Score Skills and Teamwork Strategy. A brief description of the *Score and Teamwork* strategies. Ordering information is also included.

**For the Classroom-** Pens Help Sheet. Eva Mitchener, Spartansburg, South Carolina. This article focused on helping verbs, coordinating conjunctions, prepositions, "and" as a connector, and clues for identifying verbs are included on a study sheet.

*(continued on page 8)*

Post-Observation Evaluation  
Academy Elementary School  
Strategies Intervention Model Demonstration Site

---

Why were you interested in visiting this Demonstration Site?

What did you find most enjoyable or informative about your visit?

Did you have areas of concern or interest which were not adequately addressed in today's visitation?

What did you see as the program's strengths?

What program weakness did you perceive?

Additional comments:

*(continued from page 3)*

contacting Alice Henley, Project Coordinator, SERC, 25 Industrial Park Road, Middletown, CT 06457 or telephone (203) 632-1485.

A few quotes from the students in the videotape regarding strategies and being part of a demonstration site are:

"I'm very glad that I enrolled in the strategy class 'cause it helped me a lot with my grades, and it gave me self-confidence." Eric

"I just really like this class; it helped me a lot. It's kind of like... a life vest. I was just in the sea of school. And... it just helped me to stay afloat and do good." James

"When visitors come in I feel really special. I feel that they want to come see us and see how we're doing. They want to teach their kids what we're doing." Tracie

**Strategram**

Vol. 7: Issue number 1. Published six times per year by The University of Kansas Center for Research on Learning, Dole Human Development Center-Room 3061, Lawrence, Kansas, 66045-2342. Subscription rate: \$13 per year. No part of this publication may be reproduced without written permission from the publisher, unless otherwise stated.

©1994 by The University of Kansas, Lawrence, Kansas, 66045. All rights reserved.

**Editor**  
Mary Lee

**Consulting Editors**  
Keith Lenz

Don Deshler                      Jean Schumaker

(continued from page 6)

Consolidated Steps for Making and Memorizing Lists. Ann Valus, Mississippi Bend AEA, Bettendorf, Iowa. A consolidation of the cue cards to aid students when they are making lists, and selecting, and creating a mnemonic device.

**Vol. 6-3**

**Lead Article- Lesson Organizer Routine.** Keith Lenz, KU-CRL. The three components of the routine are presented. This is one routine of the *Content Enhancement Series*. A diagram of the Lesson Organizer for teaching the causes of the Civil War is used to aid in understanding of the routine. A framework for using the Lesson Organizer Routine in the classroom is also given.

**Special Article- SIM Profiles In America.** A unique program at El Paso High School, El Paso, Texas is featured. This article is an explanation of the benefits and difficulties of two teachers using the strategies in conjunction with a pilot project for at-risk students in the district. The teachers also teamed together to work on an inclusion project in a ninth/tenth grade English class.

**For the Classroom- Strategies.** Liz Dominquez, Lee Daniell, and students. El Paso High School, El Paso, Texas. A rap created by the class to enhance motivation in the pupils.

**Vol. 6-4**

**Lead Article- A Quality Assignment Routine:Part 1.** Joyce Rademacher, North Texas State University. An extensive description of a quality assignment routine is given with background information, a literature review, steps for planning a quality assignment, and an example of a high quality assignment. Bloom's assignment web is included.

**Special Article- Osseo Area Schools.** Shari Schindele and Janet Jones, Osseo, Minnesota. This article profiles two special classes which rely on the *Strategies Intervention Model* for their curriculum.

**For the Classroom- Test-Taking Score Sheet.** Directions for a score sheet that is modified to accommodate groups.

**Vol. 6-5**

**Lead Article- Quality Assignment Routine: Part 2.** Joyce Rademacher, North Texas State University. Overviews of the Explanation Phase and Evaluation Phase of the Quality Assignment Routines are presented. A description of each phase, guidelines for using each of the steps, and methods for involving students in assignment explanations and evaluations provide additional information.

**For the Classroom- Hands On Activities.** Shari Schindele and Janet Jones, Osseo, Minnesota. This activity is a list of words that can be used during the Controlled Practice stage to provide an effective review and cooperative activity.

**Vol. 6-6**

**Lead Article- Two New Strategies.** Jean Schumaker, KU-CRL. A description of two new strategies, the *Self-Questioning* and the *Visual Imagery* offers insight for teachers to help students deal more effectively with the complex demands of their educational settings.

**For the Classroom- The Guru of Games.** Karen Koskovich, Maquoketa, Iowa. Games that were developed to teach prerequisite skills for the *Sentence Writing* strategy are published to aid teaching helping verbs and the FANBOYS.

**Puzzle Flash Cards.** Penny Cummings, Rosendale Middle School, Kansas City, Kansas. A two page graphic enhances the presentation of "SCRIBE." A description and directions are given to enable teachers to use this visual aid.

The University of Kansas  
Center for Research on Learning  
Rm. 3061 Robert Dole Bldg.  
Lawrence, Kansas 66045-2342  
1-913-864-4780

Address change requested

Non Profit Org.  
U.S. Postage  
**PAID**  
Lawrence, Kansas  
Permit No. 65