

Calendar

Oct. 24-25, 2003
Northeast Regional
Update
Connecticut

Nov. 21-22, 2003
West Virginia Update
Holiday Inn, Bridgeport,
WV
All SIM PDs welcome

Jan. 23-24, 2004
West Regional Update
Las Vegas, Nevada

Jan. 28-30, 2004
Florida Update

March 4-6, 2004
Southeast Regional
Update
Charleston, South
Carolina

**Week of July 19-23,
2004**
International SIM
Conference
Lawrence, Kansas

2003 International SIM Conference & CRL 25th Anniversary Celebration

The 2003 International Conference drew more than 200 people to share ideas and celebrate the 25th anniversary of the Center for Research on Learning. Among the week's highlights:

- An inspiring opening ceremony address on "hope" by Rick Snyder, distinguished professor of psychology at the University of Kansas
- A look at the promising future awaiting CRL in today's digital age by keynote speaker David Rose, co-executive director of the Center for Applied Special Technology (CAST)
- The introduction of two new manuals: *Fundamentals in Theme Writing* and *Possible Selves*
- A gala banquet celebrating CRL's history and the contributions of many research partners and SIM Network members
- A look at how SIM addresses provisions of the federal No Child Left Behind Act

CRL Director Don Deshler gave what is becoming an annual "State of CRL" update on the work and accomplishments of the Center and its four divisions—the Institute

for Effective Instruction, Advanced Learning Technologies, e-Learning Design Laboratory, and Division of Adult Studies.

Don emphasized how crucial SIM Professional Developers are in shaping the direction of CRL research.

"Your perspectives, your presence on the front lines, your conversations with us, influence the work that we do," Don said.

This close relationship is reflected in our seven-stage research process, which breaks away from the "traditional" research model by going beyond the point an article is published in a journal. The SIM Network plays a prominent role in this cycle.

- *The PowerPoint presentation Don used with his talk may be downloaded from kucrl.org/25thanniversary.*

Institute for Effective Instruction

In the Institute for Effective Instruction, the CRL division responsible for continued development of the Strategic Instruction Model, we have shifted somewhat from developing new interventions to refining and improving the overall effectiveness of our



SIM Network news

With deep sadness, we report the deaths of two members of the SIM family in California.

SIM Professional Developer Jacob Bertucci of Los Angeles and his companion, Aaron Keller, who was working through requirements to become a SIM PD, died August 15 when their car was hit by another that was involved in a high-speed chase with law enforcement officers in West Hollywood.

Jacob's death has saddened SIM Network members across the country. Recently, he had worked with Jean Schumaker on the *Theme Writing* manual, which was published this summer. Jacob's good friend, Ginger Williams, is planning a tribute that will be published in *Stratenotes*.

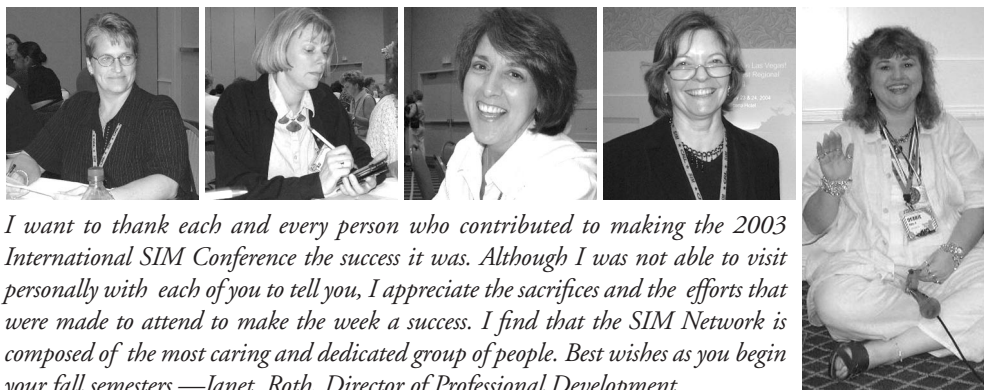
Aaron, too, will be missed by the SIM Network. Nancy Sander of South Carolina had worked with both of them.

"Jacob and Aaron were doing wonderful things with the strategies to support struggling students," she said. "Aaron also had a real gift with his students in the Los Angeles Public Schools. KU-CRL and the students they served lost two special people that day."

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I want to thank each and every person who contributed to making the 2003 International SIM Conference the success it was. Although I was not able to visit personally with each of you to tell you, I appreciate the sacrifices and the efforts that were made to attend to make the week a success. I find that the SIM Network is composed of the most caring and dedicated group of people. Best wishes as you begin your fall semesters.—Janet Roth, Director of Professional Development

current interventions.

"We feel we have a reasonably full cabinet," Don said. "Certainly, there are holes, but the questions that we're grappling with now are how can we combine interventions, how can we best leverage them, what is the optimal sequencing."

We continue to develop some new products, such as the *Fundamentals of Summarizing*, but even the new interventions are often extensions of existing programs.

Other current work involves combining Content Enhancement Routines to determine how many routines can be used effectively at one time and putting Learning Strategies instruction into CD-ROM format to help free the teacher to provide more individual feedback.

"We're trying to alter the dynamics of the instructional setting, trying to wring more effectiveness out of that limited time that we've got," Don said. "Those questions are imperative for us to address, given the shortness of resources in schools today, to make SIM an attractive option."

In addition to these questions of refinement, we're also very concerned about schoolwide change issues. The Content Literacy Continuum, for example, is another way to conceptualize SIM and think about it in the framework of school reform.

At the same time, we realize that we can't make the kinds of changes necessary to meet all needs within a five- or six-hour school day, so we're also considering after-school interventions, such as Strategic Tutoring.

Advanced Learning Technologies (www.altec.org)

CRL's ALTEC division focuses on leveraging technology to improve teaching and learning. Its online resources web site for K-12 teachers receives 3 million visits each month and is ranked in the top 1 percent of education web sites visited.

e-Learning Design Laboratory (www.elearndesign.org)

One of the exciting things eDL is grappling with is the issue of reusable learning objects, which, once written, can be stored and reused in many other ways.

Division of Adult Studies (<http://das.kucrl.org>)

This division focuses on issues in the transition, education, employment, and quality of life of adults with disabilities. One exciting new project is concerned with improving instruction in adult literacy.

Connections and Extensions

We also believe that it is important to be involved in leadership in the field, Don said. In addition, feedback from the SIM Network continues to shape our endeavors. You said, for example, that we were well known in the special education literature but not in the general education literature. We took your comments seriously, and we've taken steps to promote the work of the Center in a broader arena. As a result, we will have a chapter in a new International Reading Association text on adolescent literacy, and *Principal Leadership* will publish an article on the Content Literacy Continuum.

Pioneers & Centers of Influence

—by Don Deshler

Last February, I was asked to give the keynote speech at the LDA conference in Chicago. It was their 40th anniversary. I concluded that speech by suggesting that there are two mindsets that we should adopt. I think what I said there applies here:

I would suggest that each of us adopt two mindsets: a mindset to be a pioneer and a mindset to be a center of influence.

Why a pioneer? There were pioneers surely 40 (25) years ago. There was a call and a need for them at that time. There is a dire need for pioneers today. For me, pioneers are the ones who find their way when there are few markers, when there is considerable uncertainty, when there is great reason for fear, and when there is considerable opposition. True pioneers revel in the journey and they consider themselves fortunate to be pioneers in a vitally important cause. That mindset, I believe, is imperative.

We do not need to hold a formal leadership position to be a center of influence. Instead, we need to see ourselves

as players rather than pawns in the work that we do. Such a mindset is largely a matter of conscious choice rather than a matter of circumstance. We must believe in the power of seed planting and have faith that the seeds we plant will eventually bear fruit.

We need to believe in the magic of the fact that we can count the number of seeds in the apple, but it's impossible to count the number of apples in a seed. If we do the work that we do in the right way, with the right belief, and the right intensity, I believe that we'll be very pleased with the outcomes.

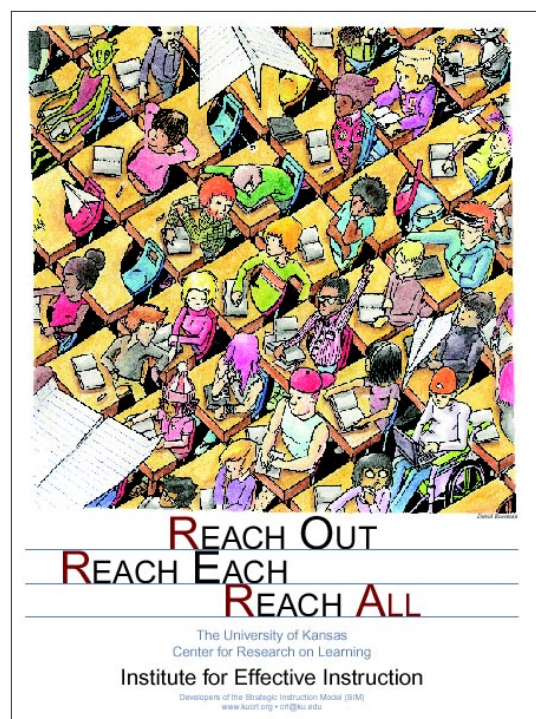


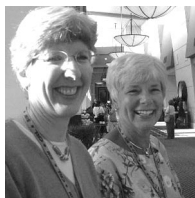
IEI diversity poster unveiled

This poster, featuring artwork by student David Rossman, captures the goals of CRL's Institute for Effective Instruction. "One of the things that we've been working

on is an identity for the Institute for Effective Instruction in terms of dealing with diversity," said IEI Director Keith Lenz. "The picture was created to represent a diverse group of students to capture the idea that we need to reach out. We need to reach more students. We need to reach each student, but at the same time we need to reach the whole group, reach all students. It represents an emerging philosophy of dealing with diversity in terms of how we reach more students."

The posters are available from CRL for \$2.50 plus postage. Volume discounts are available. Contact CRL's order desk (785.864.0617) for more information.





www.kucrl.org/ **25th anniversary**



“We’re very excited to have you here with us for this major milestone as we look back on 25 years of working together.”

With those words, Jean Schumaker launched the 2003 International SIM Conference, setting the stage for more than three days of networking, learning, sharing, and celebrating.

“We have goals for the future, and we’re very hopeful about achieving them,” Jean said. “We need to strengthen our instructional programs and make them easier to learn and use. We need to add new programs that round out the list of offerings needed in schools.”

Toward those goals, CRL introduced two new manuals during the conference: *Fundamentals in Theme Writing* and *Possible Selves*.

The conference also featured many sessions focused on schoolwide and districtwide implementation of SIM. A sampling:

- Keith Lenz introduced a new program to develop Content Literacy Continuum professional development teams.
- Debby Mossburg and Joan Fletcher described big changes under way in Virginia.
- Hilly Bernard and Anne Clouatre shared a districtwide SIM approach in Louisiana.

For a complete listing and brief descriptions of all sessions as well as the poster and kaleidoscope presentations, see kucrl.org/25thanniversary. Also, look for an order form for videotapes of selected conference sessions in the next issue of *Stratenotes*.

As part of CRL’s 25th anniversary celebration, this year’s social included a (Non)Talent Show, which drew many talented people together to perform skits and songs to the delight of the audience.

And no SIM conference would be complete without the recognition of outstanding individuals who have made significant contributions to the network and the work of CRL. A list of those honored during the 2003 conference begins on page 5. Watch for a list of newly certified SIM Professional Developers in the September issue of *Stratenotes*.



2003 SIM Recognition Awards

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. Gordon, one of CRL's founding members and key investigators, was a highly valued partner to his colleagues. He generously shared his expertise and time to enable others to reach their goals. The Gordon R. Alley Partnership Award is given to other professionals who contribute to the work of the Center in the same spirit.

Paul Buskirk

Paul Buskirk, Associate Athletics Director for Student Support Services at the University of Kansas, has been a partner in research, development, and service to academically at-risk university students for the past 15 years. With Paul's support, CRL researchers have developed several new interventions that not only meet the needs of university students, but also address the strategic tutoring and motivational needs of students enrolled in elementary, middle, and high school. Paul's support of and partnership with CRL has helped continue the Center's commitment to quality, innovation, and growth.

SIM Leadership Award

This award recognizes individuals who have shown exceptional leadership and excellent service to SIM by helping educators become strategic teachers and, as a result, students become strategic learners and who have been leaders in the SIM Network.

Cynthia Gibson

Cyndi Gibson, a teacher at Lowell High School in Grand Rapids, Michigan, has been a SIM Professional Developer since 1994. She provides more than 12 formal professional development sessions each year in addition to countless informal/one-on-one sessions all the while teaching full time and using Learning Strategies and Content Enhancement Routines daily. She has presented about SIM at state conferences for CEC and the Michigan Association of Learning Disabilities Educators (MALDE). She is an original member of a group that ultimately became the Michigan SIM Connection. She has served as mentor for several new professional developers, created brochures, and published SIM articles in professional publications. Cyndi actively participated in the revision of K-12 language arts curriculum within her district and in her school's Literacy Committee, ensuring in both cases that SIM components

were included in plans. Cyndi has attended international conferences, participated in and recruited co-workers to participate in field-testing of the Interactive Organizer CD, and worked with CRL to collect data for a CD version of the *Word Identification Strategy*.

Peggy Graving-Reyes

Peggy Graving-Reyes, a district literacy coach in Stockton, California, has been a SIM Professional Developer since 1989. She has been instrumental in revitalizing interest in SIM in California. As state conference chair of the California Association of Resource Specialists, Peggy organized a SIM strand of workshops involving nine California SIM Professional Developers, 11 sessions on Learning Strategies, and CRL's Keith Lenz as keynote speaker. She facilitated a partnership between KU-CRL and WestEd's Secondary Literacy Success Network, which resulted in SIM being adopted as one of the programs for strategic learners for 50 California schools participating in the SLSN Pilot. Using the Content Literacy Continuum as her guide, she has facilitated development of a strategic school site. She has spoken about SIM at numerous statewide conferences and, as visiting faculty at the University of the Pacific, has integrated Learning Strategies as part of the requirements for two courses leading to the resource specialist certificate of competence for the state of California. Peggy conducted a research project on the effectiveness of SIM strategies in a schoolwide reading class for middle school students and is conducting another on the effectiveness of teaching SIM strategies in middle school content classes. Peggy contributes to SIMTRAINER-L and *Strategram* and provides coaching and mentoring.

Jane Stevenson and Barbara Vallejo

Jane Stevenson and Barbara Vallejo, a SIM Professional Development team from Minnesota, have been working together regularly since 1991. Barb, an independent consultant from Stanchfield, Minnesota, and a SIM Professional Developer since 1989, taught in Minneapolis for 31 years, where she continues to provide SIM workshops. Jane, associate principal at Eden Prairie High School in Inver Grove Heights, Minnesota, began her journey with SIM in the mid-1980s. In 1989, her school district received a \$25,000 grant from the Minnesota Department of Education as a result of her proposal to research the effectiveness of strategies intervention in general education classrooms. During that project, the team implemented

strategies in both a “pull out” setting and a ninth-grade English class and tracked student progress. Data they collected indicated that all groups of students benefited from strategy instruction. Since forming a team, Jane and Barb have integrated SIM into numerous projects, including a redesigned secondary reading program at Minneapolis South High School, a Learning Disabilities Licensure program at the University of Minnesota, and a special education/general education collaboration grant called “Creating Capacities Within.” Barb developed a student self-advocacy panel using SIM’s *Educational Planning Strategy*, now called the *Self-Advocacy Strategy*. She and Jane facilitated presentations by the panel at two high schools as well as at the University of Minnesota, University of Wisconsin-River Falls, and St. Cloud State College. Both Jane and Barb have served as mentor teachers, are active in the Minnesota SIM Network, and have attended more than 12 international conferences apiece.

SIM Administrative Leadership Award

This award honors a person who is associated with the SIM Professional Developers’ 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.

Ron Brewer

Ron Brewer, director of the Education Department at Prairie du Chien Correctional Institution in Wisconsin, has led an effort to implement the SIM approach with the 16- to 21-year-old inmates at the prison with wonderful results. Ron has written grants to cover the purchase of SIM materials, held on-site trainings, supported continuing follow-up sessions, and made SIM a requirement for every inmate in the educational department of the prison. SIM classes are offered in conjunction with helping the men learn a trade. The success of this effort has come to the attention of key members of the state government. In nominating Ron for this award, SIM Professional Developer Karen Koskovich wrote, “I am nominating Ron and the PCDI because the lives that have been changed forever might otherwise go unnoticed. There is no way to prove that the successful men leaving this educational program would have returned to the prison system had they not had SIM and the trade training. However, if we look at the trend across the nation, these are the very people that most likely would return to the prison system in the future without increased skills and new self-confidence.”

Rosalind Davenport

Rosalind Davenport, principal of Woodstock Elementary School in Alameda, California, has both vision and perseverance as she integrates SIM throughout her school. She diligently influences district administrators and neighboring school principals and cultivates increased use of SIM. Rosalind has expanded the model to the local middle school. She includes community-based organizations and school-linked programs in her vision, making SIM consistent between school day programs and after school instruction.

Beverly Johnson

Since discovering SIM’s useful applications, Beverly Johnson, principal of Linwood Middle School in Shreveport, Louisiana, has adopted it as the main research-based component of her school improvement plan. She has sought assistance from the Louisiana State Department of Education as well as from members of her staff who are knowledgeable about SIM. Beverly has provided the professional development and support that is necessary to make SIM an effective part of the school’s plan. She requires every teacher to conduct a monthly peer observation, encouraging them to carefully consider how to use strategies and routines in their classrooms. Rather than taking the “because I said so” approach, Beverly has provided the data and research behind SIM, and as a result, most faculty members have come to see the benefits and are using Learning Strategies and Content Enhancement Routines regularly.

Debby Mossburg

Debby Mossburg, Curriculum Resource Teacher with the Fairfax County (Virginia) Public Schools Office of Special Education, arranged for several teachers to attend a potential SIM Professional Developer workshop as part of her vision that all students with special needs in the district receive SIM instruction. She has presented before the school board, fought for money, encouraged department chairs and individual teachers, and been a good friend to all. Debby supported each potential professional developer as they struggled through the certification process, meeting with them often and even offering substitute days for preparation time. Without her dedication, FCPS students would never have had the chance to participate in learning they themselves recognize as life-changing.

Arlyn Zack

Arlyn Zack, principal of Muskegon (Michigan) High School, has been a SIM supporter for several years now

and has truly “put his money where his mouth is.” Arlyn has supported efforts to implement SIM-based programs because he knows they are good for students. He is a vocal supporter at board meetings and at the local and state level. Arlyn and SIM Professional Developer Sue Woodruff have presented Muskegon High School results at an annual North Central State Conference, and he has welcomed visiting groups to the building.

SIM Impact Award

This award is presented to schools or school systems that have incorporated many components of the Strategic Instruction Model throughout major segments of their entire school or school system.

Olathe (Kansas) Unified School District

For the last seven years, this district has provided extensive Learning Strategy and Content Enhancement staff development opportunities for its elementary and secondary resource staff and general education staff. Learning Strategies and Content Enhancement Routines have been embedded in district curriculum charts for strategies that assist struggling learners. In just one example of the scope of SIM’s integration in the district, many district staff members are comfortable using Content Enhancement devices for specific purposes and do so on a regular basis. SIM implementation has been supported by Allison Banikowski, assistant superintendent for curriculum and instruction; Gerry Reynaud, executive director of special services; and Erin Dugan, director of special services. SIM Professional Developers who have been involved in the Olathe effort include Barbara Ellett and Mary Whitaker along with intern Cristan Phillip.

St. Tammany Parish (Louisiana) Public School System

St. Tammany Parish has planned for SIM to become the core curriculum for special education in grades 7 through 12. Five schools have adopted SIM schoolwide and four other schools are moving in that direction. A significant number of teachers and speech therapists at two elementary, two junior high, and three high schools have implemented both Content Enhancement Routines and Learning Strategies in an effort that involves 80 teachers and 4,000 students. SIM Professional Developer Hilly Bernard, with the support of Margo Guillot, assistant superintendent of schools, and Jeanie Bernard, supervisor of special education, offers multiple days of staff development with follow-up each year. He also has facilitated the development of a study skills curriculum based on SIM called Strategies

of Success. SOS is required at the high school level and encouraged in the junior highs. An indication of SIM’s success in the parish can be found in the numbers: In 2001, 80 teachers enrolled in SIM professional development. By 2003, that number had grown to 200.

SIM Innovation Award

This award is given to schools, programs, or individuals who have demonstrated highly innovative and effective applications of the Strategic Instruction Model. These applications have included the collection of data showing successful outcomes.

Cathy Spriggs and Laura Simons

SIM Professional Developers Laura Simons of Knights Ferry, California, and Cathy Spriggs of Modesto, California, have played a major role in developing alternative formats for teaching the *Word Identification Strategy*. They have written a new manual—using the format of the Content Enhancement Routine manuals—that enables the strategy to be taught within the context of the general education classroom to large groups of students. For the past four years they have collected data in several classrooms and have done several studies to measure the effects of this new intervention. They presented the results of their most recent research at the last conference, and the effect sizes they reported were most encouraging.

Delta Sierra Middle School, Stockton, California

Delta Sierra Middle School, under the leadership of Ken Geisick, principal, has implemented a schoolwide literacy plan based on SIM. From July 2001 to December 2002, all seventh- and eighth-grade students were placed in either a Corrective Reading class or a Content Reading Class. Targeted students were taught the *Paraphrasing Strategy* (RAP), *Word Identification Strategy* (DISSECT), *Survey Routine* (TRIMS), and *Framing Routine* (FRAME); benchmark and advanced students were taught RAP, TRIMS, and FRAME. During this period, students made significant gains as measured by a pre- and posttest. In addition, the school raised its Academic Performance Index, a state measure, 22 points overall, far surpassing its required growth of nine points. Since December 2002, Delta Sierra has focused on providing staff development for all teachers in RAP, DISSECT, TRIMS, and FRAME. All teachers are working on embedding these strategies and routines in every class. Every department also has developed a Course Organizer.

For expanded descriptions about the work and accomplishments of this year’s honorees, visit kucrl.org.

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It's time to renew your Strateworks membership for 2003-2004. Take a moment now to fill out the renewal form at left to make sure you don't miss out on any of these important benefits of Strateworks membership;

- *Stratenotes, a newsletter for SIM Professional Developers published nine times a year*
- *Strategram, a newsletter for teachers published six times a year*
- *Access to SIMTRAINER-L, an e-mail discussion list, and SIMville, a web site just for SIM Professional Developers*
- *Stratepubs, two recent articles published by KU-CRL researchers*

Remember, you must maintain a current Strateworks membership to be considered an active SIM Professional Developer.

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