

Calendar

June 10-14, 2002
Potential Trainer Workshop
for Learning Strategies
and Potential Trainer
Workshop for Content
Enhancement
Orlando, Florida
Contact Margie Ringler:
(386) 254-3031
projcentral@mail.ucf.edu

June 12-14, 2002
SIM Writing Strategies
Workshop
Lawrence, Kansas

June 17-21, 2002
SIM Content
Enhancement Workshop
Lawrence, Kansas

June 17-21, 2002
Promoting Content
Literacy through the
Strategic Instruction Model
Sacramento, California

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

June 24-28, 2002
Potential Trainer Workshop
for Content Enhancement
Baton Rouge, Louisiana
Contact Anne Cloutre
(225) 342-3640
acloutre@doe.state.la.us

July 15-16, 2002
Preconference Advanced
Trainer Workshop
Lawrence, Kansas

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

(More calendar on page 2)

Today's schools face numerous, difficult challenges in preparing students for their roles in the world. Content explosion—the ever-expanding amount of information being added to world knowledge daily—can be overwhelming when content coverage is a priority. Combined with the pressures of state standards, mandatory testing, and school reform prevalent in today's educational community, educators can feel ill-equipped to meet the needs of their students.

What, then, can schools and individual educators do to prepare students to successfully respond to heavy curriculum demands at the middle school and high school levels?

This publication describes the “Student Success Formula” that has emerged from nearly 25 years of research. The formula combines interventions designed to help students master critical content in general education courses, a service delivery model designed to optimize the quality of services provided to students, and a professional development program focused on changing instructional practices. Underlying it all is a foundation of strong and active administrative support and coordination.

A comprehensive array of services

Low-achieving students with learning disabilities require a comprehensive, well-conceptualized array of services that are focused on developing independent learners and performers capable of meeting high expectations both in the general education curriculum and in life.

Successfully teaching subject-area content to students with learning difficulties is not a simple matter. The Student Success Formula requires a multifaceted approach by a team of well-trained and coordinated professionals. Students must receive daily instruction in the skills and strategies they need to succeed. Teachers must have clear responsibilities in the process.

Students must have access to instruction in *multiple strategies*, across *multiple settings and academic areas*, from *multiple teachers*, across *multiple schools and grades*, and in *multiple instructional areas*.

Student Success:

Validated Interventions
+ Service-Delivery Systems
+ Professional-Development Programs

*Don Deshler, Director; Jean B. Schumaker, Associate
Director; B. Keith Lenz and Janis A. Bulgren,
Research Scientists; Michael F. Hock, Jim Knight,
and Barbara J. Ehren, Research Associates
Center for Research on Learning*



More calendar

July 22-26, 2002
Potential Trainer Workshop for
Learning Strategies and
Potential Trainer Workshop for
Content Enhancement
Seattle, Washington
Contact Patty Graner
(206) 769-9626
pgraner@smarttogether.org

July 22-26, 2002
Potential Trainer Workshop for
Learning Strategies
St. Louis, Missouri
Contact Bev Colombo
(314) 989-8429
bcolombo@ssd.k12.mo.us
or Mary Ellen O'Hare
(314) 989-8259
mohare@ssd.k12.mo.us

August 5-9, 2002
Potential Trainer Workshop for
Content Enhancement
Los Angeles, California
Contact Ginger Williams
(323) 932-2080
gingerteach@attbi.com

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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STUDENT SUCCESS FORMULA

Validated Interventions + Service-Delivery Systems + Professional-Development Programs

Foundational policy-level supports should include planning times that are conducive to teacher collaboration; sufficient budgetary support, supplies, and personnel; and continuing professional-development opportunities aligned with the goals of the service-delivery model.

Levels of intervention

We have developed two kinds of interventions to address the performance gap, the gap between what students are expected to do and what students are able to do.

1. **Teacher-focused interventions** are directed at how teachers think about, adapt, and present their critical content in "learner-friendly" fashion.
2. **Student-focused interventions** are designed to provide the skills and strategies students need to learn the content.

We have concluded that both types of interventions are needed if students, especially low-achieving students, are to succeed on state assessment tests and demonstrate real-world content literacy—fluent use of listening, speaking, reading, and writing skills. To ensure that students attain content literacy and learn subject-matter content, teachers can intervene at five levels.

Level 1. General education teachers present content in "learner-friendly" ways. Teachers compensate for limited levels of literacy by modifying curriculum and

teaching methods to promote understanding and mastery. The interventions at this level are designed to benefit all students, making it easier for teachers to embrace their use.

Level 2. Interventions focus on directly teaching students the strategies they need to successfully learn the content. Teachers embed strategy instruction in core curriculum courses through direct explanation, modeling, and required use on assignments. By teaching students the strategies that are relevant to their courses, teachers shift their emphasis, in part, from learning course content to acquiring learning skills.

Level 3. Students receive specialized, intensive instruction from someone other than the general education teacher. They learn to use a broad array of learning strategies that they can apply to a variety of tasks in multiple settings. To ensure that the strategies students learn are central to meeting the demands in a classroom, support personnel and general education teachers must work together closely. ➤

Content Enhancement Routines are examples of Level 1 interventions. These routines are sets of inclusive teaching practices that help teachers carefully organize and present critical information in such a way that students identify, organize, comprehend, and recall it. Our research has validated three types of Content Enhancement Routines: organizing routines, understanding routines, and recall routines.

Example: A teacher might use an understanding routine, the *Concept Mastery Routine*, to teach students the concept of democracy by

- brainstorming what students already know about democracy
- outlining the characteristics that are always, sometimes, and never present in a democracy
- providing examples and nonexamples of democracy
- summarizing democracy in a definition.

A 1988 study found that mean test scores for students with learning disabilities improved from 60 percent to 71 percent when the routine was used. Mean scores for students without LD increased from 72 percent to 87 percent.

STUDENT SUCCESS FORMULA

Validated Interventions + Service-Delivery Systems + Professional-Development Programs

The **Learning Strategies Curriculum** has emerged from our decades of research into Level 3 interventions. When students are taught these strategies in a systematic, intensive fashion, they demonstrate gains that enable them to perform at or near grade level.

The Learning Strategies Curriculum encompasses strategies for acquiring information from the printed word, strategies for organizing and memorizing information, strategies for solving math problems, and strategies for expressing information in writing (including on tests).

Studies have shown that secondary students with learning disabilities who learn writing strategies are able to write at levels comparable to or higher than those of their peers without learning disabilities.

Level 4. Students learn content-literacy skills and strategies through specialized, direct, and intensive instruction in listening, speaking, reading, and writing skills. Reading specialists and special education teachers work together to develop intensive and coordinated instructional experiences designed to address severe literacy deficits.

Level 5. Students with underlying language disorders learn the linguistic, meta-linguistic, and meta-cognitive underpinnings they need to acquire the necessary content skills and strategies. At this level, speech pathologists deliver one-on-one or small-group curriculum-relevant language therapy in collaboration with other support personnel teaching literacy skills.

Service-delivery model

Because the five-level content-literacy continuum is comprehensive and involves several settings and educators, a well-designed and coordinated service-delivery system must be in place. The service-delivery system designed to provide this array of services is called the Supported Inclusion Model. In this model, many students with learning disabilities are enrolled in general education classes while their work in those classes is supported through

a variety of mechanisms. The system consists of three components: individualized assessment and personalized plans, general education classroom instruction, and intensive personalized instruction.

Individualized assessment and personalized plans. In this component, an accurate portrait of a student's skills and abilities is obtained through assessing curriculum-based measures of a student's strengths and weaknesses; teacher, parent, and student reports; and student products. The general education settings the student will encounter are assessed to determine what demands are inherent in those settings. Based on these assessments, the student and his or her teachers work together to develop a personalized education plan.

General education classroom instruction. The general education teacher takes a central role as both the planner and the mediator of learning. The teacher carefully organizes and transforms the content into a form that is "learner friendly"

before presenting that content using Content Enhancement Routines. In addition, the teacher considers the strategy or strategies that students need to learn the content and teaches those strategies to them while simultaneously teaching the content. The general education teacher creates a "learning apprenticeship" experience in which the teacher acts as the expert and students are the novices. The teacher explains and models how to learn the content, and the students imitate the expert's models. All students are involved in the apprenticeship in a very meaningful way. The outcome of the apprenticeship is students who not only know and understand information but who also can learn information on their own.

Intensive personalized instruction. This component, in which Level 3 through Level 5 interventions take place, is carried out using Academic Achievement Centers. All students, including normal achievers and those with disabilities or low academic achievement, can receive the personalized services that they require in these centers.

Instruction in these centers takes place in three ways:

- *Small instructional groups*, which may gather for intensive work on a complex strategy or to receive additional instruction on strategies being taught in their general education classes, can ➤

Students become **actively involved** in the learning process. They think, listen, speak, and write throughout instruction. They learn how to find structure within pieces of information. They learn how to distinguish important from less important information and how to connect new information to previously learned information.

STUDENT SUCCESS FORMULA

Validated Interventions + Service-Delivery Systems + Professional-Development Programs

be organized for a relatively short period.

- *Strategic tutoring* is an instructional process in which the expert learner (the teacher) teaches novice learners strategies while tutoring the subject-matter content. Strategic tutoring is different from traditional tutoring in that it is based on the apprenticeship notion and on teaching students strategies that they can apply both to the task at hand and to similar future tasks.
- During *peer tutoring*, students instruct other students. The peer-tutoring structure most appropriate for Academic Achievement Centers is one in which students pair up and one student tutors the other outside the general education setting.

Professional-development programs

For the service-delivery model to be successful, continuing professional-development opportunities aligned with its goals must be available. These opportunities must be focused on teaching teachers how to use research-based practices that have been shown to affect the performance of students. Not only must a larger proportion of funds be focused on changing instructional practice, these funds must be focused on instituting research-based practices and programs.

Professional-development programs must be carefully structured with the goal being to bridge the gap between research and practice—to make validated interventions available to teachers in a way that will ensure their long-term use for the benefit of

Academic Achievement Centers are not the same as traditional resource rooms. They are not restricted to students with special education needs. They are staffed by a variety of professionals, including general educators and special educators, as well as by adult and student volunteers. They are open before and after school as well as during school hours to afford students optimal access to the support they need to master the skills and content and produce the products required for success in general education classrooms.

One of the most significant outcomes of a well-designed tutoring program is that it frees special education teachers from the role of academic tutoring. A cadre of well-trained adult and peer tutors can enable special education teachers to invest their time and expertise in teaching skills and strategies—the very thing they are trained to do and that can best help students become independent learners and performers in content classes.

students. Professional development must be viewed as a continuous process in which everyone in the school engages and must involve at least four phases:


1. initiation (to give basic information to potential implementers to help them determine the degree of appropriateness and alignment between the attributes of an innovation and existing instructional needs)
2. learning and implementation (to give in-depth explanations, models, practice, and feedback)
3. follow-up support (to support implementation efforts through coaching, troubleshooting, support-team meetings, and implementation refinement)
4. maintenance (to routinize use of the innovation within the system)

Teachers must be given the materials they need to support their instruction. Those materials need to be organized and ready to use. Additionally, teachers must be afforded opportunities to meet regularly as support teams.

Furthermore, professional-development sessions must be conducted within a new paradigm that is founded on the notion

of Partnership Learning, a method for planning and delivering professional-development sessions in which meaningful conversations take a central role.

Administrative Support

It is crucial that the components of the Student Success Formula rest firmly on a foundation of strong and active administrative support and coordination. The list on page 5 describes specific steps administrators can take to ensure successful implementation of validated interventions, development of an appropriate service-delivery system, and establishment of a strong and comprehensive professional-development program. 

Web links (May 2002)

Partnership Learning

- www.ku-crl.org/htmlfiles/tgpd.html

Performance Gap handout

- www.ku-crl.org/trainers/materials/performance.html

May Spotlight: *Routine details: A summary of Content Enhancement Routines and related research*

- www.ku-crl.org/archives/2002/0502spot.html

STUDENT SUCCESS FORMULA

Validated Interventions + Service-Delivery Systems + Professional-Development Programs

Tips for school administrators: What can I do?

As a school administrator, you can put the weight of your office behind the student success formula. Your support is key to the successful implementation of each component of the formula. The effectiveness of the student success formula relies on a foundation of strong and active administrative support.

- You can ensure that funds are appropriated for the staff who will be involved in the service-delivery model.
- You can ensure that funds are appropriated for the professional-development program that will be required.
- You can seek and obtain funds from a variety of sources (state, district, grants) and restructure and set priorities for how your budget is spent.
- You can ensure that the professional-development activities offered to your teachers focus on interventions that have been proven effective through research.
- You can structure the professional-development sequence to ensure sustained use of new interventions over time.
- You can attend all professional-development activities side-by-side with your teachers.
- You can be an active instructional leader and demonstrate your commitment by visiting classrooms, taking part in support-team meetings, insisting that interventions be implemented, and ensuring that each staff member is accountable for student outcomes.
- You can help staff clarify their roles in the service-delivery system.
- You can document policies and procedures that formally ingrain the service-delivery system throughout your school.



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:

- Vocabulary LINCing Routine trainer's guide list of overheads
<http://www.ku-crl.org/trainers/announce/vocab.html>
- Performance Gap handout
<http://www.ku-crl.org/trainers/materials/performance.html>

Trainer news

- **Jo Dove**, SIM Trainer and special education teacher in Newton, Kansas, was selected Special Education Professional of the Year for 2002 by the Kansas Association of Special Education Administrators. Jo's nomination cited her innovative ideas for making classroom learning more fun and meaningful for her students as well as her ability to work well with parents, students, general education and special education staff, and administrators.
- **Helen Barrier**, SIM Trainer in Virginia, reports that she has had great satisfaction this year with Content Enhancement training. "We're finally making inroads with the general education teachers," she wrote. She trained 48 general education teachers, special education teachers, and administrators in one Virginia county in March and was pleased to report that "both principals went through the training and thought it was wonderful."
- **Mary Little**, SIM Trainer in Florida, has been honored by the Teaching Incentive Program established at the University of Central Florida to encourage high-quality teaching at colleges.

Send your news to Julie Tollefson at the Center for Research on Learning, Joseph R. Pearson Hall, 1122 West Campus Road Room 521, Lawrence, KS 66045-3101 or e-mail Julie at jtollefson@ku.edu.

Revisions to manuals, trainer's guides

Two trainer's guides—*Vocabulary LINCing Routine* and *Talking Together*—have been updated recently:

- An overhead was added at the beginning of the *Vocabulary LINCing Routine* trainer's guide. Because of this addition, all of the overhead numbers have been changed. In addition, a typographical error was fixed on one of the later overheads. For a complete list of overheads in the *Vocabulary LINCing Routine* trainer's guide, visit SIMville on the KU-CRL web site: www.ku-crl.org/htmlfiles/trainer.html.
- The titles of two books in the Community Building Series were revised, leading to a change to Overhead #3 in the *Talking Together* trainer's guide. Community Building Series manuals are *Talking Together*,

Following Instructions Together, *Organizing Together*, and *Taking Notes Together*.

In addition to the trainer's guide revisions, the *Proficiency in the Sentence Writing Strategy Instructor's Manual* has been revised:

- A page number has been added to one of the items in the "What you need" section on page 41. The item now appears as
 - *Simple Sentence Verbal Practice Checklist* (p. 170 or p. 182) (one per student)
- The last step in the "Naming Strategy Steps" section of the *Simple Sentence Verbal Practice Checklist* on page 170 has been revised as Search and check (MARK)
- Page 182, *Simple Sentence Verbal Practice Checklist*, has been added.

Recent CRL publications

Here are recent additions to the KU-CRL publication list:

- Ehren, B.J. (2002). Speech-language pathologists contributing significantly to the academic success of high school students: A vision for professional growth. *Topics in Language Disorders*, 22(2), 60-80.
- Fisher, J.B., Schumaker, J.B., & Deshler, D.D. (2002). Improving the reading comprehension of at-risk adolescents. In C.C. Block & M. Pressley (Eds.), *Comprehension Instruction: Research-Based Best Practices*, (pp. 351-364) New York: Guildford Press.
- Hock, M.F., Schumaker, J.B., & Deshler, D.D. (2001). The case for strategic tutoring. *Educational Leadership*, 58(7), 50-52.

- Hughes, C.A., Ruhl, K.L., Schumaker, J.B., & Deshler, D.D. (2002). Effects of instruction in an assignment completion strategy on the homework performance of students with learning disabilities in general education classes. *Learning Disabilities Research & Practice*, 17(1), 1-18.

A complete listing of KU-CRL publications is available on our web site, www.ku-crl.org. From the home page, click on the "Publications" link.

MISSION: POSSIBLE!

Become an operative of the MISSION: POSSIBLE SIM Team during the 2002 International SIM Trainers' Conference. 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*.
- **Code Word "Quality":** Obtain blueprints that illustrate how SIM-based programs are bringing real systemwide change to whole schools and districts.
- **SIMblend:** Use your undercover skills to discover how integrating SIM with other validated practices can benefit struggling students.
- **Operation Real Access:** Get your hands on maps for effective instruction, code named Content Enhancement Routines.

CONFIDENTIAL

What: International SIM Trainers' Conference

When: July 17-19, 2002

Where: SpringHill Suites by Marriott, Lawrence, Kansas

New Materials: • Question Exploration Routine • Advances in Learning Expressways

Recently Released Materials: • Following Instructions Together • Vocabulary LINCing Routine

Logistics

Infiltrating the conference merely requires completing a registration form and mailing it with your check to KU-CRL. You may download a registration form from the KU-CRL web site.

Tentative Conference Agenda

Wednesday, July 17

8:00 a.m.-8:45 a.m.	Registration
8:45 a.m.-10:00 a.m.	Opening Session
10:00 a.m.-10:45 a.m.	General Session
11:00 a.m.-Noon	Breakout Sessions
Noon-1:15 p.m.	Lunch on your own
1:15 p.m.-4:45 p.m.	Breakout Sessions
5:00 p.m.-6:00 p.m.	Social

Thursday, July 18

7:45 a.m.-8:15 a.m.	Registration
8:15 a.m.-9:15 a.m.	General Session
9:30 a.m.-11:15 a.m.	Breakout Sessions
11:30 a.m.-1:00 p.m.	Recognition Luncheon
1:15 p.m.-2:15 p.m.	Poster Session
2:30 p.m.-5:00 p.m.	Breakout Sessions

Friday, July 19

7:00 a.m.-9:00 a.m.	Kaleidoscope with Continental Breakfast
9:15 a.m.-12:45 p.m.	Breakout Sessions
1:00 p.m.-2:00 p.m.	Closing Session

Session descriptions

Descriptions of the sessions planned for the 2002 International SIM Trainers' Conference will be available on KU-CRL's web site. Check the SIMville section of the site for more details.

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."

Registration

Late registration fees are in effect for the conference: \$125 for all three days, \$100 for two days, and \$75 for one day. See the registration form in the January issue of *Stratenotes* or download a copy from SIMville on the KU-CRL web site.

Hotel

SpringHill Suites by Marriott is a new hotel in downtown Lawrence located on the Kansas River. It is within walking distance of Lawrence's many unique shops and restaurants. The hotel address is 1 Riverfront Plaza, Suite 300, Lawrence, KS 66044.

SpringHill Suites rooms are available for \$75 per night plus tax (10.9 percent) for a king or double queen suite. Check-in time is 3 p.m.; check-out is noon.

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).

Strateworks Renewal 2002-2003

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Mail completed form and your payment of \$35 (U.S.)
to KU-CRL, Attn: Order Desk, Joseph R. Pearson Hall, 1122 West
Campus Road Room 521, Lawrence, KS 66045-3101.

Conference session note

We are planning to offer a discussion session during the International SIM Trainers' Conference this summer focusing on the book *Implementing Change: Patterns, Principles, and Potholes*. Those interested in participating in this session may want to read the book before the conference. Its authors are Gene E. Hall and Shirley M. Hord, and its ISBN is 0205162223.

See page 7 for more conference details.

FIRST CLASS

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