



# StrateNotes

The University of Kansas Center for Research on Learning • Summer 2004 • Volume 12, Issue 9

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## Calendar

### October 8-9, 2004

West Region SIM PD Conference  
Alexis Park Resort, Las Vegas, Nev.

Will meet with CLD International meeting  
Contact: Barbara Millikan, barbara\_millikan@beavton.k12.or.us, or Susan Peterson Miller, millersp@unlv.nevada.edu

### February 2005

Northeast Region SIM PD Conference  
Place TBA  
Washington, D.C.  
Contact: Joan Fletcher, jfletcher@winningwaysinc.com

### March 3-5, 2005

Southeast Region SIM PD Conference  
Holiday Inn Historic District, Charleston, S.C.  
Contact: Jerri Neduchal, neduchj@ocps.k12.fl.us

### March 14-18, 2005

Maho Bay SIM PD Conference  
St. John Island, Virgin Islands  
Plan to bring families.  
Contact: Ed Pieper, piepere@hotmail.com, or Vicki Cotsworth, vcots@ku.edu

More calendar on page 2.

# SIM



## on PARADE

### 2004 International SIM Conference

From the opening SIM on Parade session previewing the conference and showcasing the past year's accomplishments to the closing session in which we learned what Don Deshler did on sabbatical this spring, the 2004 International SIM Conference offered a packed schedule of SIM news, ideas, and discoveries.

Randy Sprick, an educational consultant and teacher-trainer from Eugene, Ore., gave the keynote, *Motivation, Discipline, and Quality Instruction: The Continual Teachable Moment*. He explored common myths and misconceptions about discipline and behavior management in schools and argued that effective instruction and effective behavior support are inseparable.

Randy followed the keynote with a workshop overview of essential features of an effective classroom management plan and strategies for teaching students to behave responsibly. The May issue of *Stratenotes* featured an interview with Randy. An expanded version of the interview can be found on our web site, [www.kucl.org/archives](http://www.kucl.org/archives).

## Sessions

This year's conference sessions fell into four broad strands: Content Literacy Continuum, Content Enhancement Routines, Strategies,

and Professional Development. For a complete description of this year's sessions, see the conference web page: [www.kucl.org/conference/sessions.html](http://www.kucl.org/conference/sessions.html). You also may order videotapes of this year's conference sessions. See page 7 for the order form.

## Content Literacy Continuum (CLC)

Much of CRL's focus in recent years has been on the school improvement process. Arising from this work, the Content Literacy Continuum is a way of helping secondary schools develop and sustain comprehensive and integrated literacy programs.

CLC teams work with administrators, teachers, and staff to develop and implement standards-based plans to improve literacy and content area learning.

The continuum involves five components: content mastery, embedded strategy instruction, explicit strategy instruction, intensive skill development, and intensive clinical intervention. An early article about CLC appears on the CRL web site, [www.kucl.org/archives/clc/intro.html](http://www.kucl.org/archives/clc/intro.html).

During this year's conference, a series of sessions provided a comprehensive look at CLC initiatives. Sessions covered aspects such as promoting awareness of CLC within schools, collecting needs assessment data, negotiating contracts, and evaluating the effects of CLC initiatives.

A session on providing a CLC overview included PowerPoint presentations and handouts to be used to promote awareness of CLC.



Randy Sprick,  
2004 International  
SIM Conference  
keynote speaker

## More Calendar

### June 22-25, 2005

Cal-SIM  
Bakersfield, Calif.  
Contact: Tony Van Reusen,  
avanreusen@csu.edu, or Cindy Hurley,  
churley@ptloma.edu

### July 18-19, 2005

SIM Preconference  
SpringHill Suites, Lawrence, Kan.

### July 20-22, 2005

International SIM Conference  
SpringHill Suites, Lawrence, Kan.  
Contact: Janet Roth, Mona Katz, and  
Joyce Stevens, crl@ku.edu

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

Editor:  
Julie Tollefson

The University of Kansas  
Center for Research on Learning  
Joseph R. Pearson Hall  
1122 West Campus Road, Room 521  
Lawrence, KS 66045-3101  
Main Office: 785.864.4780  
Order Desk: 785.864.0617  
Fax: 785.864.5728

Another session described the role of Content Enhancement Routines, the primary tool used in CLC's Level 1, to develop background knowledge necessary for reading proficiency.

A third session focused on managing a large class and teaching Learning Strategies, while providing for the needs of each learner. Still another session shared the procedures for administering and scoring components of a Concerns-Based Adoption Model, one of the research-based tools teams are using to evaluate CLC implementation.

A crackerbarrel session answered participants' questions and offered a venue for discussing many other issues related to CLC initiatives.

### Content Enhancement Routines

The Content Enhancement Routines strand featured the newest book in the series, the *Order Routine*. This routine aligns higher-order skills with systematic procedures. To check and summarize content learning, including discrete facts and comprehension, students are guided in identifying key lesson content and its expository relationships and in graphically representing what they know. The products of the routine include improved comprehension and a device useful for reference and further studying. The routine is integrated with content-area teaching and may be adapted into a strategy.

Other sessions in this strand included a discussion of an innovative approach to algebra instruction combining the use of Content Enhancement Routines and strategic tutors and ideas for developing integrated sequences of Content Enhancement planning and teaching devices and routines for inclusive content-area classes.

### Strategies

Although the Strategies strand featured two manuals—*Theme Writing* and *Possible Selves*—that were introduced in 2003, it included a variety of other topics, such as new studies that are investigating multimedia programs designed to provide teachers instructional options to create learning communities in inclusive class-

rooms and to teach strategies related to respect, developing supporting partnerships, and following instructions.

### Professional Development

The Professional Development strand offered a strong selection of topics to help SIM Professional Developers in their work. Jim Knight introduced the new Partnership Learning web site, a subsection of the CRL site: [www.ku.crl.org/partnership](http://www.ku.crl.org/partnership). A panel offered insight into instructional coaching. Irma Brasseur demonstrated a new field-test version of reading strategy professional development CDs. More information about this project will be provided in the future. Other sessions offered an array of practical advice, activities, and tips ranging from working with new teachers, encouraging fidelity to research-validated practices, presenting great overviews, and more.

### Attendance pins

Several people were honored during the conference for their many years of attendance, including three who received pins for attending **15 of the 26 international conferences**: Melissa Clarke, Nancy (Meyers) Miller, and Jerilyn Neduchal.

Receiving **10-year pins** were Irma Brasseur, Victoria Cotsworth, Linda Hickey, and Diane Larson.

Eight people received **five-year pins**: Anita Friede, Kim Garrett, Charles Hughes, JoAnn Klocke, Pam Leitzell, Jean Piazza, Janel Wilbern, and Olivia Scott.

### More on the conference

- Certificate recipients: page 3
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# 2004 award recipients

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## **The Gordon R. Alley Partnership Award**

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*The Gordon R. Alley Partnership 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.*

### **Sharyl Kennedy**

Sharyl Kennedy has demonstrated the strong commitment to SIM and the tireless advocacy that marks those who receive the Gordon R. Alley Partnership Award.

Sharyl is now principal and executive director of Horizon Academy in Roeland Park, Kan., the second of two SIM schools she has helped develop from the ground up. In the 1990s, she worked with Don Deshler and Jean Schumaker to provide SIM professional development to all of the staff at Summit School in Dundee, Ill., a school for students with learning disabilities where she served as principal. In 1999, Don recommended her for her current position at Horizon Academy, another school for students with learning disabilities, and she has again worked to make her school a SIM school.

Horizon Academy has grown from 12 to 70 students in five years, and those students consistently employ an array of SIM Learning Strategies and Content Enhancement Routines. Sharyl shared that at each of the 70 annual review meetings she recently attended, students ran the meetings, shared their strengths and weaknesses, presented their accomplishments for the school year, and told their goals for the next school year and their career goals for the future. Some of the

students were as young as 6 years old.

Sharyl says that because of SIM, 58 students over the past five years have been able to successfully return to traditional schools. She recently received a letter from one such student, and he reported that he still uses SIM and has "A"s in every subject except math. He added that he can maintain friendships and participate in after-school activities without worrying about it hurting his school work.

When new staff join Horizon Academy, they are sent through SIM professional development during the summer and then are guided throughout the year as they implement SIM in their classrooms. In other examples of Sharyl's partnership with CRL, she has allowed CRL to film in her classrooms numerous times, helped CRL engage her teachers in research studies, talked at national conferences about creating strategic schools, hosted a conference that featured SIM, and helped launch the Division of Learning Disabilities Kansas chapter.

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## **SIM Leadership Award**

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*The SIM Leadership 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.*

### **Charles Hughes**

Charles Hughes, a professor of special education at Penn State University in University Park, Penn., has been a SIM Professional Developer since 1985. Since then, he has provided SIM professional development for hundreds of teachers in 10 states and has conducted strategy-related sessions in Russia, Korea, and Jamaica.

Charlie has been an advocate for SIM everywhere he goes, especially in his home state. He proposed, organized, and

## **Certificates presented**

The following people received certificates during the 2004 International SIM Conference recognition luncheon. Congratulations to all!

*Note:* The list includes the type of certificate presented and the professional developer leader (PDL) who worked with the newly certified SIM Professional Developer.

### **Content Enhancement**

*Maryland:* Charlotte Baker. PDL: Rosemary Tralli

*Michigan:* Deborah Underhill, Suzanne Finney, Pam Leitzell, and Margie Wood. PDL: Sue Woodruff

*New York:* Dorothy Turner. PDL: Keith Lenz

### **Learning Strategies**

*Kansas:* Cristan Philipp. PDL: Rosemary Tralli

*Maryland:* Mary Ann Marvil, Carroll Sager, and Dianne Tracey. PDL: Rosemary Tralli

*Missouri:* Matt Bailey, Andrea D'Angelo, Dave Day, Leslie Leonard, Donna Schultz, and Vickie Svaglic. PDLs: Bev Colombo and Mary Ellen O'Hare.

*Texas:* Edi Brannon, Jay Dea Brownfield, Desiree Espinoza, Ruby Lynch-Arroyo, Mary Lou Parker, Pamela Stephens, and Odessa Wood. PDL: Conn Thomas. Certificates presented by Lee Schwartz.

implemented SIM statewide professional development sessions in Pennsylvania for more than 750 teachers. In addition, he is helping to mentor nine potential professional developers to maintain and spread the influence of SIM.

An author and researcher, he has co-written the *Test-Taking, Assignment Completion*, and *InSPECT* strategy manuals and is currently working on the *Essay Test-Taking Strategy*. He also worked to help develop a CD-ROM version of the *Test-Taking Strategy*.

He has published more than 15 articles about SIM and has made more than 20 presentations related to the strategies. As a university professor, Charles has taught more than 1,000 students a variety of SIM strategies in the past 18 years.

### **Diane Larson**

Diane Larson, a learning disabilities teacher at Mayo High School in Rochester, Minnesota, became a SIM Professional Developer in 1994. She has been a leader in Minnesota Professional Development ever since.

While remaining in the classroom full time, Diane has helped to provide SIM professional development for many special and general education teachers in the Rochester School District in the past 10 years; she also teaches the SIM components to other teachers throughout Minnesota for use in their classrooms and has reached more than 3,000 teachers this way.

Diane works closely with the state network to keep Minnesota professional developers informed about state and federal legislation and helps teachers to adapt SIM components to their classrooms. She led her district in rewriting the entire biology curriculum based on the *Course, Unit, and Lesson Organizers*, and she has co-written a program that helps ninth-grade teachers incorporate reading strategies into their courses.

She retired from the Rochester Public Schools this year, but she plans to teach the Strategic Instruction Model at Mankato State University later this year, and she will continue to work with the Minnesota Professional Developers Network.

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### **SIM Administrative Leadership Award**

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*The SIM Administrative Leadership 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.*

### **Michelle Bishop**

Michelle Bishop, education associate for learning disabilities for South Carolina's Department of Education, first became involved with SIM instructional programs 11 years ago and has since encouraged their use in settings from as small as a classroom to as large as the entire state.

Michelle first used SIM in a middle school class for students with learning disabilities that she taught, before moving on to a high school setting as a curriculum resource teacher. There, SIM was instrumental in helping students who had not passed the high stakes exit test, and she also passed on the secret of SIM to the special education department.

In her current position, Michelle has connected with South Carolina professional developers to develop a long-term plan to again promote SIM statewide. In three years, they have worked with about 400 teachers in at least one strategy, with 305 having mastered two or more strategies.

Michelle has been an advocate for SIM—both Learning Strategies and Content Enhancement—in general and special education classes, and she and other professional developers will continue to work with more teachers this fall. She says being able to share SIM with teachers has been one of the most rewarding experiences in her professional life. She believes that with more teachers using SIM in their classrooms, SIM can continue to make a difference for students in South Carolina.

*Michelle was unable to attend the International Conference. She will be honored at a regional meeting later.*

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### **SIM Innovation Award**

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*The SIM Innovation 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.*

### **Paula Hamp Nelson & Sioux City West High School**

Paula Hamp Nelson, special education teacher and SIM Professional Developer, and Sioux City West High School in Sioux City, Iowa, have used the Strategic Instruction Model to bring about drastic improvements in incoming high school freshmen.

Three years ago, Paula developed an idea to help freshmen who were not reading at grade level. She proposed a summer program that would teach the *Word Identification*, *Self-Questioning*, and *Visual Imagery* strategies. The Transitional Reading Improvement Program (TRIP) was instituted that summer.

Of the students who participated in the program, not one failed a course during their freshman year, and on average the students improved one year, five months, on the reading comprehension section of the Iowa Test of Educational Development (ITED). Students not participating in TRIP improved only four months.

The program will continue for its third year this year and accept more students.

*Paula was unable to attend the International Conference. She will be honored at a regional meeting later.*

### **Northeast Middle/High School**

Northeast Middle/High School in Goose Lake, Iowa, has been using SIM since 1983 with much success. SIM was first implemented in special education classes, when Kim Wilson and Mary Friedman began using the *Word Identification* and *Sentence Writing* strategies as part of the special education curriculum in grades 7-12. They were joined by Karen Daniels and the late Helene Spain in 1997.

In the late 1990s, general education staff—including Deb Witt, Judi Mattis,

and Darla Striegel—realized that the high school special education students’ reading and writing skills were strong even when compared to their general education peers. The language arts staff then requested professional development in the *Sentence Writing* and *Paragraph Writing* strategies, which have since been incorporated into the general education curriculum with positive results.

The general and special education staff have worked collaboratively for several years to make significant gains in instruction and student learning. Students in special education receive instruction in the *Word Identification*, *Error Monitoring*, and *Sentence Writing* strategies in grades 7 and 8. Kim Wilson also developed an extension of the *Error Monitoring Strategy* in which students record and classify errors in a Daily Oral Language exercise. Use of this process builds confidence in students as it improves their writing ability.

In high school, students continue instruction in the *Sentence Writing Strategy* and begin the *Paragraph Writing Strategy*. General education students began receiving instruction in *Sentence Writing* and *Paragraph Writing* in 2001.

Teachers also use such Content Enhancement Routines as *Lesson Organizer* and *Framing*.

As a result, the Iowa Test of Basic Skills indicates that most special education and general education students are proficient in reading and writing since the introduction of SIM across the curriculum. In addition, the New Standards Language Arts and Math Reference Exam given to eighth-graders also shows improvement in the percentage of students who are proficient in writing. In the Effectiveness and Conventions writing categories, 24 percent of eighth-grade students scored well enough to be considered proficient during the 2000-2001 school year (before SIM). With the implementation of SIM components in the 2001-2002 school year, the percentages of proficient students more than doubled, to 60 percent in the Writing Effectiveness category and 59 percent in the Writing Conventions category. Data showed improvement in the 2002-2003 school year as well.

Jamin Dreasher  
CRL Student Assistant

## SIM table decorations

At the 2004 International SIM conference, we featured SIM Learning Strategies Flags as centerpieces for our recognition luncheon. We are making these flags available to download for those who would like to use them for other SIM-related events. All that is required is a color printer, some office supplies and a little assembly and they’re ready to display!

CRL’s graphic designer, David Gnojek, designed the flags and prepared pdf files that you may download at [www.kucrl.org/conference/flag.html](http://www.kucrl.org/conference/flag.html). The flags are divided into four files:

- Flags 1 (RAP, PENS, SCRIBE, ASK IT)
- Flags 2 (SCENE, FIRST, DISSECT, COPS)
- Flags 3 (PIRATES, I-PLAN)
- Flags 4 (SIM)



The web page includes instructions for downloading the files as well as instructions for assembling the flags.

Because the flags are in pdf format, you will need the free Adobe Acrobat Reader to view or print the file. If you don’t already have Acrobat Reader installed on your computer, visit [www.adobe.com](http://www.adobe.com).

### A very special moment

SIM Professional Developer Anita Friede of New York recently shared this wonderful story:

“A very special moment occurred this past Wednesday, and although I was there to witness it, it truly belongs to everyone at the Center for Research on Learning.

“Throughout this past school year, I had been working with the Special Education Staff in the Longwood Central School District on Long Island. I was spending June 2 visiting the Middle School, which is composed of fifth and sixth grades. I was going to be demonstrating requested lessons.

“Laurie Kamen, a special education teacher who is providing services through the Co-teaching Model, mentioned to me how well her team’s students were performing with the *Paragraph Writing Strategy*. I was going to introduce the Expository Paragraph with Reasons to her team’s students, which is actually two full classes.

“As I rushed into the class, the students started applauding. The clapping sound was strong, heartfelt, and lasted quite a long time. I realized at once that they were applauding a strategy, the *Paragraph Writing Strategy*, which had made each one of them into better writers.

“I applauded back while telling them it was their hard work for the past three months, along with the hard work of Laurie Kamen and her co-teachers that had allowed this success to occur.

“I know this moment will inspire me as I work with teachers in the future. I hope it may do the same for everyone at CRL.”

*Send your inspiring stories 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](mailto:jtollefson@ku.edu).*



**Coming soon! See more photos on the conference web site, [www.kucrl.org/conference](http://www.kucrl.org/conference)**

# 2004 Conference Session Videotape Order Form

Videotapes of conference sessions are available for purchase at a *cost of \$10 per session.*

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| <p>_____ Kaleidoscope Session</p> <p>_____ Poster Session</p> <p>_____ A Call for Action, <i>Mary Ann Marvil</i></p> <p>_____ CHAMPs: A Proactive and Positive Approach to Classroom Management, <i>Randy Sprick</i></p> <p>_____ CLC Crackerbarrel, <i>Barbara Ehren and Keith Lenz</i></p> <p>_____ Combining Content Enhancement and Strategic Tutoring in Algebra Classrooms to Create a Strategic Advantage: Increasing Student Engagement and Mathematics Proficiency, <i>Mike Hock, Janis Bulgren, and Jim Knight</i></p> <p>_____ Concerns Based Adoption Model (CBAM) and Its Effects on Middle Country Central School District's Secondary School Special Education Program, <i>Anita Friede, Dorothy Turner, Sandy Verbeeck</i></p> <p>_____ Content Enhancement Routines and Literacy: How Are They Related? <i>Barbara Ehren and Jerri Neduchal</i></p> <p>_____ Evaluating the Effects of CLC Initiatives, <i>Barbara Ehren and Keith Lenz</i></p> <p>_____ Exploring the New Partnership Learning Web Site, <i>Jim Knight</i></p> | <p>_____ "Hi Fi Teaching": What Professional Developers Can Do to Encourage Fidelity to Research-Validated Practices, <i>Rosemary Tralli and Jim Knight</i></p> <p>_____ How to Provide a Professional Development Session on the Theme Writing Strategy, <i>Jean Schumaker</i></p> <p>_____ Instructional Coaching: A Panel Discussion of How One of the Hottest Trends in Professional Development Is Being Used to Teach Teachers About SIM, <i>Irma Brasseur, Lynn Barnes, Devona Dunekack, Donna Fava, Jim Knight, Lisa Sligh, and Doris Williams</i></p> <p>_____ Interactive Multimedia Professional Development Programs for Building Learning Communities: Talking Together and Following Instructions Together, <i>Sue Vernon</i></p> <p>_____ Launching a CLC Initiative: The Exploring and Planning Phases, <i>Keith Lenz, Cathy Spriggs, and Sue Woodruff</i></p> <p>_____ Making Strategies Work for New Teachers, <i>Barbara Carruthers and Kim Short</i></p> <p>_____ Making Your Own Music...Integrating Content Enhancement Routines, <i>Janis Bulgren and Jerri Neduchal</i></p> <p>_____ Motivation, Discipline, &amp; Quality Instruction: The Continual Teachable Moment (Keynote), <i>Randy Sprick</i></p> <p>_____ The ORDER Routine, <i>Donald Deshler and David Scanlon</i></p> | <p>_____ The Possible Selves Program, <i>Mike Hock</i></p> <p>_____ Practical Ideas for Presenting Great Overviews, <i>Rosemary Tralli</i></p> <p>_____ Providing an Overview of the CLC, <i>Keith Lenz, Gail Cheever, and Patty Graner</i></p> <p>_____ Scoring for the Theme Writing Program, <i>Jean Schumaker</i></p> <p>_____ SIM on Parade, <i>Don Deshler</i></p> <p>_____ Special Education Reading Project: Effective Instruction for Struggling Readers, <i>Marty Hougen and Candace Bixler</i></p> <p>_____ STRUCTURE Your Reading: Is It Working? <i>Barbara Ehren and Keith Lenz</i></p> <p>_____ Successful Strategy Instruction in Large Classes, <i>Peggy Graving-Reyes</i></p> <p>_____ Using CBAM to Evaluate CLC Implementation, <i>Barbara Ehren, Patty Graner, and Anita Friede</i></p> <p>_____ Using the Reading Comprehension Strategies CDs in Professional Development Sessions, <i>Irma Brasseur</i></p> <p>_____ Watch your Language!!! (When You Teach Learning Strategies), <i>Anthony Bashir and Barbara Ehren</i></p> <p>_____ What I Learned While on Sabbatical, <i>Don Deshler</i></p> |
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