

Got the silver
Going for gold

The University of Kansas
Center for Research on Learning
1978-2003

StrateNotes

Summer 2002
Volume 10, Issue 9

an international newsletter for SIM Trainers

MISSION: POSSIBLE!

2002 SIM Conference

As educators, we often work with students or teachers who challenge our methods, minds, patience, and expertise. As SIM educators, we come face to face with situations that others might regard as hopeless. However, like the Hollywood version of the inspiration for the theme of the 2002 International SIM Trainers' Conference, SIM educators are able to rise above the frustrations and look at our challenges as Mission: Possible.

CRL's Don Deshler, Jim Knight, and Jean Schumaker set the tone for the July conference in a short orientation session, "Creating the Conditions to Make Our 'Mission Possible.'" During this session, they emphasized the two common threads woven throughout the conference: a focus on the whole-school SIM approach and our commitment to preparing teachers through high-quality professional development.

"This notion of trying to take something across a school building in a significant way is an enormous challenge," Don told conference participants. "But it's at that level that we really need to start applying our energies and our thinking. We really need to be teaming in significant ways with those who have the wherewithal to establish schedules

(Continued on page 2)

LD field expects big changes

Doug Fuchs, professor of special education at Vanderbilt University in Nashville, gave an outstanding keynote address on potential changes in the field of learning disabilities.

"We're in a very interesting time, and there's a very good likelihood that the definition of learning disabilities will change in some very important ways," Fuchs told those assembled for the 2002 International SIM Trainers' Conference. "These changes may have very important implications for all of you."

Beginning with a brief history of how the construct of learning disabilities developed, Fuchs led the audience through milestones in the field from its early days in the mid-1970s to the present.

At this time, he said, there is very strong pres-

(Continued on page 3)

Calendar

September 6, 2002
West Virginia SIM Update
West Virginia

January 22-24, 2003
SIM Update for Florida
Trainers
Orlando, Florida

January 31-February 1,
2003
West Region SIM Update
Tropicana Hotel
Las Vegas, Nevada

February 12-14, 2003
Preservice SIM Update
Maho Bay, St. John Island

February 20-22, 2003
Northeast Region SIM
Update
Wyndham Hotel
Washington, D.C.

March 6-8, 2003
Southeast Region SIM
Update
Holiday Inn Historic
District
Charleston, South
Carolina

July 16-18, 2003
International SIM Trainers'
Conference
Place TBA



Conference news inside... Award winners, page 4...New manuals introduced, page 4...New SIM Trainers, page 6...Conference videos, page 7...Recommended readings, page 7

Pins presented

Pins are presented to SIM Trainers at certain milestones based on the number of years they have attended the international conference. This year, the following presentations were made:

15-year pins: Gail Cheever, Trophy Club, Texas; Shari Schindele, Maple Grove, Minnesota; Don Deshler, Jean Schumaker, Keith Lenz, and Jan Bulgren, CRL; and Sue Vernon, Edge Enterprises.

10-year pins: Ann Valus, Bettendorf, Iowa; and Mary Whitaker, Overland Park, Kansas.

5-year pins: Helen Barrier, Roanoke, Virginia; Kim Cotton, Wichita, Kansas; Rosalind Davenport, Oakland, California; Terry Freese, Rocky Comfort, Missouri; Karen Koskovich, Maquoketa, Iowa; Marsha LaFollette, Cedar Falls, Iowa; Sandra Ludwig, Tuttle, Oklahoma; Mary Ellen O'Hare, Florissant, Missouri; Gail Slattery, Elk Point, South Dakota; Toni Van Cleve, Altoona, Iowa; and Karen Willits, Oskaloosa, Kansas.

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.

Contributors: Donald D. Deshler
Jean B. Schumaker
B. Keith Lenz
Jim Knight
Janet B. Roth
Editor: Julie Tollefson

(Continued from page 1)

within buildings so it's much more than simply matching a child with an intervention."

Throughout the conference, several presenters shared information about their experiences trying to implement strategy instruction throughout a school. Here's a sample of topics they addressed:

- Rosalind Davenport, principal at Woodstock Elementary School in Alameda, California, presented "Building a Schoolwide Strategic Environment: It Ain't Easy." The session focused on the journey of a high poverty, "underperforming" elementary school toward a strategic environment. CRL's Don Deshler and Jean Schumaker continued with "Creating Strategic Schools: Case Studies of Two Small Schools," in which they described work during the past five years to transform two small private schools into strategic schools.
- Sue Woodruff, an independent trainer from Muskegon, Michigan, presented "REVISE: A Routine for Facilitating Schoolwide Change," a tool for leading workshops aimed at engaging fellow teachers in dialogue and examining current realities within specific settings.
- CRL's Jim Knight and Keith Lenz along with Cathy Spriggs, an instruction facilitator at Turlock (California) Junior High School, and Sue Woodruff tackled the subject of schoolwide literacy by describing the solution each attempted, the administrative structure that was created, and the results of their efforts. Jim also described the *Pathways to Success* project, now in its third year, which

explores ways in which SIM can be implemented districtwide.

- CRL's Barbara Ehren and Anita Friede, an independent trainer from New York City, reviewed the principles of the Concerns Based Adoption Model as a tool for promoting change at the school level.

MISSION. POSSIBLE!

2002 SIM Conference

The conference also introduced a new tool to support our commitment to high-quality professional development, the *Partnership Learning Fieldbook* by Jim Knight. The fieldbook describes a partnership approach to conducting workshops. It includes chapters on principles, learning structures, sample workshop plans, and the research behind Partnership Learning. Several of the conference sessions demonstrated aspects of Partnership Learning.

In addition, many of the sessions focused on issues associated with adolescent literacy, a topic garnering a great deal of interest at the national level. Earlier this year, CRL was invited to present an overview of SIM during a series of adolescent literacy workshops sponsored by several government agencies and professional associations. (More information about the workshop series is available online at www.nifl.gov/partnershipforreading/adolescent.)

A list of conference sessions is available on the CRL web site: www.ku-crl.org/2002con/sessions.html. Video-tapes of selected sessions may be purchased using the order form on page 7.

Heard at the conference...

If we just have great service in one year, but not the next—if we don't have good communication from one feeder school into the next, from one teacher to the next—so many of the effects that we've realized get washed off.

—Don Deshler, CRL

LD field expecting big changes

(Continued from page 1)

sure to change the definition of learning disabilities in fundamental ways.

Historically, he said, children were identified as having a learning disability if parents and teachers perceived them to be generally competent and yet they had specific, severe problems in some academic area, such as reading or math.

In the middle to late 1970s, states asked the federal government for help determining how to identify kids with learning disabilities.

"The best the federal government could come up with at that time was to suggest to the states that they use the notion of severe discrepancy," Fuchs said.

The government did not specify what it meant by severe discrepancy, leaving it to individual states to decide on their own. Eventually, Fuchs said, severe discrepancy became synonymous with a discrepancy between IQ and achievement.

Today, the IQ achievement discrepancy model is the main method used for identifying students with LD. It has come under scrutiny and alternative methods are being considered, in part because of the dramatic rise in the number of students identified as LD and the concurrent rise in the cost of special education.

In 1976, the number of children identified as LD was about 750,000. Today, that number stands at 2.5-3 million.

One alternative to the IQ achievement discrepancy model that is gaining support is to just use low achievement as a marker for LD, Fuchs said. Closely related to this concept is that LD should be redefined in terms of a child's nonresponsiveness to generally effective instruction.



Doug Fuchs

Because the nonresponsiveness model is gaining so much attention at the national level, Fuchs spent some time describing its basic characteristics.

First, he said, the model requires that generally effective instruction be in place in the general education classroom. Students are tested to determine whether they are making progress in this environment, and those who do not respond appropriately are "nonresponders."

The nonresponders are then given more intensive treatment, which could vary depending on the version of this approach that is ultimately adopted. Some people suggest that nonresponders be

taught by classroom teachers in small groups. Others suggest that another professional—a reading specialist, a special education teacher, or a school psychologist, for example—take the students out of the classroom and work with them in small groups.

During this treatment level, data are collected regularly.

Again, some students may respond and some students may not respond.

"The kids who respond presumably go back into regular classrooms," Fuchs said. "The kids who don't respond might be passed on to an even more intensive form of remediation. So you have these tiers and everything is fluid and loose."

Fuchs noted that many different versions of the responsiveness to treatment model are being considered. Some have just

one tier; others, such as the model used by Heartland Education Agency in Iowa, have a four-tier approach. In that model, a student progresses through at least three tiers before being determined as eligible for special education.

"In all of this, there is no suggestion that IQ achievement discrepancy play a role. It is just responsiveness to treatment," he emphasized.

When asked how quickly he expects a new definition of learning disability and a new identification method to be adopted, Fuchs referred to the coming reauthorization of IDEA, which is expected very soon.

New manuals

Three new manuals made their debut during the 2002 International SIM Trainers' Conference:

The **Question Exploration Routine** is a package of instructional methods that teachers can use to help a diverse student population understand a body of content information by carefully answering a "critical question" to arrive at a main idea answer. As part of the routine, a visual device, the Question Exploration Guide, is developed with students. In this process, students are guided in identifying key terms in a critical question and "unpacking" the large question in smaller questions. Students also are challenged to apply the main idea to complex content information and real-world use.

Organizing Together and **Taking Notes Together** are the two latest additions to the Community Building Series. The general goal associated with the series is to create safe and supportive learning environments for students with disabilities in inclusive classes. This is done through teaching students about concepts such as respect and tolerance and providing each student a partner who can provide support during the learning process.

The *Organizing Together* program can be used to provide instruction in some basic strategies associated with keeping notebooks, schedules/calendars, desks, lockers/cubbies, and backpacks organized. The *Taking Notes Together* program can be used to teach students a simple strategy for taking notes in response to a variety of stimuli, including lectures, demonstrations, movies/videotapes, and reading assignments.

CRL, SIM network honor outstanding partners, leaders

Every year, individuals who have made outstanding contributions to the work of the SIM network are honored for their commitment and partnership. Six such people were honored during this year's recognition luncheon.

Gordon R. Alley Partnership Award

This award acknowledges the outstanding contributions of individuals for their work in enabling the University of Kansas Center for Research on Learning to fulfill its mission.

Tom Skrtic was one of the initial CRL researchers in its formative years. Since that time, he has been a strong advocate for the CRL research agenda throughout the university. During the past five years, while serving as chair of KU's Department of Special Education, Tom has ensured that the needs and interests of CRL have been strongly supported. Without his strong leadership on behalf of CRL, we would not have made the progress that we have in recent years.

John Poggio, an internationally recognized expert on assessment and evaluation and professor of education at KU, has consulted with several researchers, teachers, and graduate students affiliated with CRL. John never says "no" to a request for assistance or input. Not only is he always exceedingly willing to help, but he also offers brilliant insights for ways to improve our research and intervention efforts.

SIM Leadership Award

This award recognizes individuals who have shown exceptional leadership by helping educators become strategic

teachers and, as a result, students become strategic learners and who have been leaders in the SIM Network.

Helen Barrier, high incidence coordinator, Roanoke, Virginia, has been a SIM Trainer since 1995. She has never missed an update and has offered professional development sessions for a "massive" number of teachers. In fact, she is one of the national leaders in the number of registration of training forms she has sent to CRL. Helen shares her excellent training materials and ideas



SIM Leadership Award winners Bev Mommsen, Helen Barrier, and Cathy Spriggs

with other trainers freely in numerous ways and has been an outstanding mentor for others. She is a leader in providing Content Enhancement workshops for teachers and is a mentor for new SIM Trainers in Virginia. In addition, she has presented at regional and international SIM conferences.

Bev Mommsen, educational consultant, Mississippi Bend Area Education Agency, Clinton, Iowa, has been a SIM Trainer since 1986. She has been an enthusiastic supporter of strategies instruction as a teacher, trainer, and educational consultant and has been a strong advocate for strategic instruction in the districts and buildings she serves as a consultant. Bev has assisted with coordinating area



John Poggio, Jean Schumaker, Tom Skrtic, and Don Deshler

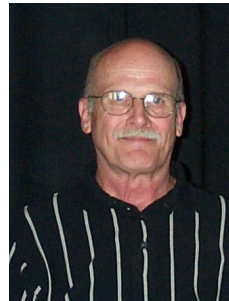
SIM conferences and has presented at both area and international SIM conferences. She estimates that more than 1,000 individuals have attended her workshops. In addition, Bev participated in the Stratellite Connection video series.

Cathy Spriggs, instruction facilitator, Turlock (California) Junior High School, has been a SIM Trainer since 1990. Cathy, a SIM leader in California, was nominated for this award by three different trainers in the states of Michigan, Colorado, and Texas because of all she has shared with other trainers across the network. She designed and developed the *Word ID Routine*; designed and developed a phonics program to parallel instruction in Word ID; and is conducting a research pilot using the *Word ID Routine* and *Fundamentals of Summarizing*. Cathy, who has offered professional development workshops at county, district, and site levels, was one of the coordinators for the California Summer Institute for teachers this year. In addition, she promoted SIM as a presenter at the California Secondary Summit and the Middle School Demonstration Program state-level conferences. She also has presented several times at the international SIM conference.

SIM Administrative Leadership Award

This award honors a person who is a member of or affiliated with the SIM Trainers' Network and who serves in an administrative position in a school or school district. The award recognizes individuals for outstanding leadership and contributions in promoting SIM and other research-based practices.

Larry Hartwig, an educational consultant with Mississippi Bend Area Education Agency in Bettendorf, Iowa, is largely responsible for a recent resurgence of interest in SIM, according to SIM Trainer Ann Valus, who nominated him for this award. Larry's first exposure to SIM's strategies came in 1986. Since then, he has been a tireless and enthusiastic supporter of strategies instruction. Through his advocacy, two schools he works with have implemented SIM components. Larry personally pre- and post-tested numerous students in the schools and was instrumental in ensuring that a group of teachers from the high school were included in a field trip to Muskegon (Michigan) High School to see SIM in action.



Larry Hartwig

Workshop for college, university faculty

SIM Trainers Patty Graner and Gail Cheever are asking the network to help recruit college and university faculty to participate in the Teaching Content to All: Effective College Teaching workshop. The workshop will be May 27-31, 2003, in Lawrence, Kansas.

Formerly known as the Pedagogies for Academic Diversity in Secondary Schools Workshop for Preservice Educators, the workshop has been redesigned and should appeal to new college and university faculty, faculty interested in improving their teaching skills, faculty engaged in teacher preparation, and teams of faculty from departments or institutions.

The workshop will target

- improving teaching skills
- focusing on effective course planning
- dealing with academic diversity
- creating a successful learning community
- promoting critical thinking
- preparing teachers

The application deadline for the workshop is March 1, 2003. Application materials and more detailed information is available on the CRL web site, www.ku-crl.org.

Interested individuals also may call CRL at (785) 864-4780 or e-mail Patty and Gail at cheever_graner@yahoo.com.

New SIM Trainers

The following new SIM Trainers received their certificates during the 2002 International SIM Trainers' Conference:

Learning Strategies Certificates

Iowa: Amy Sturm
Kansas: Wendy Meier
Louisiana: Anne Clouatre and Pat Neal
Michigan: Deborah Underhill
Minnesota: Frances Beversdorf, Molly Lynch, and Beth Mortinson
North Carolina: Alice Bartley
Ontario, Canada: Nancy Leishman
Texas: Liz Gaidry and Lee Schwartz

Content Enhancement Certificates

Virginia: Robert Keniston and Donna Schwab

A complete list of newly certified SIM Trainers, including those who were unable to attend the conference, will appear in the September issue of *Stratenotes*.

Potential trainer workshop participants

The following people have completed potential trainer workshops for either Learning Strategies or Content Enhancement.

Content Enhancement

California

Trainer: Nancy Sander

Ellen Cook, Aaron Keller, Roxane Kushner Moore, Pamela Nehring, Judith Porter, Linda Stathis, and Sheri Wilkins.

Florida

Trainers: Connie Gentle and Jerri Neduchal

Sharon Bittle, Deane Brewin, Susan Burns, Mary Lou Duffy, Deborah Hughes, Cassandra Keller, Linda Oaksford, and Kimberly Richards, *Florida*; and Lynda Richards and Carol Seay, *Georgia*.

Louisiana

Trainer: Rosemary Tralli

Sue Babers, Amy Betts, Jeanne Bower, Kristina Braud, Mindy Byard, Dory Doud, Pam Fite, Terry Heintz-Caldwell, Barbara Henry, Jan Jarrell, Kenneth Jenkins, Monica Jenkins-Moore, Sharoine Jones-Davis, Carolyn Kane, Tina Kendrick, Judith M. Konikoff, Rachel Lato, Phyllis Lehr, Melissa Matthews, Clara McNeely, Judy Milam, Martha Moore, Patricia Morris, Suzanne Nerren, Sheryl Nix, Demarious Poole, Vicky Pritchett, Barbara "Chris" Reeves, Malekah Salim-Morgan, and Terry Tyler, *Louisiana*; Linda Gatlin, *Mississippi*; and Anna LoBianco, *New York*.

Texas

Trainer: Conn Thomas

Edi Brannon, Jay Dea Brownfield, Elizabeth Gaidry, Mary Lou Parker, Victoria Ricketts, Pamela Stephens,

Odessa L. Wood, and Frieda Lee Schwartz, *Texas*; and Ruby Lynch-Arroyo, *New Mexico*.

Washington

Trainers: Keith Lenz, Patricia Graner, and Barbara Ehren

Leslie Herod, *California*; John J. Donermeyer, *Illinois*; Fran Price, *Louisiana*; and Joani Bishop, Dina Fox, Nancy Hebert, Janelle Kreis, and Chuck Richards, *Washington*.

Learning Strategies

Florida

Trainers: Debbie Cooke and Janet Atallah

Melissa Barton, Meryl Chayt, Cathy Freytag, Sheila Harwell, Melissa Hayes, Alice Horton, Kelly Kayle-Gallon, Joyce Mooneyham, Barbara Pack, Cynthia Pelosi, Denise Stevenson, and Marie Warren, *Florida*; Nora Swenson, *Georgia*; and Marie Long Chavis, *North Carolina*.

Iowa

Trainer: Ann Hoffman

Pamela Fields, Sue Powers, Donna Shaw, Kathy Simon, Kathleen Walech, and Maryjo L. Williams.

Missouri

Trainer: Rosemary Tralli

Jay Gjerstad, *Iowa*; Amy Mahlke, *Minnesota*; and Alice Bowers, Gary Brent Grimes, Karen Rosso, and Gail Wulff, *Missouri*.

Washington

Trainers: Keith Lenz, Patricia Graner, and Barbara Ehren

Kathryn L. Demakopoulos, *California*; Marc Logue, Mona Meighan, and Debbie Staub, *Washington*; and Diane Diederichs and Katie Rortvedt, *Wisconsin*.

Conference videos for sale

Several videos of conference sessions are available for purchase. Videos marked as "Combination" contain two sessions. For a complete description of each session, see the listing on our web site, www.ku-crl.org/2002con/sessions.html.

#		Price	Total
_____	Question Exploration Routine Janis Bulgren and Keith Lenz, CRL (<i>The Question Exploration Routine</i> is one of the newest manuals from CRL.)	\$15	_____
_____	Keynote Address: Changing the Definition of "Learning Disabilities": Implications for Educators Doug Fuchs, Professor of Special Education, Vanderbilt University, Nashville, Tennessee	\$15	_____
_____	CRL's Big Role in Promoting Adolescent Literacy... and Other Educational Innovations Keith Lenz, Barbara Ehren, and Don Deshler, CRL	\$15	_____
_____	[Combination] Building a Schoolwide Strategic Environment Rosalind Davenport, Principal, Woodstock Elementary School, Alameda, California <i>and Creating Strategic Schools: Case Studies of Two Small Schools</i> Don Deshler and Jean Schumaker, CRL	\$15	_____
_____	[Combination] Developing Academic Relationships: Leveraging Learning Expressways to Improve Learning , Keith Lenz, CRL <i>and Fundamentals of Summarizing</i> , Jim Knight, CRL	\$15	_____
_____	[Combination] Effective Components of a Smarttogether Strategic Learning Center Keith Lenz, Aaron Sumner, and Lisa Walsh, CRL <i>and Implementation of Strategic Tutoring in After-School Support Programs</i> Mike Hock, CRL	\$15	_____

Total amount of order: _____

Send this order form with your check or purchase order to CRL Order Desk, University of Kansas, Joseph R. Pearson Hall, 1122 West Campus Road, Room 517, 66045-3101. To pay by credit card, call the order desk at (785) 864-0617.

CRL notes...

Jeff Thomas, CRL's videographer for the past several years, has left for Florida, where his wife has accepted a teaching position. Jeff reports that the snorkeling and kayaking opportunities are better in Florida than in Kansas.

Keith Lenz, CRL research scientist who has made Seattle his home for many years, has returned to Lawrence and the University of Kansas in a new role: that of associate professor of special education. Keith takes on his new responsibilities for the Fall 2002 semester.

Recommended reading

Several conference participants shared the names of books, articles, and other publications relevant to the work of the SIM Network. Here are a few of the recommendations heard during the conference:

- Swanson, H.L. (1999). Instructional components that predict treatment outcomes for students with learning disabilities: Support for a combined strategy and direct instruction model. *Learning Disabilities Research and Practice*, 14, 129-140.
- *Implementing Change: Patterns, Principles and Pot-holes* by Gene Hall and Shirley Hord (2001, Allyn and Bacon).
- *Surpassing Ourselves: An Inquiry into the Nature and Implications of Expertise* by Carl Berierter and Marlene Scardamalia (1993, Library Pr (Open Court))
- *The Tipping Point: How Little Things Can Make a Big Difference* by Malcolm Gladwell (2000, Little Brown & Co.)

Additional recommendations are listed on CRL's web site: www.ku-crl.org/2002con/reading.html.

Strateworks Renewal 2002-2003

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, Joseph R. Pearson Hall, 1122 West
Campus Road Room 521, Lawrence, KS 66045-3101.

Time to renew

This is the last issue of *Stratenotes* for the 2001-2002 publication period. If you haven't already done so, please take a moment now to renew your *Strateworks* membership.

FIRST CLASS

University of Kansas
STRATENOTES Volume 10-Issue #9
CENTER FOR RESEARCH ON LEARNING
Institute for Effective Instruction
Joseph R. Pearson Hall
1122 West Campus Road, Room 521
Lawrence, Kansas 66045-3101