

Calendar

February 1-2, 2002
West Region SIM Trainers' Conference
Las Vegas, Nevada
March 7-9, 2002
Southeast Region SIM Trainers' Conference
Charleston, South Carolina
March 20-22, 2002
Preservice SIM Trainers' Conference
Maho Bay, St. John Island
May 28-June 1, 2002
Pedagogies for Academic Diversity in Secondary Schools Workshop for Preservice Educators
Lawrence, Kansas
June 12-14, 2002
SIM Writing Strategies Workshop
Lawrence, Kansas
June 17-21, 2002
SIM Content Enhancement Workshop
Lawrence, Kansas
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

Among the tens of thousands of teachers who use the Strategic Instruction Model interventions developed by the Center for Research on Learning, there seems to be a subgroup that stands out because of the truly extraordinary results that they achieve with their students. What accounts for the extraordinary gains that these teachers achieve? Several possible answers come to mind: These teachers are working with easier-to-teach students or students with less severe problems...or these teachers work in better-run schools...or these teachers have more administrative support...or...(the list of possible explanations can go on and on!). The reality is some of the most remarkable gains have come with the hardest-to-teach students, in schools that are not especially well run, or where there is less than ideal administrative support.

Although all SIM instructional manuals and materials have been designed to use the very best of what is known about quality instruction and pedagogy (for example, having teachers use advance organizers, provide clear models and explicit feedback, deliberately engaging students in goal setting), there is no guarantee that students will make the kinds of gains we would expect even if we follow the procedures outlined in an instructional manual with the greatest of care. We need to try to understand this: If all of us are using the same manuals, with the same instructional sequences, the same checklists, and even the same mnemonics, why are some teachers getting markedly superior results with their students? I think the answer, at least in part, lies in the fact that these teachers recognize that high-quality teaching requires *much more* than checklists to ensure our instructional fidelity and clever mnemonics to promote student learning!

Although sound pedagogy is absolutely necessary for student growth, it is not sufficient! In other words, even the strictest adherence to the procedures outlined in the

Above & beyond

Effective teaching involves more than checklists and mnemonics

*Don Deshler, Director
Center for Research on Learning*

MISSION:
POSSIBLE!



INTERNATIONAL
SIM TRAINERS'
CONFERENCE
DETAILS...PAGE 5

SIM Leadership Award nominations

Now is the time to nominate an outstanding certified inservice trainer or preservice trainer for the SIM Leadership Award. This award recognizes individuals who have shown exceptional Strategic Instruction Model leadership by helping educators become strategic teachers and, as a result, students become strategic learners.

Nominees should be active members in the SIM International Training Network who regularly attend update training sessions; maintain *Strateworks* memberships; share knowledge with other members of the network through *Strategram*, trainer reports, or presentations at national, regional, or state conferences; and participate in such SIM opportunities as regional committees or preservice studies.

Please make nominations either verbally or in writing by **March 10, 2002**, to Janet Roth, KU-CRL, 521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045, (785) 864-4780. You may e-mail your nominations to Janet at jroth@ku.edu. Be sure to include your name and a reason you are nominating the person.

STRATENOTES is published eight times from September through May and once every summer as part of *Strateworks* of the International Training Network by the Center for Research on Learning, 2001-2002, cost \$35.00. Permission to reproduce any or all parts of *Stratenotes* to support training activities is hereby given.

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Jean B. Schumaker
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Jim Knight
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Editor: Julie Tollefson

instructional manuals *is no guarantee* of student success. What are some of the things that the most effective teachers incorporate into their teaching that is *above and beyond* the checklists and the mnemonics? As I have been privileged to work with and observe many master teachers using SIM, I have noted at least three things that seem to really set these masters apart from the rest of the pack. These three things, which CRL's Mike Hock has termed "artistry behaviors," cause them to succeed *above and beyond* everyone else!

Clear vision

Before we can reach significant and lofty instructional goals with our students, we must have a clear, unmistakable vision in our mind of what it is we want to accomplish and what it is we are all about as teachers. So many things can get in a teacher's way and distract the teacher from doing those things that matter most (for example, the temptation or pressure to tutor students for class assignments rather than teaching them strategies to enable them to independently deal with their assignments). When a teacher has a clearly articulated vision of what his or her role is in the teaching process, the foundation is set for making decisions about what one will do or *not* do. In his book *First Things First*, Steven Covey argues that a clear vision enhances our ability to see beyond our present reality, to create and invent what does not exist.

A clear vision gives us the capacity to live out of our imaginations (that is, the wonderful possibilities of what we can accomplish with our students) instead of out of our fears (that is, what the doubters around us would have us believe we *can't* accomplish with our students). When we have limited vision, we react to what is urgent, the impulse of the moment, our moods and feelings...or other people's priorities. A clear vision gives us a passion for our cause. It helps us realize that *we* have the capacity to make unique

and highly significant contributions. It clarifies our purpose, gives us direction, and empowers us to perform beyond our resources. In short, when we have a clearly defined vision for our work as SIM teachers, we gain the capacity to know, of the many demands placed on us daily, what things we should say "yes" to doing and what things we should say "no" to doing. In the absence of a clear vision, usually those things that are the most pressing and urgent capture our energy and attention. When this happens, teachers often feel fragmented and frustrated about not being able to focus on the things that they know matter the most.

Key questions for all: What is our vision for the work that we do? Is it clearly defined? Do we have a "shared" vision with our colleagues? Has our lofty vision of our early years in the profession become dulled? Have we lowered the bar of what we expect of ourselves and of those that we teach? When we remind ourselves of the powerful role that a clearly defined mission can play, we can understand why the master teachers among us carefully nurture and remain true to their vision of their role as strategic teachers.

High teacher efficacy

Closely related to the notion of vision is that of teacher efficacy. As we know, *teacher efficacy* is the belief that teachers hold about the effectiveness of their teaching with particular types of students and about their own competence to teach those students. A teacher's sense of efficacy influences his or her thoughts and feelings, choice of activities, the amount of effort expended with students, and the extent of persistence shown in the face of challenging circumstances. Teachers who have a high sense of efficacy believe deeply that good teaching can make a difference with *all* students, regardless of external obstacles (such as home environment and students' ability), ➤

while teachers with low efficacy express the belief that good teaching *cannot* outweigh those kinds of influences. Additionally, high efficacy teachers see at-risk students as reachable and teachable and demonstrate a sense of personal responsibility for the success and failure of all students. They take pride in being able to teach students seen as unteachable by others. Clearly, master teachers have a high sense of efficacy. They believe that they can, indeed, make a difference in the lives of the students that they teach. They see themselves as being a transformative force in the lives of their students. They have a firm belief that quality teaching can result in dramatic growth for students. As a consequence, they will go the extra mile in doing everything within their power to effectively teach and reach each of their students.

Deep respect and love

In her book, *An Exploration of Respect*, Sara Lawrence-Lightfoot discusses relationships that are

A clear vision gives us the capacity to live out of our imaginations instead of out of our FEARS.

“asymmetric” (that is, relationships that are characterized by contrasts in power, knowledge, or control—for example, doctors or teachers generally possess more power, knowledge, or control than their patients or students). When relationships are asymmetric, the experts are seen as the ones who should be on the receiving end of the respect. However, when relationships are “symmetric,” respect is seen as something that the experts must show to those with whom they work as much as it is something that they should receive. At-risk students often act in ways that are upsetting, frustrating, or even irritating to teachers. As such, it is often difficult to respect and love them. Because they are typically slow in their responses and frequently give more wrong

than right answers, there is a great temptation to “give” them the answers rather than allow them to struggle to find the answers themselves. In other words, although we all know the importance of having students, during the instructional process, move to a point of independent functioning, when we quickly “give” the answers, we build their dependency upon us and stifle the growth that can come only when one is stretched and challenged. To illustrate how teachers should demonstrate respect to those who struggle during the learning process, Lawrence-Lightfoot relates how Kay, a successful middle school teacher, learned an important dimension of respect from her father when he was teaching her to fly fish as a child. “He was such a wonderful teacher...so patient and so skilled in choosing such few words of advice. I remember how he helped me retrieve and untangle the line. There was almost complete silence in that moment...just patience and gentleness.” Seeking to understand and be aware of how the students we teach feel about themselves is such an important part of effective teaching. For adolescents, in particular, who are struggling with feelings of shaky self-esteem as much as shaky strategies, responses of loving silence, patience, and gentleness can be the most effective way to promote both student confidence and growth. Such responses, at least on the surface, are often at variance with all that “effective pedagogy” tells ➤

MALDE plays key role in Michigan SIM

The September 2001 issue of *StrateNotes* described the work of SIM Trainers and several professional organizations that are working together to spread the Strategic Instruction Model in Michigan. Unfortunately, the article did not clearly credit the leadership role of the Michigan Association of Learning Disabilities Educators.

MALDE has made a concerted effort to bring SIM to Michigan, beginning in 1996 at its annual conference. The organization has made providing SIM inservice training to Michigan teachers a top priority, sponsoring numerous SIM

trainings over the years.

With the founding in 2000 of Michigan SIM Connection, an organization of SIM Trainers, teachers, and others associated with SIM, the two groups have worked toward the same goal: increased awareness and application of the strategies in the classroom and developing and sustaining strategic environments that are conducive to learning.

MALDE’s support of SIM has been most exemplary; without it, the amount of growth and success would have been much less.

Trainer news

• We are sad to report the death of **Susan Casimes**, one of the new potential SIM Learning Strategy Trainers in Fairfax County, Virginia. Susan, who died on December 25, 2001, was a member of the Pioneer potential trainers group who received training in June 2001 from **Barbara Ehren**, **Patty Graner**, and **Joan Fletcher**. Susan's vivacious high energy and exemplary leadership will be greatly missed by many students, teachers, and trainers of SIM. Even when she was ill, she was working to bring SIM to the students and teachers of the Fairfax County School District. We at KU-CRL extend our sympathy to her family and friends.

• SIM Trainers **Berna Levine** and **Sharon Segerhammer** both have completed doctorates of education in instructional leadership at the University of Alabama. Congratulations!

us about the importance of intensity of instruction, efficiently working toward goals, etc. Master teachers recognize that, at times, the best response during an instructional interaction is one that isn't found on a checklist or in a specific stage of strategy instruction. Rather, what we do should be determined by what we believe would be the most caring, loving, and respectful response. At times, as in the case of Kay, it is to be quiet and patient. At other times, we are most respectful and loving if we push a student to stretch so that high expectations can be met. To make the right response at these important instructional moments, master teachers are tending to factors generally not found in SIM manuals.

Conclusion

The three factors of vision, teacher efficacy, and respect are, in many respects, hard to define and even harder to operationalize in the complexity that characterizes most classrooms. They can't be captured into a snappy

mnemonic or fit neatly within a checklist for effective instruction. In a sense, they really transcend all of the things that are captured in the SIM manuals. To be optimally effective, SIM must be put into action by teachers who have clear visions of their role, possess high levels of efficacy, and seek to show a strong sense of respect and love for their students. In the absence of these things, all of the well-designed instructional procedures in the world have an uphill battle in trying to improve the performance of students who are struggling to learn and struggling to feel good about themselves. In contrast, true "magic" occurs in the lives of students when teachers are committed to bringing together the very best that science has to offer through validated instructional practices with such artistry behaviors as vision, efficacy, and respect. Students who live on the margins within our schools deserve the best that we have to offer, something above and beyond checklists and mnemonics. ✕

Preconference Advanced Trainer Workshop

This two-day session will focus on Teacher-Guided Professional Development. The problem-solving and highly interactive format will enable participants to work on real problems as they learn. Participants will build presentations shaped around partnership principles and learning structures; learn and practice skills required for successful one-to-one professional development; and learn and practice process structures that they can use with groups who need to solve problems or create a plan for implementation during training. Trainers who are interested in a teacher-centered, partnership-based approach to professional development should benefit from this workshop.

Registration Form for Preconference Workshop

July 15-16, 2002

SpringHill Suites by Marriott • Lawrence, Kansas

Name: _____

Social Security Number (required): _____

Work Address: _____

Work Phone: _____

Home Address: _____

Home Phone: _____

E-Mail Address: _____

Registration Fee

☐ **Early Bird: \$60**

(After May 1: \$70)

\$ _____

Total Enclosed:

\$ _____

Make check payable to KU-CRL

Mail to KU-Center for Research on Learning

Attn: Preconference Workshop

517 Joseph R. Pearson Hall, 1122 West Campus Road

Lawrence, KS 66045

Your receipt for registration will be available at the workshop.

MISSION: POSSIBLE!

Good morning, SIM Trainer.

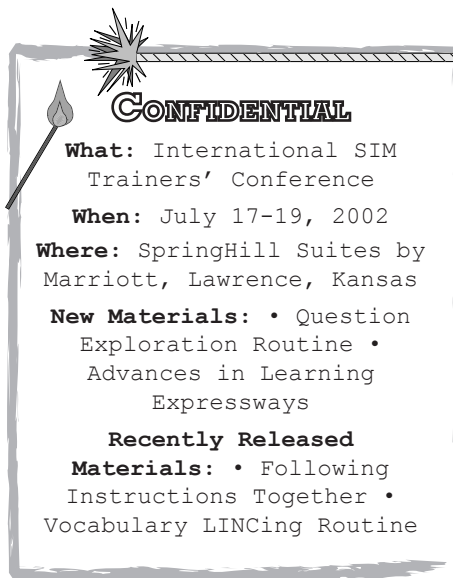
The information in this communiqué will provide you access to one of the most brilliantly conceived plots of all time: a growing, not-so-secret movement to improve the educational experiences of students with learning disabilities.

Your mission, should you decide to accept it, is to infiltrate this group of highly motivated educators, intercept all communications among its members, and report back to your own organization. *You must ensure that this knowledge falls into the right hands.*

Mission objectives

Specifically, as an operative of the MISSION: POSSIBLE SIM Team, your mission will take you in four related directions:

- **PL²:** In this track, you will discover methods to help students become *independent* and *interactive lifelong learners*. Strategies, researched and validated by an organization known by the initials KU-CRL, are the tools you will use for this part of your mission.
- **Code Word “Quality”:** Apparently, this group has stumbled upon methods that can be used to improve the quality of instruction in schools. Your objective here is to obtain blueprints that illustrate how SIM-based programs are bringing real systemwide change to whole schools and districts.
- **SIMblend:** Throughout your mission, you may uncover opportunities to integrate this SIM program with other validated practices. We believe this approach offers great flexibility in creating educational environments that meet the needs of struggling students, but we will rely on your undercover work to verify this.



- **Operation Real Access:** Our organization has learned that more students with disabilities can be served in general education classrooms if teachers use effective instructional techniques. Participants at this conference will have access to maps for effective instruction. These will be referred to by the code name Content Enhancement Routines. Learn all you can about these routines and get your hands on these maps.

Logistics

Amazingly, it appears that this SIM information is readily available, even to educators without a “top secret” clearance. Infiltrating the conference merely requires completing the registration form on page 6 and mailing it with your check to KU-CRL. The potential payoff to the organization for this small amount of effort promises to be immense.

As always, should you or any of your SIM Force be identified, KU-CRL will stand ready to support your efforts. This message will *not* self-destruct in five seconds. Its contents are too important.

Good luck, SIM Trainer.

Keynote speaker

The keynote speaker for the 2002 International SIM Trainers' Conference will be Doug Fuchs, professor in the Department of Special Education at Peabody College, Vanderbilt University.

Fuchs is one of the foremost leaders in the field of special education today. He plans to discuss “nonresponders,” an issue that he says “potentially reframes the importance of good instruction and the need for an effective general and special education.”

Fuchs has published broadly and understands the big issues that are before us today. His research interests include issues in the assessment of preschool and minority children and those with disabilities; school-based consultation; and data-based instruction. His teaching interests include areas of mild and moderate disabilities, learning disabilities, mainstreaming, and consultation at both undergraduate and graduate levels.

Doug Fuchs and Lynn Fuchs were the first recipients of the Joe B. Wyatt Distinguished Professor Award at Vanderbilt in recognition of their research and contributions to exemplary innovations in teaching.

Doug Fuchs also is co-director, along with CRL Director Don Deshler, of the new National Research Center on Learning Disabilities, a project funded by the U.S. Department of Education's Office of Special Education Programs.

Conference information

Trainers who plan to attend the conference may request sessions on specific topics (see the Call for Presentations form on page 7). These requests should be made now, while we are planning the program.

Events & Materials: Your three-day conference registration fee includes the following:

- Recognition luncheon
- Social, including snacks
- Friday continental breakfast
- Training materials

One- or two-day registration fees cover training materials and special events occurring on the days for which you are registered.

Hotel: Rooms are available at the conference hotel, SpringHill Suites by Marriott, for \$75 per night plus tax (10.9 percent) for a king or double queen suite. Reservations may be made with the hotel by calling (785) 841-2700. Please specify that you are with the **SIM Trainers Conference** to ensure the group rate. A block of rooms will be held until June 17, 2002, for the nights of July 14-18 (conference and preconference).

SpringHill Suites by Marriott is a new hotel in downtown Lawrence located on the Kansas River. The hotel address is 1 Riverfront Plaza, Suite 300, Lawrence, KS 66044. Check-in time is 3 p.m.; check-out is noon.

The hotel is within walking distance of Lawrence's many downtown restaurants and unique shops.

Transportation from Kansas City International Airport:

- Kansas Transportation Service shuttle. Toll free: (877) 942-0544; Lawrence: 841-7321. www.travel-kts.com. \$50 round trip (special rate for our conference: be sure to tell them that you are attending the SIM Trainers Conference with KU). Reservations must be made 24 hours ahead of time to get the good rate. Cancellation fee. Guarantee with credit card number but pay with cash to avoid a cancellation fee.
- Superior Shuttle: \$50 round trip; \$27 one way. Toll free: (888) 795-3914. Lawrence: 838-4500. Make reservations 12 to 24 hours in advance.

International SIM Trainers' Conference

Registration Form

July 17-19, 2002

SpringHill Suites by Marriott • Lawrence, Kansas

Name: _____

Social Security Number (required): _____

Work Address: _____

_____ **Work Phone:** _____

Home Address: _____

_____ **Home Phone:** _____

E-Mail Address: _____

I give permission for CRL to include my name, address, and phone number in a listing to be distributed to conference participants (*please circle one*): **yes no**

How many previous International SIM Trainers' Conferences have you attended? ____

Registration Fee

☐ **All 3 Days**

Wednesday-Friday, July 17-19

Early Bird: **\$100**

Registrations postmarked after May 1: **\$125** \$ _____

☐ **2 Days**

☐ Wednesday, July 17

☐ Thursday, July 18 (recognition luncheon)

☐ Friday, July 19

(*Please check the days you plan to attend.*)

Early Bird: **\$75**

Registrations postmarked after May 1: **\$100** \$ _____

☐ **1 Day**

☐ Wednesday, July 17

☐ Thursday, July 18 (recognition luncheon)

☐ Friday, July 19

(*Please check the day you plan to attend.*)

Early Bird: **\$50**

Registrations postmarked after May 1: **\$75** \$ _____

Total Enclosed: \$ _____

Make check payable to KU-CRL

Mail to The University of Kansas Center for Research on Learning

Attn: International Conference

517 Joseph R. Pearson Hall, 1122 West Campus Road

Lawrence, KS 66045

Call for Presentations

International SIM Trainers' Conference

July 17-19, 2002 • Lawrence, Kansas

We offer three ways for you to share your ideas during the 2002 International SIM Trainers' Conference: one-hour presentations, poster session, or kaleidoscope session. If you would like to present, please complete the application form below and return it by **May 1, 2002**, to KU-CRL, Attn: International Conference, 517 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045.

Important: If you need CRL to supply any equipment for your presentation, you **must** notify us now so we can arrange to have this equipment available. Please be specific with your requests. Also, please give us a phone number or e-mail address at which we can contact you in case we have any questions.

Name: _____

Phone: _____

E-mail: _____

Conference Meetings

I would like to meet with the following CRL staff members:

Staff member: _____

Topic: _____

Staff member: _____

Topic: _____

Staff member: _____

Topic: _____

Staff member: _____

Topic: _____

Strategies, routines, or topics I would like to have included on the conference agenda:

Presentation

Title: _____

Equipment requested:

Overhead projector LCD projector

Computer TV VCR Internet Flip chart

Description (*No more than 150 words; attach another page, if necessary.*): _____

How much time do you need for this presentation?

Poster Session

Title: _____

Equipment requested:

Overhead projector LCD projector

Computer TV VCR Internet Flip chart

Description (*No more than 150 words; attach another page, if necessary.*): _____

Kaleidoscope Session

Title: _____

Equipment requested:

Overhead projector LCD projector

Computer TV VCR Internet Flip chart

Description (*No more than 150 words; attach another page, if necessary.*): _____

This issue of *Stratenotes* has been sent to all trainers, active and inactive. Trainers must meet the following criteria to maintain an active status:

1. Attend an update training session every two years. See the calendar on page 1 for a list of the meetings planned for 2002.
2. Maintain a membership in *Strateworks*. The mailing label on this newsletter displays the expiration date for your *Strateworks* membership in the upper right corner. *Strateworks* is a collection of different tools produced by CRL to communicate with the SIM Network on a continuing basis:
 - *Stratenotes*—a newsletter designed to present ideas on current trends in education relevant to strategic instruction as well as information about new material releases and training sessions (published nine times a year)
 - *Strategram*—a publication aimed at practicing teachers that contains hands-on classroom implementation ideas (published six times a year)
 - *StrateDirectory*—an annual listing of all trainers who complete the

Strateworks Renewal 2001-2002

Name: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: _____

Work Address: _____

City: _____ State: _____ ZIP: _____

Work Phone: _____

Please indicate at which address you prefer to receive mail:

_____ home _____ work

E-mail address: _____

Mail completed form and your payment of \$35 (U.S.) to KU-CRL, Attn: Order Desk, 521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045.

Make check payable to Strateworks-KU-CRL

Directory Information Form.

- *StratePubs*—recent articles describing research of interest to SIM Trainers, distributed annually.
- *SIMTRAINER-L*—an e-mail

discussion list designed to facilitate communication among members of the International Training Network

- *SIMville*—web-based resources for SIM Trainers

FIRST CLASS

University of Kansas
STRATENOTES Volume 10-Issue #4
CENTER FOR RESEARCH ON LEARNING
Institute for Effective Instruction
521 Joseph R. Pearson Hall
1122 West Campus Road
Lawrence, Kansas 66045