*C*alendar

Show me!

Don Deshler, Director; Jean Schumaker, Associate Director; Keith Lenz and Jim Knight, Research Scientists; and Julie Tollefson, Communications Director
Center for Research on Learning

"Show me!" is the motto of the state of Missouri. Missourians have a reputation for being skeptical, and before they make a decision or believe something, they want to have some proof that it works. Hence, the state has become known as the "Show-Me State!"

The "show me" motto could well be the motto for consumers of our education system today. Increasingly, school boards, administrators, legislatures, taxpayers, parents, and students are asking teachers to "*show me* that what you are proposing to do or what you are doing works."

It is especially incumbent upon those who are affiliated with SIM in any capacity (as a teacher, an administrator, a trainer, or a researcher) to show that SIM works.

Although every intervention and instructional procedure included within the Strategic Instruction Model has undergone a series of validation studies, it is important for us to remember that all research has limitations and that it is important to show that the elements of SIM being used in a given setting under a unique set of circumstances are working.

The only way to determine whether something is working is to measure what we are doing and look at our results. Looking at the results of our teaching gives us information to tell us how well we are teaching and how well our interventions are working—and the kinds of adjustments that need to be made to improve outcomes.

A recent book by Mike Schmoker, *The Key to Continuous School Improvement,* underscores the importance of focusing on results. Schmoker contends:

- An emphasis on results is central to school improvement.
- We talk as if we want results, but we generally fail to make the kind of systematic, organized effort that produces them.
- Processes exist for results—and results should inform processes.
- We need an antidote for one of our major diseases: being accountable only for processes and procedures.
- Regular monitoring, followed by adjustment, is the only way to expect success.
- The litmus test for a good school is not its innovations but rather the solid, purposeful, enduring results it tries to obtain for its students.
- Without explicit learning goals, we are simply not set up and organized for improvement, for results. Only such goals will allow us to analyze, monitor, and adjust toward improvement.

The purpose of this article is to describe some practical, straightforward ways for SIM teachers, administrators, and trainers to think about gathering the kind of information ➤

More calendar

June 19-22, 2002
SIM Workshop Level I
Lawrence, Kansas

June 19-22, 2002
SIM Workshop Level II
Lawrence, Kansas

June 20-22, 2002
California Update Meeting

July 17-19, 2002
International SIM Trainers'
Conference
Lawrence, Kansas

Speaker note

Don Deshler, director of the Center for Research on Learning, will be one of the featured speakers during a Learning Disabilities Association meeting November 12-13 in East Lansing, Michigan. Don will be speaking about the Strategic Instruction Model.

that would allow them to answer the concerns and questions of one who would say "Show me!"

The recommendations in this article represent the ideal circumstances for conducting classroom research. They cover all aspects of planning for effectively evaluating the results of implementing a SIM program.

The recommendations focus especially on the audience to which you intend to communicate your results. Thus, the planning process begins at the end—determining how to communicate the results of the study before the study begins. After that, the recommendations cover guidelines for developing an instructional program, designing a study, and preparing an evaluation plan. At the end, you will find a sample "to-do" list of all the research steps from setting goals to adjusting future instruction. In addition, more detailed evaluation examples, including sample arrays of strategies and routines selected to meet specific needs, are available in SIM-ville on the KU-CRL web site. See page 7 for directions to SIMville.

As you begin to develop a plan for evaluating SIM programs, keep in mind that getting optimal gains for students is directly related to

1. setting clear, inviting, attainable, and measurable goals
2. using an array of well-designed interventions over a sustained period of time, in a highly coordinated, intensive fashion (the array of strategies taught should be directly related to the outcome measures used
3. collecting data to get feedback on the degree to which goals are being met
4. making adjustments to what is being taught and how instruction is provided to improve outcomes.

Communication

The question of evaluating SIM programs is as much about making sure other people understand the evaluation as it is about accurately completing the assessment. Two ideas are foundational

to the process of communication:

1. Any act of communication must be structured so the other person can understand it. The intention of the communicator is irrelevant. The only thing that matters is the perception of the other person.
2. People perceive differently.

Several questions can help clarify your message as you prepare to communicate the results of your SIM program evaluation. The first question serves as the foundation for the remaining questions: Who is the target audience? When considering the target audience, it is critical that you show them what they want to see. At the same time, if your target audience's concerns are tangential to what you believe to be the most important issues, then you must also consider how you can educate your audience about these issues and the long-term implications. The remaining questions help you address these concerns.

Critical questions for communication

1. Who is the target audience?
2. How does the target audience define success?
3. Can you change that definition? How?
4. According to your audience's definitions, what indicators can you use?
5. Does your plan ensure
   a. good pre-instruction measures? (Will you be able to show change using these measures? Are you measuring the right things?)
   b. proper staff training? (Are you providing the kinds of professional development that will lead to change?)
   c. proper instruction?
   d. generalization to criterion environments?

Guidelines for the instructional program

These guidelines help ensure your evaluation will be valued and valuable to ➤

administrators, teachers, and students. Evaluation outcomes are valued if they meet the following conditions:

1. The evaluation uses a comparison group. Educators want to know more than that a program helps students learn. They want to know that the program is better than something else. Before they can support SIM, for example, they want to see that students in SIM programs have higher scores than students not in SIM programs. Comparison groups help researchers explain results and provide a way to say that SIM is better than something else.

2. The evaluation uses multiple measures. One test often is not enough. Different audiences care about different things. That is why so much of the research conducted by KU-CRL has looked at a range of results—for example, sentence writing scores, student satisfaction ratings, and student product, among others.

3. The results of the evaluation are statistically significant. It is important to be able to say that any change in student scores is scientifically, statistically significant. It is important to be able to state absolutely that any change in student scores is the direct result of the intervention. Scientific analysis that yields a verdict of statistical significance allows us to justify such statements.

4. The results of the evaluation are socially significant. Results can be statistically significant, yet not show the visible, robust changes in student scores necessary to gain teacher buy-in or make a true difference in a student's education.

5. Teachers maintain use of the intervention or program over time.

Factors that produce positive outcomes

We have identified three factors that produce positive outcomes:

1. Instruction includes several interventions. A combination of strategies

and routines can have a greater effect on results than a single intervention implemented in isolation.

2. Instruction is coordinated. This involves a common-sense approach to building a program; students must master sentence writing before moving on to paragraph writing, for example.

3. Instruction is delivered with fidelity. Teachers must correctly and consistently deliver instruction according to the methods validated by KU-CRL. If a teacher does not follow instructional procedures, do not let the results associated with that teacher's students work against your overall results.

Match between the intervention and the comparison group

To the greatest extent possible, try to make sure the groups in your study—the group that receives instruction in an intervention and the comparison group—are comparable. Factors such as age, grade, gender, and the number of students in special education programs all can affect your results. If you have not been able to randomly assign students to classes, the students in the comparison group should match the group receiving the intervention in several ways:

1. They should have the same kinds of skill deficits.

2. They should score similarly on pretest measures.

3. They should be the same age and in the same grade.

4. They should have roughly the same numbers of students of the same sex and race and represent the same kinds of disabilities.

The evaluation plan

In designing the evaluation plan, keep the following five things in mind:

1. Use a cluster of measures. Remember, not all measures are of equal value. Different people value dif- ▶

Charge it!

The University of Kansas Center for Research on Learning now accepts credit cards.

You now may use your VISA or MasterCard when placing orders for materials through KU-CRL. We hope you enjoy the convenience and flexibility this option offers.

Graphics to download

Give your Strategic Instruction Model materials a new look with graphics you can download from SIMville.

We've added the "Reach for the Stars" graphics that appear on the cover of the Learning Strategies manuals to SIMville. The graphics are available in several formats and can be inserted into printed materials, PowerPoint presentations, web sites, or any other materials you develop to support your training efforts.

Information about file type and instructions for downloading the files can be found at

http://www.ku-crl.org/ trainers/graphics/

For examples of how these graphics have been used by other SIM Trainers, check out Cathy Spriggs' Content Enhancement Binder idea (page 7) and related materials in SIMville.

Directions to SIMville are on page 7.

ferent measures. If you understand who your target audience is and what it values, you can collect a cluster of measures around those factors of greatest value. Among the measures that might be used are the following:

a. state standards-based exams

b. standardized achievement tests

c. individual diagnostic/achievement tests

d. grades in general education courses related to the intervention

e. reports of teachers about student performance in applying the intervention

f. performance on strategy measures

g. student satisfaction measures

h. teacher satisfaction measures

i. parent satisfaction measures

2. Attend to timing issues. Prepare instruction and evaluation plans in light of the timing of outcome test administration. If a state achievement test is given in March of the 10th-grade year, for example, work backward from that point to prepare a plan that ensures students get optimal instruction and feedback before the test. Don't leave timing issues to chance. In a recent study in Michigan, students who achieved great gains did so after receiving intensive instruction in an array of strategies chosen to meet their needs. The students who failed to make such gains often received instruction in only one or two strategies. The problem in this case was not fidelity of instruction; instead, it was an administrative scheduling issue.

3. Align the measures with the intervention. Try to optimize the degree of alignment between what is taught and what is measured in the evaluation. For example, if you are teaching reading strategies, ensure that the measures relate to the actual reading skills being taught.

4. Track factors that could lead to negative outcomes. Establish criteria for each factor, then exclude from the data any student who does not meet the criteria. Some of the factors to consider are:

a. large numbers of student absences

b. large amounts of time spent in non-instructional activities

c. drug involvement

d. refusal to engage in the instruction

5. Track factors that could explain positive outcomes in both groups. Some examples of factors that could lead to gains in both the intervention group and the comparison group are:

a. other programs that are introduced

b. extra time provided to either group

c. extra support personnel in either group

'To-do' list

The following list can provide guidance as you assemble a package of interventions and design an evaluation plan:

1. Set goals.
2. Decide the instructional sequence.
3. Design the instructional sequence.
4. Assign responsibilities.
5. Obtain training.
6. Schedule the instruction.
7. Identify measures.
8. Collect data.
9. Analyze data.
10. Report the data.
11. Explain the findings.
12. Adjust future instruction.

More detailed examples can be found in SIMville on the KU-CRL web site, www.ku-crl.org. See page 7 for directions to SIMville.   **X**

SIM training opportunities in 2002

The following is a list of workshops scheduled at the University of Kansas Center for Research on Learning in 2002. All workshops will be held in Lawrence, Kansas.

Pedagogies for Academic Diversity in Secondary Schools Workshop for Pre-service Educators
May 28-June 1, 2002
(Tuesday-Saturday)
$750 (U.S.)

This workshop is designed for college/university faculty involved in teacher education programs. Those educators who focus on preparing teachers primarily responsible for large group content-area instruction in the general education middle and high school settings will benefit. This workshop will enable faculty to prepare teachers to implement a variety of empirically validated teaching routines from the SIM Content Enhancement Series. Content will emphasize inclusive course planning and the implementation of a variety of explicit teaching routines designed to ensure content-area mastery of critical ideas and concepts. Participants will explore several routines in depth and will be given sample syllabi, books, and teaching resources so that Content Enhancement Routines can be infused into existing courses or new courses can be constructed. Information related to meeting additional SIM Content Enhancement Trainer certification requirements for inservice training also will be provided. Teams of individuals from the same institution are encouraged to apply. *Applications are due by April 2, 2002.*

Strategic Instruction Model (SIM) Workshop Writing Strategies
June 12-14, 2002
(Wednesday-Friday)
$450 (U.S.)

This workshop is designed for teachers who teach in general education set-

> **Note:** There will be no SIM Reading Strategies or Potential Trainers workshops at the Center for Research on Learning in Lawrence during summer 2002. Several workshops for potential trainers are planned in other states. Information about these workshops will be published in *Strate-notes* or on the KU-CRL web site when available.

tings to provide the tools necessary to incorporate the SIM writing curriculum into their courses. Participants will receive training in *Fundamentals of Sentence Writing, Proficiency of Sentence Writing, Paragraph Writing, Error Monitoring, Theme Writing,* and *INSPECT* strategies from the SIM Learning Strategies Curriculum. Sessions will be interactive, and participants will have time each day to practice and plan how to incorporate new information into their courses. The sessions are designed to be relevant for instructors at almost all levels (third grade to post-secondary). Individuals teaching English, language arts, communications, or learning strategies courses in a general education setting will find this workshop practical and stimulating. ***Registration is due by May 3, 2002.***

Strategic Instruction Model (SIM) Workshop Level I
June 19-22, 2002
(Wednesday-Saturday)
$600 (U.S.)

Teachers who have had no training in SIM or perhaps have been trained in only one or two strategies will benefit from this four-day workshop. The SIM Level I Workshop is designed for teachers whose students are at risk for school failure, including those who have mild disabilities. During the four days of training, teachers will become familiar with the Overview of SIM and be ▶

SIM news

• **Diane C. Gillam** and **Joni C. Poff,** SIM Trainers from Virginia, presented Content Enhancement Routines at the Content/Teaching Academies in June at James Madison University in Harrisonburg, Virginia. This is the second year that the Academy has been offered for Virginia teachers. Diane also presented Content Enhancement Routines during the 2000 Academy.

• The U.S. Department of Education has recognized **Muskegon (Michigan) High School** as a 2001 national "Promising Site" for comprehensive school reform under the Comprehensive School Reform Demonstration Program.

In a letter to **Arlyn Zack,** principal of Muskegon High School, Hugh Burkett of the U.S. Department of Education wrote, "The review process was difficult, as so many schools are experiencing positive change as a result of their comprehensive reform efforts. It is our hope that the schools recognized as Promising Sites can serve as examples to schools just beginning reforms and to schools encountering challenges, as well as to policymakers and others with an interest in the program."

Muskegon, which was one of only eight high schools nationwide to receive this honor, has implemented an extensive Strategic Instruction Model program as part of its school-reform efforts. SIM Trainer **Sue Woodruff** served as co-chair of the school's School Improvement Team. The March 1998 issue of *Strategram* described the team's efforts. You can read the article in the SIM Spotlight section of the Center's web site:
http://www.ku-crl.org/archives/ 1998/598spot/598spot.html

taught to implement the *SLANT, Sentence Writing, Word Identification, Test-Taking, Paraphrasing,* and *Self-Advocacy* strategies and one Content Enhancement Routine. ***Registration is due by May 3, 2002.***

Strategic Instruction Model (SIM) Workshop Level II
June 19-22, 2002
(Wednesday-Saturday)
$600 (U.S.)

This workshop is for teachers who already have been trained in SIM procedures and have implemented some of the strategies or routines with students considered to be at risk for school failure. At this four-day advanced training session, a number of strategies will be offered, including *Error Monitoring, Paragraph Writing, Visual Imagery, Self-Questioning, Vocabulary, Memory, Self-Advocacy,* and *Assignment Completion.* A few Content Enhancement Routines also will be offered. ***Registration is due by May 3, 2002.***

Strategic Instruction Model (SIM) Workshop Content Enhancement
June 17-21, 2002
(Monday-Friday)
$600 (U.S.)

This workshop is designed to provide an opportunity for teachers to learn new methods to teach large amounts of content to academically diverse classes in "learner-friendly" ways. In this hands-on workshop, participants will plan how to use Content Enhancement, a set of routines developed through research at the Center for Research on Learning, to enhance the ways they present content and improve students' ability to organize, understand, and

remember critical information. Content Enhancement is intended to make content more accessible to students without diluting the content. General and special education teachers can benefit from this workshop. During sessions, participants will learn routines from the Content Enhancement Series and then invent ways to implement the routines within their own courses. The Content Enhancement Routines include ways
• to plan courses and units
• to teach the mastery of concepts, the understanding of reading assignments, and the mastery of the meaning of vocabulary words
• to improve the quality of assignments
• to understand and remember key topic and main idea information
Registration is due by May 3, 2002.

Training Fees
Training fees cover the cost of materials provided with the training. Participants will be responsible for their own transportation, housing, and meals.

Applications/registration
For applications or registration forms for training at the University of Kansas, please write to:

Workshops
KU-CRL
521 Joseph R. Pearson Hall
1122 West Campus Road
Lawrence, KS 66045-3101
Information also can be requested by phone, (785) 864-4780; through e-mail, crl@ku.edu; or by downloading registration or application forms from the KU-CRL web site, www.ku-crl.org. ☒

Content Enhancement binder

Cathy Spriggs, SIM Trainer and resource specialist with the Turlock (California) School Districts, has developed an organization tool to help participants keep track of all of their Content Enhancement materials.

Cathy provides three-ring binders for participants in her Content Enhancement training sessions. Each binder includes a table of contents (see the example at right) and is divided into sections to help users easily find the information they need for a particular routine. The order in which the routines are listed in the table of contents does not correspond to the order in which Cathy offers training.

The binders Cathy provides have transparent pockets on the front and spine to allow individuals to insert cover sheets and labels. Cathy provides a colorful cover sheet, featuring the image from the front covers of the manuals in the Content Enhancement Series, and spine labels identifying the binder as containing materials related to the Content Enhancement Series.

As participants complete training for each routine, they insert the manual for the routine into the binder along with any newsletter articles, handouts, or key information provided during training.

See SIMville on the Center's web site for more information about Cathy's Content Enhancement binder, including materials you can download.

Example of Content Enhancement Series Binder
Table of Contents

1	Introduction: Maps & Standards
2	Strategic Instruction Model (SIM)
3	ReflActive Planning/SMARTER
4	Course Organizer
5	Unit Organizer
6	Lesson Organizer
7	Chapter Survey Routine (TRIMS)
8	Framing Routine
9	Concept Mastery Routine
10	Concept Comparison Routine
11	Concept Anchoring Routine
12	Vocabulary Routine (VOCAB)
13	Quality Assignment Routine
14	Recall Enhancement Routine
15	Generalization Tips

Organizational & Framing Routines (1–8)
Concept Development Routines (9–12)
Remembering & Responding Routines (13–15)

The Course Organizer

Teacher(s):	Cathy Spriggs		Student:	
Time:	8:30-3:30		Course Dates: Nov. 2000-Summer 2001	

○ This Course: Content Enhancement Series

is about → Helping all students be a part of the "journey" in the face of academic diversity.

○ Course Questions:
1. What are the greatest challenges you face in your classroom?
2. How can Content Enhancement Routines help you deal with those challenges?
3. What does ReflActive Planning mean?
4. Why is explicit instruction so important?
5. What is the relationship between Content Enhancement and information processing?
6. How has your use of Content Enhancement Routines impacted your students?
7. What is a learner?
8. What do you want your principal to know about Content Enhancement Routines?
9. How will you use the routines in the next year?
10. How do Content Enhancement Routines support implementation of *The California Standards for the Teacher Profession?*

○ Course Standards:

What?
• Selecting critical content
• Designing visual devices
• Implementing

How?	**Value?**
• 2 routines/3 days participation	1 unit
• 3 routines/5 days participation	2 units

E-SIM SIMville

SIMTRAINER-L
To engage in discussions for SIM Trainers, subscribe to our e-mail discussion list. Send an e-mail message to

listproc@ukans.edu

In the body of the message, type

sub SIMTRAINER-L Your Name

Replace "Your Name" with your name. Note that SIMTRAINER-L is all one word; do not type any spaces in the list name. Do not type anything in the subject line of the message.

SIMville
SIMville is the first place to look for training and classroom activities. From the Center's web site,

www.ku-crl.org

click on "SIM Trainer Resources." When you select the log on option, you will be asked for a password. Type "**strategic**" in the box (do not type the quotation marks). The password is case-sensitive, so you must use all lowercase letters. Click on the "OK" button. To bypass the password screen in the future, bookmark the first SIMville page.

New on SIMville:
• SIM training opportunities in 2002
  http://www.ku-crl.org/ htmlfiles/workshops.html
• 2001-2002 *Strategram* editorial schedule
  http://www.ku-crl.org/ trainers/schedule.html
• *Stratellite Connection* videotapes list
  http://www.ku-crl.org/ trainers/stratellite.html