



StrateNotes

The University of Kansas Center for Research on Learning • January 2004 • Volume 12, Issue 4

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Calendar

March 4-6, 2004

Southeast Regional Update, Charleston, South Carolina
Jerri Neduchal,
neduchj@ocps.k12.fl.us

March 17-19, 2004

St. John Island Update, Maho Bay, Virgin Islands
Ed Pieper, piepere@hotmail.com, or Vicki Cotsworth,
cotswoldfarm@hotmail.com

April 16-17, 2004

Midwest Region in Iowa Update, Sioux City, Jeanne Lichty,
jlichty@aea12.k12.ia.us

June 1-5, 2004

Teaching Content to All: Effective College Teaching
Lawrence, Kansas

June 16-19, 2004

Strategic Instruction Model (SIM) Institute: Level I
Lawrence, Kansas

June 16-19, 2004

Strategic Instruction Model (SIM) Institute: Level II
Lawrence, Kansas

June 21-25, 2004

Strategic Instruction Model (SIM) Institute: Writing Strategies
Lawrence, Kansas
More calendar on page 2.

We've been waiting for this moment...Are we ready?

*Don Deshler, Director
Center for Research on Learning*

For years, policy makers have funded programs that have been focused on improving outcomes for younger children—always in the hopes of preventing problems of poor academic achievement when children move into secondary schools. *Head Start* and *Early Head Start* are comprehensive child development programs that serve children from birth to age 5. *Reading First* targets children in grades K-3 to ensure that they master basic reading skills. Billions of dollars have been poured into these efforts. While Title I funding is targeted at improving outcomes for all disadvantaged youth, the vast majority of this funding has historically been directed at children in elementary schools and a relatively small percentage of total expenditures go to older children in middle high school settings.

No one can argue with the potential merits of early intervention and prevention. The goals of such initiatives are laudable. However, in spite of these efforts to work with young children, growing numbers of adolescents continue to struggle in school. For example, an astounding 68 percent of eighth-grade students and 64 percent of 12th-grade students fail to attain the level of proficient reader, a goal set by the National Assessment Governing Board.

For years, CRL staff has tried to convince policy makers about the critical literacy needs of adolescents. Often times, these pleas seemed to fall on deaf ears. However, some very exciting developments have emerged in recent months that signal an encouraging shift in priorities at the federal level. Namely, last spring the National Institutes for Health (NIH) announced a new research

priority in the area of adolescent literacy for the purpose of determining which interventions work best for which adolescents under which instructional conditions. And, in his State of the Union message to Congress on January 20, 2004, President Bush indicated that to meet the outcome expectations of No Child Left Behind, it would be important to focus on the unique needs of older students and young adults! The next day, when visiting a middle school in Florida that had shown significant reading score gains through the use of SIM interventions, First Lady Laura Bush announced a new reading program, the *Striving Readers Initiative*, which focuses specifically on adolescents who struggle in reading, and an accompanying \$100 million request for adolescent literacy that the President was sending to Congress in his FY 05 budget!

These long-awaited developments are most encouraging. Increasingly, as administrators are being pressured to use research-based practices to improve outcomes (based on stipulations set forth in No Child Left Behind), requests for staff development on SIM interventions have gone up dramatically. Bottom line, CRL is being asked



Photo courtesy of the Orlando Sentinel

First Lady Laura Bush visits Discovery Middle School in Orlando, Florida, to see SIM in action. More on page 10.

More Calendar

June 28-July 1, 2004

Strategic Instruction Model Institute:
Content Enhancement
Lawrence, Kansas

July 19-20, 2004

Preconference Seminars
Lawrence, Kansas

July 21-23, 2004

International SIM Conference
Lawrence, Kansas

July 26-30, 2004

Potential SIM Professional Developers
Institutes for Learning Strategies and
Content Enhancement
Lawrence, Kansas

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.

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to describe the kinds of outcomes schools can expect to achieve if they adopt SIM. We've been waiting for a time when schools would be asking us about SIM and how it relates to improving student outcomes... well, that time seems to have arrived! Are we ready to respond?

Factors that can optimize outcomes

The task of improving adolescent outcomes on critical national or state assessment measures is extremely challenging... even daunting! If SIM is to represent a promising solution for schools, it must be implemented in a way that will bring about significant changes in student behavior. During the past few years SIM implementers and CRL researchers have identified three factors that have been present when significant student gains have been made.

Factor #1: Use multiple research-based interventions over a sustained period of time. The probability of affecting student outcomes is enhanced if we use *multiple* interventions that are related to a desired outcome. For example, if our goal is to improve student outcomes in the area of reading, we need to first remind ourselves of what factors are embodied in being a "skilled reader." Basically, skilled readers are those who fluently apply word recognition and text comprehension behaviors in a strategic fashion during their reading. Skilled readers not only possess an array of comprehension and word recognition strategies, but they also have the necessary background knowledge, vocabulary, and text structure awareness to deal effectively with various reading demands.

In light of these realities, reading programs for struggling adolescent readers would typically include several reading strategies as well as numerous Content Enhancement Routines. Obviously, the *Word Identification Strategy* improves student abilities to decode the multi-syllabic words they encounter in secondary texts. Each of the comprehension strategies (the *Paraphrasing Strategy*, *Visual Imagery Strategy*, and *Self-Questioning Strategy*) enables students to respond to different types of texts and subject mat-

ters. (Remember, no one comprehension strategy is sufficiently powerful to equip students to deal with all kinds of text materials.)

Several Content Enhancement Routines potentially are relevant to improving reading comprehension. The *Survey Routine* will help students understand expository text structure and will assist them in differentiating critical from supplementary information. The *Clarifying Routine* and *Vocabulary LINCing Routine* will enhance knowledge of core vocabulary. Use of such routines as the *Concept Mastery Routine*, *Concept Anchoring Routine*, and *Concept Comparison Routine* by content teachers will enable students to keep abreast of critical content through class lectures that they may not be able to read about in their texts because of limited reading abilities.

This is certainly not an exhaustive listing of SIM interventions that are directly related to improving reading outcomes, but they are illustrative of the fact that because of the complex nature of the reading process and all of the factors that must be addressed to produce a skilled reader, multiple strategies and instructional procedures must be employed to change student behavior. In short, instruction in a single strategy or use of a single routine, for most students, is simply not sufficient. Rather, an array of research-based interventions, all aimed at improving the targeted outcome measures, will be required to affect student performance.

Factor #2: Teach interventions with fidelity and intensity. The overall effectiveness of an intervention is tied closely to two factors: (1) how the intervention is designed and (2) how the intervention is taught. Fidelity of implementation is tied directly to the second factor. As defined, fidelity means "...strictness and thoroughness of performance, with exactness, with accuracy." Given the problems that many at-risk students (including those with disabilities) evidence in information processing, it is critical that we carefully adhere to well-established principles of learning and pedagogy, as well as strictly follow the instructional details outlined in

instructional manuals. When an intervention procedure is validated, it is taught according to a specified set of instructional guidelines. To reasonably expect similar results with a given intervention in “scaled-up” practice, it is essential to make the guidelines and principles of the intervention clear. The eight-stage instructional sequence has been found to be sufficiently powerful to enable at-risk students to learn strategies quickly and efficiently. As we know, instruction within these eight stages should be provided in the context of a learning apprenticeship in which the teacher takes an active role in describing and modeling alternative ways to approach tasks that are potentially more efficient and effective. As students begin to understand what being a strategic learner is all about, some of the scaffolding is removed, and instruction shifts from an emphasis on teacher-mediation to an emphasis on student-mediation in the later stages of instruction.

Validated interventions are generally successful because they are based on well-established principles of learning and instruction. When implementation procedures for validated interventions are varied, it is no longer the validated procedure and the results on student performance are simply unknown. In short, implementation with fidelity is imperative to optimize student outcomes.

Just as important as it is to teach interventions with fidelity, it is equally important that our teaching of at-risk students be *intensive* in nature. Because the amount of instructional time available to teach at-risk students is so limited, it is imperative that we use the time that we do have to the greatest advantage possible. The dictionary defines *intense* as “...concentrated strength, power, and force...a passionate and serious attitude or quality...the strength of a source of energy per unit of time.” The dictionary defines *intensity* as “...involving concentrated effort to achieve something in a comparatively short time.” In short, if we are to help at-risk adolescents make up for their large performance gaps, we must ensure that our instruction is highly intense and relentless in the pursuit of

moving students toward the targeted outcomes.

Factor #3: Ensure that instruction is coordinated across teachers and settings. Finally, if our instruction is not clearly focused, carefully orchestrated, and precisely planned, student gains may be significantly reduced. First, an instructional plan must be conceptualized that systematically addresses the targeted deficit areas. To do so, it is generally necessary to build one skill or strategy upon another so that students’ overall competence in a deficit area is dramatically improved. As an example, if a student has significant deficits in written expression, the instructional plan specified by the IEP may call for intensive instruction in a validated scope and sequence of instruction in written expression strategies. If achieving these instructional goals takes more than one semester or academic year, a high degree of alignment between instructional activities and instructional goals must be maintained.

Additionally, it is important that students receive instruction that is carefully coordinated across all of their teachers and different educational settings. This can be illustrated by considering a student with disabilities, Jason, who is in an elementary fifth-grade classroom. Jason has one teacher who is responsible for teaching all of his academic subjects and a special education resource services teacher who provides special education supports. Under this scenario, it is relatively easy for the fifth-grade teacher and special education teacher to collaborate and coordinate their instruction for Jason. The targeted skills or strategies that Jason is learning from the special education teacher should be ones that will help him successfully respond to the demands of the general education curriculum. In turn, the general education fifth-grade teacher can prompt and reinforce Jason’s use of these targeted skills and strategies in each of the academic subjects and assignments throughout the course of the school day.

However, when Jason transitions from his elementary school to a middle school the next year, collaboration among Jason’s teachers around the coordination of his instruction across settings becomes

Jean Schumaker recognized for distinguished achievement

Jean Schumaker has been selected to receive the Lucia R. Briggs Distinguished Achievement Award from her alma mater, Lawrence University. She will receive the much-deserved award in June.

SIM PD honored

Lee Ann Brunson, SIM Professional Developer from Kansas, was named the 2003 Teacher of the Year by CEC’s Division of Career Development and Transition. Lee Ann, who resides in Pratt, Kansas, also was honored at the Kansas CEC Convention.

West Region update plans

The West Region SIM Update Conference will be held in the fall in conjunction with the Council for Learning Disabilities meeting.

The joint meeting will be October 7-9 at the Alexis Park Resort and Spa in Las Vegas.

West Region organizers Barb Milliken and Susan Miller note that many people affiliated with CRL are actively engaged in CLD and will attend the meeting. “In addition to attending conference sessions, we will also have an opportunity to share our own work with a larger audience. This is a great opportunity for us,” they said.

Don Deshler will be the keynote speaker on October 9, and Jean Schumaker will be the awards luncheon speaker that same day.

A special meeting will be arranged during the conference for SIM Professional Developers.

More information about the West Region Update Conference is available on CRL’s web site:

www.kucrl.org

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 Resource 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 by **March 10, 2004**, to Janet Roth by mail at the address below or call (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.

KU-CRL, Joseph R. Pearson Hall
1122 West Campus Rd, Rm 517
Lawrence, KS 66045-3101

California conference

CAL-SIM, a SIM organization in California, will host "Reconnecting with SIM," a state conference June 24-26. The conference, sponsored by Point Loma University Ext., will be at the Holiday Inn Select Convention Center in Bakersfield. It will include sessions for general and special education teachers, counselors, preservice educators, educational therapists, and professional developers. More information is available on the CRL web site, www.kucrl.org.

much more challenging. The first step will be for Jason's fifth-grade teachers to collaboratively communicate with his sixth-grade special and general education teachers. More often than not, this communication link is not well made and the work that is done with Jason in his new school is often unrelated to what occurred during the fifth-grade. Often, it is the responsibility of the special educators, as case managers, to forge strong communication links to ensure that the targeted skills and strategies in a student's IEP are continually stressed and practiced. In the case of Jason, if he were being taught a vocabulary strategy by his special education teacher to use in his classes, Jason would optimally master the strategy and see its relevance if *each* of his teachers would incorporate it into his or her classroom *and* set the expectation for Jason to apply the vocabulary strategy in all of his work in that class. When this type of collaboration and carefully coordinated instruction occurs across teachers and settings, learning, mastery, and overall student success are promoted.

Spending most of our time as hedgehogs (not as foxes)

In his best-selling book *Good to Great*, Jim Collins describes different elements that his research has found to characterize highly successful organizations. One of these factors is the fact that the best organizations seem to have the ability to "see through the complexity that surrounds them and discern what is essential and ignore the rest." To explain the power of this concept, he draws upon Isaiah Berlin's essay *The Hedgehog and the Fox*, in which Berlin divides people into two basic groups whose characteristics seem to parallel either hedgehogs or foxes: "Foxes pursue many ends at the same time and see the world in all its complexity. They are scattered and diffused, moving on all levels. Hedgehogs, on the other hand, simplify the complex world into something simple and manageable that they can handle, and they concentrate their time and energy there."

Collins makes the point that great organizations come to understand what they do better than anyone else and

what things are most important to do that will make the biggest difference in their bottom line. They concentrate very intensively on these things and don't allow their energy to be drawn off in other directions.

If ever there was a complex enterprise, it is teaching. There are so many demands and competing priorities—things that can legitimately demand our attention and energy. However, if we are to be successful in closing the huge performance gap that most at-risk adolescents face, we need to act more like hedgehogs than foxes. We must do all within our power to avoid our efforts being scattered and diffused (like the foxes). We must be singular and relentless in our mission of teaching a well-orchestrated array of research-based interventions with fidelity and intensity (like the hedgehogs).

In light of recent national developments, the opportunities that lie before us are exciting. Schools are searching for solutions to the vexing problems of low achievement that so many of their students face. SIM, while by no means a panacea, represents a set of meaningful and potentially significant solutions for schools. Nothing is more rewarding nor exciting than to be part of the solution that restores hope and opens doors to more promising futures for both teachers and students.

More information about the Striving Readers Initiative can be found in the News section of the White House web site: www.whitehouse.gov/news. Scroll down to news for January 21, 2004, and select "Fact Sheet: Jobs for the 21st Century."

Teaching Content to All

Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools, edited by Keith Lenz, Don Deshler, and Brenda Kissam, was published in May by Allyn & Bacon. The book is based on research and materials developed at CRL. For ordering information, visit the publisher's web site: www.ablongman.com/catalog/academic/product/0,4096,0205392245,00.html

SIM on Parade

Join the party this year as we celebrate SIM successes, ideas, programs, and projects with SIM on Parade during the 2004 International SIM Conference.

Although SIM has captured national headlines in recent weeks (see page 10), the true strength of the model lies in the commitment and creativity of each SIM Professional Developer and SIM teacher who works to implement the model in individual classrooms, schools, and districts to help children and adolescents learn. Each of you is equally deserving of a place in the limelight.

So practice your wave, bring your ticker tape, strike up the band, and join the SIM parade!

Tentative Agenda

2004 International SIM Conference • July 21-23, 2004

Wednesday, July 21

8:00 a.m.-8:45 a.m.	Registration
8:45 a.m.-10:15 a.m.	Opening Session: SIM on Parade Speaker: Don Deshler
10:30 a.m.-11:30 a.m.	Concurrent Sessions
11:30 a.m.-1:00 p.m.	Lunch on your own
1:00 p.m.-2:00 p.m.	Concurrent Sessions
2:15 p.m.-3:15 p.m.	Concurrent Sessions
3:30 p.m.-5:00 p.m.	Kaleidoscope
5:00 p.m.-6:00 p.m.	Social

Thursday, July 22

8:15 a.m.-9:15 a.m.	General Session Keynote Speaker: Randy Sprick
9:30 a.m.-11:15 a.m.	Concurrent Sessions
11:30 a.m.-1:00 p.m.	Recognition Luncheon
1:15 p.m.-2:30 p.m.	Poster Session
2:45 p.m.-3:45 p.m.	Concurrent Sessions
4:00 p.m.-5:00 p.m.	Concurrent Sessions

Friday, July 23

7:00 a.m.-8:45 a.m.	Continental Breakfast (Special Meetings)
8:45 a.m.-9:45 a.m.	Concurrent Sessions
10:00 a.m.-11:00 a.m.	Concurrent Sessions
11:15 a.m.-12:15 p.m.	Concurrent Sessions
12:30 p.m.-1:30 p.m.	Closing Session

See the conference web site
for complete details.
www.kucrl.org/conference

Keynote speaker

Our keynote speaker for the 2004 conference will be Randy Sprick, an educational consultant and teacher trainer from Eugene, Oregon.

Randy's Safe and Civil Schools Series is a collection of materials designed to help schools improve safety and civility. The series includes two parts: CHAMPS, which focuses on the classroom, and Foundations, which focuses on whole-school management. Randy will provide an overview of these programs during his keynote address Thursday, July 22.

CRL's Pathways to Success project has found the addition of CHAMPS, integrated with Strategic Instruction Model components, to be very effective. In some schools, discipline referrals have been cut in half.

You can learn more about CHAMPS during our preconference workshop (see page 8). In addition, a Foundations break-out session is planned during the conference.

Hotel information

The conference returns to SpringHill Suites in Lawrence this year. Reservations must be made by June 21. Specify that you are attending the SIM Trainers Conference. The discounted rate is \$77 per night plus tax (currently 11.3 percent) for king or double queen rooms. The hotel's address is 1 Riverfront Plaza #300, Lawrence, KS 66044. Phone: 785-841-2700.

Transportation

Kansas Transportation Service. Toll free: 877-942-0544. Lawrence: 841-7321. www.travel-kts.com. Make reservations at least 24 hours in advance. \$50 round trip to and from any site in Lawrence. There is a cancellation fee. Guarantee your reservation with a credit card, but tell them you will pay with cash to avoid a cancellation fee. **You must mention KU-CRL** to get this price.

International SIM Conference

Registration Form

July 21-23, 2004

SpringHill Suites • Lawrence, Kansas

Name: _____

Social Security Number (required): _____

Work Address: _____

Work Phone: _____

Home Address: _____

_____ Home Phone: _____

E-Mail Address: _____ Preferred mailing address: home work

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

How many previous International SIM Conferences have you attended? _____

Registration Fee

☐ **3 Days**

Early Bird: \$150

Registrations postmarked after May 1: **\$175** \$ _____

☐ **2 Days**

☐ Wednesday, July 21

☐ Thursday, July 22

☐ Friday, July 23

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

Early Bird: \$120

Registrations postmarked after May 1: **\$145** \$ _____

☐ **1 Day**

☐ Wednesday, July 21

☐ Thursday, July 22

☐ Friday, July 23

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

Early Bird: \$90

Registrations postmarked after May 1: **\$115** \$ _____

Total Enclosed: \$ _____

Events & Materials

Your three-day conference registration fee includes the following:

- Social and snacks (Wednesday)
- Recognition luncheon (Thursday)
- Continental breakfast (Friday)
- Professional development materials

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

Make check payable to KU-CRL

Mail to The University of Kansas Center for Research on Learning, Attn: International Conference
Joseph R. Pearson Hall, 1122 West Campus Road Room 517, Lawrence, KS 66045-3101

Call for Presentations

International SIM Conference • July 21-23, 2004 • Lawrence, Kansas

Preparations are under way for the 2004 International SIM Conference. We offer three ways for you to share your ideas during the conference: one-hour presentations, poster session, or kaleidoscope session. If you would like to present, please complete this application and return it by **March 1, 2004**, to KU-CRL, Attn: International Conference, Joseph R. Pearson Hall, 1122 West Campus Road Room 517, Lawrence, KS 66045-3101.

Presenters: See important information on page 8

Name: _____

Phone: _____

E-mail: _____

Please specify which days you will attend:

☐ Wednesday, July 21 ☐ Thursday, July 22 ☐ Friday, July 23

If you know you will arrive late (after 8 a.m. July 21) or leave early (before 2 p.m. July 23), please let us know now so we can schedule your presentation for a time that you will be in attendance.

Presentation

Title: _____

Circle equipment requested:

Overhead projector LCD projector

Computer (Mac or PC--please specify) TV

VCR Internet Flip chart

I will bring my own PC or Mac (please specify)

Description *No more than 150 words; attach a separate page.*

How much time do you need for this presentation?

I agree to allow CRL to videotape my presentation for later use. _____ yes _____ no

Signature: _____

Poster Session

(1:15 p.m.-2:30 p.m. Thursday, July 22)

Title: _____

Circle equipment requested:

Overhead projector LCD projector

Computer (Mac or PC--please specify) TV

VCR Internet Flip chart

I will bring my own PC or Mac (please specify)

Description *(No more than 150 words; attach a separate page.)*

I agree to allow CRL to videotape my presentation for later use. _____ yes _____ no

Signature: _____

Kaleidoscope Session

(3:30 p.m.-5:00 p.m. Wednesday, July 21)

Title: _____

Circle equipment requested:

Overhead projector LCD projector

Computer (Mac or PC--please specify) TV

VCR Internet Flip chart

I will bring my own PC or Mac (please specify)

Description *(No more than 150 words; attach a separate page.)*

I agree to allow CRL to videotape my presentation for later use. _____ yes _____ no

Signature: _____

Other

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

Important instructions for presenters

**See Call for Presentations
on page 7.**

Videotapes

For the past several years, CRL has videotaped conference sessions and offered the tapes for sale after the conference as a service to participants who have been unable to attend because of schedule conflicts or to other interested individuals not in attendance at the conference. Please note that this Call for Presentations includes a request for permission to videotape your session for this purpose.

General

- 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.
- Please give us a phone number or e-mail address at which we can contact you in case we have any questions.
- You must provide a description of your session of no more than 150 words **at the time you submit your proposal.**

Preconference workshops

In conjunction with the 2004 International SIM Conference, we are pleased to offer a choice of three preconference workshops. The workshops will be Monday, July 19, and Tuesday, July 20. See the registration form on page 9.

Building Proficiency in Content Enhancement with the Interactive Organizer Software

Keith Lenz, Janis Bulgren, and Brad Nelson, CRL

This full-day preconference workshop (Monday, July 19) will explore the integration of many current and new content enhancement devices using the commercial version of the Interactive Organizer software. During this workshop, we will review the relationships among different content enhancement devices and then use the Interactive Organizer to link courses, units, and lessons with other instructional materials and Internet links as part of the planning and presentation process. A full day of guided technical training, one-on-one support, and development practice will be provided in a computer lab. The workshop fee includes the Interactive Organizer software, user guide, and examples.

CHAMPs: Proactive, Positive, and Instructional Classroom Management

Susan Isaacs, Safe and Civil Schools, and Tricia McCale, Pathways to Success

This half-day workshop (Tuesday, July 20) explores a new program that has been used successfully in combination with the Strategic Instruction Model to positively affect student behavior. Participants will learn how to integrate CHAMPs techniques with SIM components—such as Course and Unit Organizers—to build a classroom management plan to increase student motivation and reduce misbehavior. CHAMPs, developed by this year's keynote speaker, Randy Sprick, has been used very effectively in CRL's Pathways to Success project. In some schools in which SIM and CHAMPs have been used together, discipline referrals have been cut in half. This fast-paced and fun workshop will help you learn how SIM and CHAMPs can work together, identify strengths and areas for improvement of your current classroom discipline plan, or provide strategies for helping other staff improve their management.

Possible Selves: A Program for Nurturing Student Motivation to Learn

Mike Hock, CRL

During this half-day workshop (Tuesday, July 20), participants will examine the *Possible Selves* program, activities, and materials. Classroom examples of student work with *Possible Selves* will be shared and research supporting the program will be discussed. Finally, and most importantly, participants will actually complete the activities found in the *Possible Selves* program in preparation for classroom implementation. The *Possible Selves* program is designed to increase student motivation and commitment to learning by having students examine their hopes, expectations, and fears for the future. Through a structured interview led by a teacher, students describe their hoped for, expected, and feared possible selves. Then, students develop a Possible Selves Tree and identify important roles they value and the goals that support these roles. Finally, students create goal-based action plans, which spell out in detail the tasks they must accomplish to reach the goals that support their hopes and dreams and help them transition to post-secondary education or career opportunities. A key goal of the program is to tie student hopes for the future with what is taught in school. *Possible Selves* has been implemented with at-risk elementary, junior, and senior high-school students, and college students in one-to-one, small group, and traditional classroom settings.

Registration Form for Preconference Workshops

July 19 and 20, 2004 • Lawrence, Kansas

Name: _____

Social Security Number (required): _____

Work Address: _____

_____ Work Phone: _____

Home Address: _____

_____ Home Phone: _____

E-Mail Address: _____

Workshop Selection and Registration

- ☐ **Building Proficiency in Content Enhancement with the Interactive Organizer Software (Monday, July 19. Full day. Location to be determined.)**

☐ Early Bird: \$50

(After May 1: \$60)

\$ _____

- ☐ **CHAMPs: Proactive, Positive, and Instructional Classroom Management (12:30 p.m.-4:30 p.m. Tuesday, July 20, SpringHill Suites)**

☐ Early Bird: \$60

(After May 1: \$70)

\$ _____

- ☐ **Possible Selves: A Program for Nurturing Student Motivation to Learn (12:30 p.m.-4:30 p.m. Tuesday, July 20, SpringHill Suites)**

☐ Early Bird: \$50

(After May 1: \$60)

\$ _____

Total Enclosed:

\$ _____

Make check payable to KU-CRL

Mail to KU-Center for Research on Learning

Attn: Preconference Workshop

Joseph R. Pearson Hall, 1122 West Campus Road Room 517

Lawrence, KS 66045-3101

Your receipt for registration will be available at the workshop.

SIM grabs national attention

On January 21, First Lady Laura Bush met with SIM Professional Developers Jerri Neduchal, Elaine Brindley, and Jorge Vallin, along with CRL's Don Deshler. Mrs. Bush visited Discovery Middle School in Orlando, Florida, to see the Strategic Instruction Model in the classroom. As part of her visit, Mrs. Bush announced a proposed program called the *Striving Readers Initiative*, which will focus on improving adolescent literacy.

CRL prepared a number of materials to help Mrs. Bush understand SIM and the International Professional Development Network. Below is part of the briefing we sent to her. Other materials from the visit will be available on the CRL web site within the next few weeks.

Strategic Instruction Model

The Strategic Instruction Model (SIM), developed by researchers and teachers at the University of Kansas Center for Research on Learning (KU-CRL), is an approach to teaching adolescents who struggle with becoming good readers, writers, and learners. It is based on the reality that for adolescents to meet high standards, they must be able to read and understand large volumes of complex, difficult reading materials. Additionally, they must acquire the skills to express themselves effectively in writing.

SIM's approach to instruction involves intensive, carefully tailored lessons in which students have ample opportunities to practice learning targeted strategies that will help them succeed in their classes. Teachers who use SIM in their classes are prepared to do so through extensive professional development experiences. They also are provided instructional materials to assist them in teaching these students.

SIM's instructional programs provide an array of supports for improving adolescent literacy. The *Visual Imagery Strategy*, for example, helps students overcome difficulty understanding reading passages by teaching them to create mental pictures as they read. The *Paraphrasing Strategy* guides students in



Photo courtesy of the Orlando Sentinel

Don Deshler greets Laura Bush at Discovery Middle School. In the background to the right of Mrs. Bush are SIM Professional Developers Jorge Vallin, Jerri Neduchal, and Elaine Brindley.

identifying the main points of a paragraph and then restating them in their own words. The *LINCS Vocabulary Strategy* helps students learn the meaning of new vocabulary words through powerful memory techniques. The *Sentence Writing, Paragraph Writing, and Theme Writing* strategies provide concrete steps for students, beginning with the basics of writing a complete sentence through the more advanced processes involved in writing essays. Taken as a whole, the instructional components of SIM take the processes that are necessary for learning and break them down into manageable steps enabling students to successfully meet standards.

When an adolescent is struggling to meet the literacy demands of secondary schools, SIM teachers must first determine why. Does the student have trouble understanding what he is reading? Is she unable to rephrase information in her own words and remember the critical information in a chapter or book? By determining the root cause of the problem, teachers then select specific instructional strategies and teaching approaches that directly target those areas of weakness. Students then receive instruction that is intensive

and very systematic in which they have many opportunities to practice what they are learning and to receive feedback from their teachers. This approach helps students move from a low level of performance to a level at which they can hold their own and compete with others. In short, SIM is designed to teach students strategies for how to learn and how to perform successfully within demanding secondary school settings.

One example of this approach in action involves Frank, a repeating ninth-grader, who was becoming very discouraged in school. He failed almost everything in his first ninth-grade year and was disengaged from school and felt a sense of hopelessness at the beginning of his second attempt. He performed at the third-grade level in reading. During small-group instruction, in which he learned specific steps of a new strategy for attacking the many unknown words he encountered in his school assignments, he became very involved and worked hard, not missing a single class period. By the time he returned to his sophomore English class, he was reading at grade level. Weeks later, his reading teacher found him in the library, where he was

reading a book and proud of himself and his accomplishments as a learner.

This progression from hopelessness to independent learner is rewarding for both students and teachers. A teacher in Louisiana notes that since she has been using SIM, she has seen students take an active role in their learning and assume responsibility for their growth and progress. "The students tell me that they feel better when they don't have to ask someone what different words are when they are reading. That's because they now have a strategy to figure it out on their own. That is very rewarding to me as a teacher," she said.

Just as intensive instruction is critical for students, well-prepared teachers are essential to the successful implementation of SIM interventions in specific classrooms and across teachers within a school. It is imperative that teachers receive high quality, ongoing professional development and have access to the necessary instructional supports and teaching materials.

SIM is made available to schools through a large network of more than 1,000 staff development specialists throughout the country. To ensure quality control, this network is supported

As of January 27, Laura Bush's visit to Discovery Middle School was featured on the White House web site: www.whitehouse.gov. Click on the "First Lady" link. At press time, photos were available under the "Photo Essay" section of the site.

and run by KU-CRL. These individuals work directly with teachers and districts, providing opportunities for teachers to learn to use the SIM instructional practices and then supporting their efforts in the classroom. To build school district capacity in supporting continuing SIM implementation, many districts support the development of their own SIM staff developers.

Jerri Neduchal, one of the SIM staff development specialists, based in a Florida state education service center, has worked closely with hundreds of classroom teachers since 1987, when she was among one of the earliest groups in Florida to adopt SIM. Ms. Neduchal has worked with the staff at Discovery Middle School in Orlando to learn an array of SIM interventions for use in

their classes. She has provided follow-up support, individual consultation, and continuing troubleshooting to ensure successful implementation on behalf of adolescents who struggle in reading and writing.

Across the country, SIM teachers and staff developers are seeing success in students who had never experienced success before. In 1998, for example, a Florida college student related that her school years had been full of failure. She failed the ACT on her first attempt with a reading score of "18." After learning a SIM strategy designed to help students focus on the most important information in a passage and then rephrase it in their own words, she took the ACT again. Her reading score of "24" raised her composite score enough for her to be admitted to the College of Education, and she made the Dean's Honor Roll that semester.

This student's success is representative of students across the country. A staff developer in Connecticut relates that students return years after they have learned a SIM strategy to tell her they are still using those strategies. "These were the kids that really felt they could go on to college and other kinds of learning opportunities," she said.

Strateworks Renewal 2003-2004

This newsletter is being sent to everyone who has ever been a member of the SIM Network. If for some reason, you have let your *Strateworks* membership lapse, please consider re-joining now.

If you no longer want to be affiliated with the SIM Network and the Center for Research on Learning, please e-mail jtollefson@ku.edu. Provide your name and use "No more SIM mailings" as the subject line of your message. You also may call Julie Tollefson at (785) 864-4780 or write to her at KU-CRL, Joseph R. Pearson Hall, 1122 West Campus Rd., Room 521, Lawrence, KS 66045-3101.

Name: _____		
Home Address: _____		
City: _____	State: _____	ZIP: _____
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Mail completed form and your payment of \$35 (U.S.) to KU-CRL
Joseph R. Pearson Hall, 1122 West Campus Road, Room 517
Lawrence, KS 66045-3101

Teaching Content to All

(formerly Pedagogies for Academic Diversity in Secondary Schools)

June 1-5, 2004 • \$800 (U.S.) • Applications due April 2, 2004

This institute prepares college and university faculty members to infuse explicit Content Enhancement Teaching Routines into new or existing courses. Participants will explore several routines in depth and will leave with a comprehensive selection of sample syllabi, books, and teaching resources. For a complete description as well as an official application form, visit CRL's web site: www.kucrl.org. Select the SIM Workshops link on the left side of the page.

I understand that space in this workshop is limited. If space is available for me to participate, I will be notified. I must then submit a check or purchase order for \$800 to the KU-Center for Research on Learning to hold my place in the workshop.

To apply, send the following to CRL: your name, position, college/university name and address, e-mail address, work and home telephone numbers, home address, and the answers to the following questions:

1. What is your college or university position, teaching area and department?
2. How long have you been teaching and what are your areas of professional interest/research?
3. List the courses that you regularly teach.
4. What administrative positions or responsibilities do you have at your institution?
5. If you are applying to participate in the workshop as a part of a team from your institution, list the other members of the team.
6. With which of the Strategic Instruction Model components are you familiar? (Content Enhancement Routines or Learning Strategies)
7. What do you expect to learn in this workshop?
8. How did you hear about this workshop?

If we cannot accommodate you at this workshop, at what other times during the year would it be convenient for you to attend such a workshop?

Signature: _____

FIRST CLASS

University of Kansas
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