



StrateNotes

The University of Kansas Center for Research on Learning • January 2005 • Volume 13, Issue 4

Calendar

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

May 31-June 4, 2005

Teaching Content to All: Effective College Teaching
Lawrence, Kan.

June 13-17, 2005

Strategic Instruction Model Institute Writing Strategies
Lawrence, Kan.

June 13-17, 2005

Potential Professional Developers Institute for Learning Strategies
St. Louis, Mo.
Contact: Mary Ellen O'Hare, mohare@ssd.k12.mo.us

June 20-24, 2005

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

June 21-24, 2005

SIM Reading and Writing Strategies (Formerly SIM Level 1)
Lawrence, Kan.

June 21-24, 2005

More SIM Strategies (Formerly SIM Level 2)
Lawrence, Kan.

(More calendar on page 2)

A closer look: Closing the Performance Gap

Don Deshler, Director
Center for Research on Learning

The problems that at-risk adolescents face when trying to succeed within the rigorous general education curriculum are great. Unless they have the necessary skills and strategies in place to respond to the heavy curriculum demands, they will encounter failure and significant frustration. Figure 1 illustrates the dilemma faced by teachers and students in today's schools. The straight, solid line represents the path of "normal" acquisition of knowledge or skills by typical students. That is, at the conclusion of one year of instruction, on average, students should have acquired what would be deemed to be one year's worth of skills and strategies that, in turn, would enable them to successfully respond to the demands of the curriculum for that grade. This is represented by point A on the straight line. At the end of the second year, assuming "normal skill and strategy acquisition," they should be performing at the level of point B, and so on. In contrast, the performance of students who struggle in learning usually does not follow this path of progress. On average, these students perform at the level of point A' at the end of one year of schooling and travel a path similar to the one depicted by the dotted curved line. That is, because they fail to acquire skills and strategies at the rate that their normal-achieving peers do, they are unable to successfully respond to the grade-level curriculum demands. Hence, there is a discrepancy between their performance and that of their peers who have learned the expected skills and strategies needed to respond to the demands of the curriculum. The area between the solid line (representing normal acquisition of skills and strategies as well as

the demands of the curriculum) and the dotted line (representing underachievement) depicts the "performance gap," the gap between what students are expected to do and what they can do. Over time, this gap grows larger and larger, and it is especially exacerbated in the later grades, when the academic growth of at-risk students plateaus. As a result of this performance gap, these students are unable to meet the demands of required courses in the content areas in high school, and their resulting failure leads to discouragement and disengagement in school.

For years, CRL has used the "performance gap" as a framework for trying to understand the challenges that struggling adolescent learners face and to conceptualize ways to improve their academic outcomes. Historically, we have explained how two of the major lines of CRL research (namely, learning strategy interventions and content enhancement routines) can work together to help close this gap. That is, on the one hand, learning strategy interventions have been designed to change students as learners by teaching them how to learn. As students

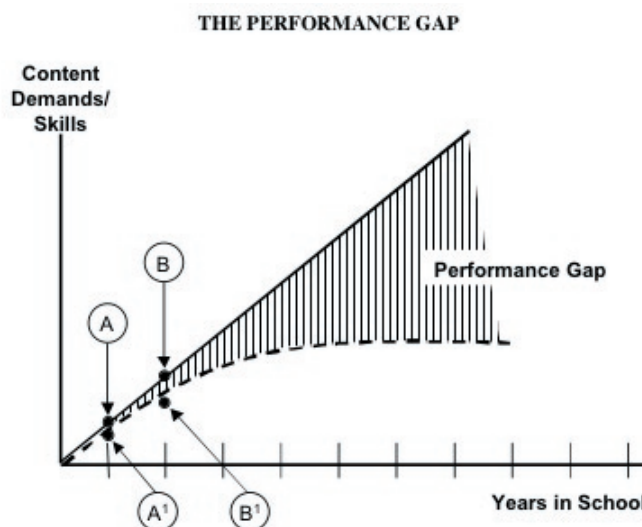


Figure 1

More calendar

June 23-25, 2005

Cal-SIM

Bakersfield, Calif.

Contact: Tony Van Reusen, avanreusen@csu.edu, or Cindy Hurley, churley@ptloma.edu

June 27-30, 2005

SIM Institute: Introduction to Content Enhancement Level 1 Lawrence, Kan.

July 11-15, 2005

Potential Professional Developers Institute for Learning Strategies Minnesota

Contact: Shari Schindele, sharischindele@earthlink.net

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@ku.edu, or Joyce Stevens, crl@ku.edu

July 25-28, 2005

SIM Institute: More Content Enhancement Level 2 Lawrence, Kan.

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master an array of learning strategies, it is hoped that the trajectory of the curved line (which represents student achievement in relation to curriculum demands) will move closer to the straight line. The content enhancement routines, on the other hand, have been designed to change how teachers think about, select, and present critical subject matter information to students. Consistent use of these routines has been shown to make the subject matter easier to understand and to remember.

Moving beyond the original performance gap framework

Although this framework has been useful, the new realities that schools face today as a result of adequate yearly progress (AYP) requirements called for by the No Child Left Behind Act have underscored some of its limitations. As currently conceptualized, this framework lacks the power to adequately explain all of the factors that must be taken into account by teachers and administrators to truly close the gap. To this end, we have adopted a new model to guide our thinking as researchers and our actions as change agents working in schools. The goal of this new framework is to provide a tool that is sufficiently broad in its scope to identify those variables that need to be addressed to optimize our chances of dramatically improving the performance of struggling adolescent learners.

The new framework

As shown in Figure 2, the new framework ties improved student outcomes to two critical factors: (1) an instructional

core (which is primarily related to high quality teaching), and (2) an infrastructure core (which is primarily related to strong administrative leadership). As will be seen shortly, all of the interventions and instructional practices that we have come to associate with the Strategic Instruction Model (SIM) are present within these two core factors. However, other critical elements have been included within both the instructional and infrastructure cores that we now consider to be essential to achieving significant student outcomes. Among the outcomes that should be used to measure the effectiveness of our efforts are the following:

- Reading (and other learning) proficiency
- Improved attendance
- Persistence in school
- Challenging courses
- Graduation

It is important to note that the first core depicted in Figure 2 and discussed below is the instructional core. This is not by accident. Historically, the vast majority of initiatives aimed at improving secondary schools have focused on non-instructional factors (e.g., moving to block scheduling, changing from a middle school to a junior high school configuration, etc.). The prevailing assumption has been that the quickest and most effective way to improve student outcomes was to change infrastructural factors. Instruction, if considered at all, was largely an afterthought in most secondary school improvement efforts. CRL's research, however, has clearly underscored the vital role of high quality instruction in improving student

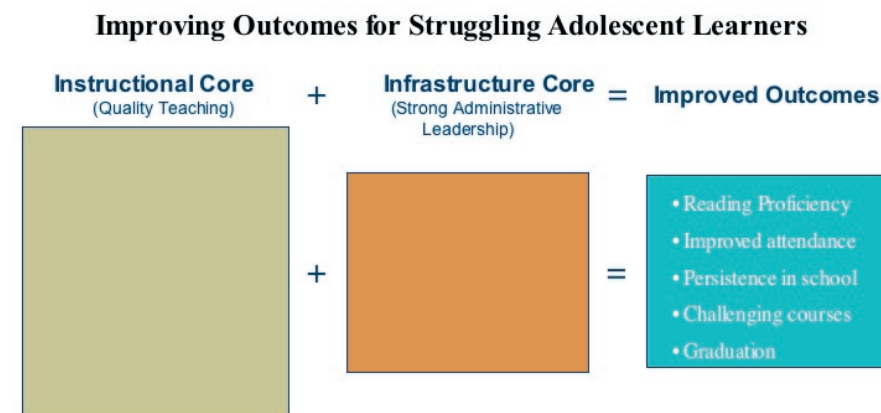


Figure 2

achievement. Hence, this framework thinks of and specifies the instructional core *first*. In light of what is required to provide high quality instruction, the infrastructure core is then chosen and used to support the instructional needs. In other words, “form follows function”! Regrettably, most school improvement efforts have first changed the structure and then expected instructional practices to conform to the new structure (whether it made pedagogical sense or not)!

The instructional core consists of five elements and the infrastructural core of four.¹ These elements should not be seen as isolated elements in an inventory of potential elements, but rather as a group in which elements have a dynamic and powerful interrelationship. As we conduct additional research, we expect to better understand the relative power of each of these elements and the optimal mix that needs to be in place for different types of schools and instructional circumstances.

The instructional core

Figure 3 depicts the five key elements in the instructional core. Each is seen as being essential to creating an ideal set of instructional conditions.

Motivation/positive behavior supports. To optimally capitalize on the limited amount of instructional time available to closing the performance gap, we must first create a learning environment in which students can be fully engaged in productive academic work. A 2004 study titled *Teaching Interrupted* notes that 77 percent of secondary teachers report significant behavioral disruptions occur in their classrooms that markedly affect their ability to provide effective instruction. Of equal concern is the large number

of adolescents who are disengaged and unmotivated. Before we can be successful in teaching critical content or strategies to students, we must take steps to create a positive and productive environment for learning. To this end, CRL has formed a formal partnership with Randy Sprick,

who has created a broad array of classroom and school-based systems for creating productive academic environments. All of his programs are based on positive behavioral support principles. (An interview with Randy appeared in the May 2004 issue of *Stratenotes*, Vol. 12, No. 8; an extended version is available on our web site at <http://www.kucrl.org/archives/classroom/sprick.shtml>.) Similarly, the sole purpose of our research in the area of *Possible Selves* has been to validate procedures that teachers can effectively leverage to engage and motivate students.

Engaging/diverse materials. One of the greatest challenges facing those who work with struggling adolescent learners is finding ways to make learning relevant to their lives and sufficiently engaging that students will choose to invest themselves in the learning process. To become skilled and fluent learners, these students need ample opportunities to practice applying newly learned skills and strategies. To accomplish this, they need access to a rich array of reading materials that are engaging and diverse. Too often, students become frustrated when they are forced to read materials that are well beyond their skill level or that hold little interest for them. Instructional materials should:

- Be below students’ frustration level
- Be responsive to a wide range of student abilities
- Cover a broad array of engaging topics

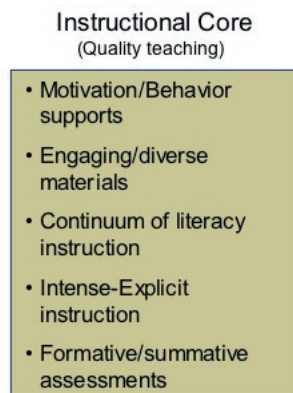


Figure 3

SIM Leadership Award

Now is the time to nominate an outstanding certified inservice or preservice professional developer for the SIM Leadership Award. This award recognizes individuals who have shown exceptional SIM leadership by helping educators become strategic teachers and, as a result, students become strategic learners.

Nominees should be active members in the SIM Network who regularly attend update 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 15, 2005**, to Janet Roth by mail at the address below or call her at 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

Reading modules offered

The eight Reading Modules originally developed by CRL's Online Academy are now available at a discount for members of the SIM Network.

The series covers such topics as Overview of Learning Disabilities and Reading Disabilities, Beginning Word Reading, Advanced Word Reading and Developing Reading Fluency, Basic Principles in Reading Comprehension, Building Background Knowledge for Reading Comprehension, and Goal Specific Comprehension Strategies.

Once enrolled, you may complete the modules at your own pace and on your own schedule. A certificate of completion can be provided.

The cost for SIM Network members is \$75 per module, which represents a discount of 25 percent. A complete set of the eight modules can be purchased at a discounted price of \$560.

The modules are available through E Learning Creations, Inc. For more information, contact Susan Catts at susan.catts@elearningcreations.com or 816.213.6092.

¹ The recently released report by the Carnegie Corporation of New York on adolescent literacy titled *Reading Next: A Vision for Action in Middle and High School Literacy* was influenced by CRL researchers and, in turn, has influenced our thinking about how to best close the performance gap. The complete report can be downloaded from www.all4ed.org.

The Performance Gap

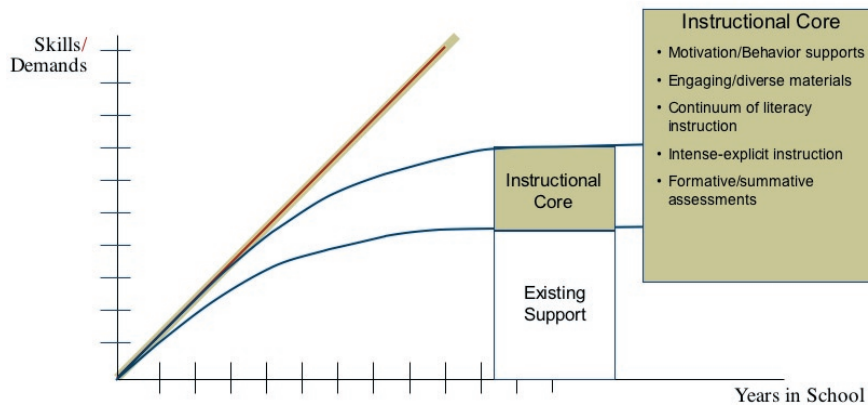


Figure 4

- Be relevant to students' backgrounds (SES, culture, etc.)

These first two elements—motivation/positive behavior supports and engaging/diverse materials—are listed first in this section for a simple reason: These elements are vital to “hook” students. Without fostering student interest and engagement, other instructional reforms will likely lack effectiveness.

Continuum of literacy instruction. To bring about dramatic changes in the state of adolescent literacy, significant changes are required in (a) how secondary teachers see their role in teaching literacy, and (b) how basic literacy skills should be considered as an integral part of the secondary school curriculum. Because of the broad array of student needs and the complexity of the problems presented by adolescents with poor literacy skills, no single program or approach can meet the needs of all. Thus, the best adolescent literacy programs are ones that consider both the unique needs of students with literacy problems and the realities of secondary schools. Some students will need more individualized, explicit, intensive instruction of basic literacy skills, while other students will need opportunities to practice fluency and comprehension skills within the context of their regular classes. Others might need extended day tutoring in before- and after-school achievement centers. In short, it is important to meet students where they are in their literacy development.

A continuum with five different levels

has been conceptualized to be responsive to the needs of struggling adolescents. We've called this continuum the Content Literacy Continuum (CLC). Additionally, since the problems of adolescents with literacy problems are so significant, intervention outside of the school day may be warranted. Hence, secondary schools should consider the important role that before- and after-school tutoring programs can play to support services provided across the Content Literacy Continuum. The following is a synopsis of the five levels:

Level 1: Enhance content instruction (mastery of critical content for *all* regardless of literacy levels)

Level 2: Embedded strategy instruction (routinely weave strategies within and across classes using large group instructional methods)

Level 3: Intensive strategy instruction (mastery of specific strategies using eight-stage instructional sequence; individual *Strategic Tutoring*)

Level 4: Intensive basic skill instruction (mastery of entry-level literacy skills at the fourth-grade level)

Level 5: Therapeutic intervention (mastery of language underpinnings of curriculum content and learning strategies)

Intense-explicit instruction. CRL researcher Jim Knight concisely defined the nature and purpose of intensive-explicit (IE) instruction for at-risk learners. Specifically, IE instruction refers to a set of instructional procedures that

together efficiently and effectively enable teachers to convey content clearly to students in a manner that leads to students mastering information. IE is intensive because it involves teaching practices that ensure students are engaged in learning and actively mastering content. IE is explicit because it involves teachers clearly modeling covert thinking and providing detailed feedback as students move toward mastery of content. A primary goal of IE instruction is for students to understand, remember, and generalize content taught by a teacher. Simply put, instructors use IE instruction so that students will have a picture of knowledge in their heads that is similar to the picture teachers have in their heads. IE instruction uses most of the following instructional stages to achieve this goal: describe, model, vocabulary memorization, practice and feedback, and generalization.

Formative and summative assessments. At the core of quality teaching are data that profile the strengths and weaknesses of students on key learning targets. These data enable teachers to make adjustments in the instructional process to better meet student needs. In the absence of these data, students' progress can be stifled and progress slowed or stopped altogether. Summative data tell teachers and students whether educational goals have been met at the end of a specified period.

When all of the elements of the instructional core are in place, considerable progress can be made in closing the performance gap, as shown in Figure 4.

The infrastructure core

Figure 5 on page 5 shows the elements embodied in the infrastructure core. Generally speaking, these elements are ones that are a function of strong administrative leadership—certainly at the building level but often from central administration, as well. As argued above, school improvement should, first and foremost, be driven by the instructional core; however, if these infrastructure elements are not present, much of the power represented by changes in the instructional core will be minimized. A critical

role played by the building principal is to communicate and help all staff embrace a shared vision of a school-wide approach to addressing the literacy problems of its students.

Professional development. Professional development grounded in the principles embraced by the SIM Professional Development Network is essential in supporting teachers in the acquisition and effective application of research-based practices from SIM. In short, the professional development must be focused, sustained, data driven, personalized, designed to create a learning community, and about system change. Additionally, it must provide to teachers ample opportunities to practice and receive

feedback on the new practice and to receive continuing coaching to support the refined and sustained application of the innovation.

Teacher materials and resources. Quality instruction of research-based practices is dependent, in large measure, on teachers being supplied the appropriate support materials required to deliver their instruction. At a minimum, this consists of well-designed teacher manuals, student learning sheets and activities for practice, scoring rubrics that enable high-quality feedback to be provided, and the necessary technology supports, such as tape recorders, DVDs, or computers. CRL's longstanding commitment to developing teacher manuals and other instructional supports underscores the importance of this element.

Instructional coherence. One of the greatest challenges that struggling adolescents and their teachers face in secondary schools is the problem of "fragmentation." That is, because the school day is structured around class periods and each student having multiple teachers, they generally experience an instructional program that is much more fragmented than what they experienced in elementary school. In elementary school, most students have one teacher throughout the entire day; this

fact alone greatly reduces fragmentation in learning. This can best be understood with an example. If a third-grade teacher teaches a given skill in the morning, she can emphasize that skill throughout the course of the day and capitalize on natural teaching moments when the targeted skill can be showcased when opportunities surface during the day. She has an understanding of the whole picture of a given student's educational program and can

provide coherent, well-integrated instruction to that student. In secondary school settings, there is often little, if any, planning or orchestration across teachers. Thus, if a teacher in the first period teaches a skill, it is highly unlikely that that skill will be reinforced at any time throughout

the day by other teachers simply because they are unaware of what is taught by their colleagues. Hence, relative to the instruction of critical skills, strategies, and content elements, secondary schools are very fragmented and lack coherence. To avoid this dilemma, principals need to promote shared planning times and class configurations that promote reinforcement of what is taught across teachers, classes, and schools.

Extended time. Because of the mag-

nitude of the performance gap, students need sufficient time to receive high-quality instruction in deficit areas and to have ample time to practice the skills and strategies they are lacking. Regrettably, in secondary schools, there generally isn't a "reading class," per se. This problem needs to be addressed. Educational leaders in schools that are having the most success with struggling adolescent learners find ways to create increased time for literacy instruction. In the absence of this challenge being addressed, it is highly unlikely that the gap will be closed. As a *part of* the solution, some schools have included before- and after-school tutoring programs.

Conclusion

Closing the large performance gap that many struggling adolescent learners face is a daunting task. The challenge will not be addressed through token efforts or minimizing or neglecting any of the items detailed above. The solution requires major changes and investments on both the instructional and infrastructure fronts. In addition to these factors, it is important also to remember the important role that families, out-of-school organizations, and other community supports can play in bolstering adolescent literacy programs. The resulting new framework for closing the performance gap is shown in Figure 6.

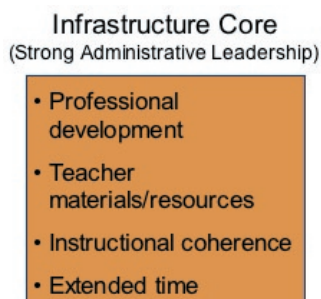


Figure 5

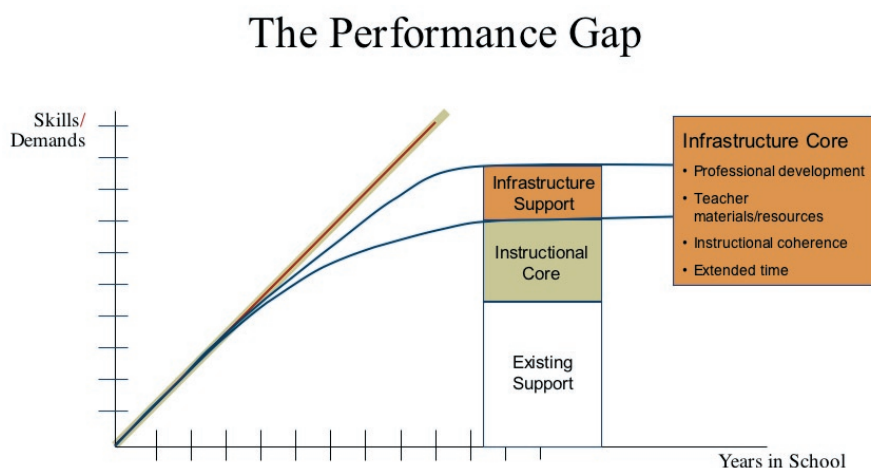


Figure 6



The Magic of SIM



***"Magic is believing in yourself.
If you can do that, you can
make anything happen."***

—Johann Wolfgang von Goethe
(1749-1832)

You won't find eye of newt in the eight stages of strategy acquisition and generalization, and a flying broomstick won't help a bit during cue-do-review, but the right mix of SIM ingredients can be magical!

This year's international conference will focus on the most special ingredient of all: You, the SIM Professional Developer.

Throughout the conference, we will provide opportunities for you to fill your bag of professional development tricks with new tools and techniques. All of the sessions and special events will be geared toward helping you strengthen the skills that make the magic possible.

The conference theme, The Magic of SIM, celebrates your role in the successes struggling students experience when they and their teachers embrace SIM and invest the time and effort required to master its interventions.

SIM, itself, is not magic, as evidenced

by the years of rigorous research and development that support it. However, when the right conditions are in place (see Don's lead article on page 1), the results can seem like...well...magic to the many students who have struggled to learn for years as well as to their teachers.

Today's magical icons—the young wizards in the Harry Potter series—may be able to levitate feathers or transform

***"I have always been delighted at the
prospect of a new day, a fresh try, one
more start, with perhaps a bit of magic
waiting somewhere behind the morning."***

—Joseph Priestley (1733-1804)

rats into water goblets, but it's not all fun and games for them. They face the same challenges in mastering their magical content as our real students face in mastering reading and writing.

The hapless Neville Longbottom, for example, continually struggles to get it right as his spells go awry and he fails time after time to grasp the basic mechanics of magic. Even the ultra-talented Harry experiences failure, most frequently when his enthusiasm and commitment to the task at hand lag and when faced with a hostile learning environment

and a less-than-sympathetic teacher.

Perhaps Neville would benefit from more explicit modeling; perhaps Harry would be more successful if his instructor obtained his commitment to learn. These are practices that SIM teachers have at their fingertips, thanks to the work of SIM Professional Developers.

No one knows better than you how much effort is required to achieve the successes we have seen with SIM. You have the power to bring magic to the lives of hundreds of students each year—the experience of succeeding where they've met failure before.

This summer, immerse yourself in the magic by attending the 2005 International SIM Conference. Renew friendships with fellow SIM wizards, stoke the fires of your enthusiasm for bringing SIM's proven interventions to classrooms, and celebrate your role in helping students believe in themselves. A big task? Yes, but magical when achieved.

***"Make no little plans;
they have no magic to stir
men's blood."***



—Attributed to Daniel Hudson
Burnham, 1846-1912

Keynote speaker to address PD evaluation

Thomas R. Guskey, professor of educational policy studies and evaluation at the University of Kentucky, will be the keynote speaker for the 2005 conference. Dr. Guskey will base his address on his book, *Evaluating Professional Development* (Corwin, 2000). This book, which is particularly relevant for the PD work of the SIM Network, describes five levels for assessing the effectiveness of PD activities:

Level 1: Participants' Reactions. This level—generally completed through questionnaires at the end of a session—establishes whether participants liked an activity and believed it to be worthwhile.

It also may include questions about the physical comfort of participants.

Level 2: Participants' Learning. This level focuses on the knowledge and skills participants gained during the session. Assessments at this level may involve a range of activities, from written responses to questions to demonstration of newly acquired skills.

Level 3: Organizational Support and Change. This level focuses on gathering information about whether the professional development activity was aligned with the organization's mission and goals, whether leadership within the organization publicly supported change,

and whether organization provided the resources to encourage change.

Level 4: Participants' Use of New Knowledge and Skills. This level focuses on whether participants use what they have learned. Assessments at this level must be made after enough time has passed to allow participants to put their new skills into practice and may involve more than one follow up.

Level 5: Student Learning Outcomes. This level focuses on whether students benefited as a result of the professional development activities.

2005 International SIM Conference

Registration Form

July 20-22, 2005 • SpringHill Suites • Lawrence, Kansas

Name: _____

Work Address: _____

_____ Work Phone: _____

Home Address: _____

_____ Home Phone: _____

Emergency contact name and phone number: _____

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

Are you a certified SIM PD? *yes no* How many previous SIM conferences have you attended? _____

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*

Registration Fee

☐ **3 Days**
Early Bird: \$150
Registrations postmarked after May 1: **\$175** \$ _____

☐ **2 Days**
☐ Wednesday, July 20
☐ Thursday, July 21
☐ Friday, July 22
(*Please check the days you plan to attend.*)
Early Bird: \$120
Registrations postmarked after May 1: **\$145** \$ _____

☐ **1 Day**
☐ Wednesday, July 20
☐ Thursday, July 21
☐ Friday, July 22
(*Please check the day you plan to attend.*)
Early Bird: \$90
Registrations postmarked after May 1: **\$115** \$ _____

Total Enclosed: \$ _____

☐ **Make check payable to KU-CRL**
OR

☐ **Credit Card # (VISA or MasterCard)**

Expiration Date: _____

Signature Authorization: _____

Cancellation Policy

If you cannot attend the conference, you must notify KU-CRL by July 1, 2005, to receive a full refund of your registration fee. Partial refunds may be made if your cancellation is received between July 1 and July 11, 2005. We will be unable to issue any refunds after July 11, 2005.

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.

Hotel & Transportation

See our web site, www.kucrl.org, for more information about the conference, including hotel and transportation details.

Mail or fax completed registration to
KU-CRL

Attn: Preconference Workshop
Joseph R. Pearson Hall, 1122 West
Campus Road Room 517
Lawrence, KS 66045-3101
Fax: 785.864.5728

2005 International SIM Conference

Preconference Workshops • July 18-19, 2005

In conjunction with the 2005 International SIM Conference, we are pleased to offer a choice of five preconference workshops. The workshops will be Monday, July 18, and Tuesday, July 19. See the registration form on page 9.

Building Proficiency in Content Enhancement with the Interactive Organizer Software

Keith Lenz and Janis Bulgren, CRL

This full-day preconference workshop (Monday, July 18) 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.

Instructional Coaching

Jim Knight, CRL

Many school districts are hiring instructional coaches or onsite professional developers to lead school reform efforts. Consequently, hundreds of educational professionals are finding themselves in high-stakes, critically important roles in their schools, with little or no training to prepare them for successfully performing their tasks. This full-day workshop (Monday, July 18) will offer participants a summary of more than eight years of research that has been conducted on instructional coaching during KU-CRL's Pathways to Success and Strategic Advantage projects. It will provide a definition of what coaches do,

distinguish between effective and ineffective coaching practices, and provide an overview of the current state of research on coaching. Note that the workshop will address how to coach, not what to coach. It is appropriate for those interested in learning about how to accelerate any kind of professional learning in schools.

Administrators' Literacy Leadership Workshop

Keith Lenz, Barb Ehren, Jim Knight, and Don Deshler, CRL

This half-day workshop (Tuesday, July 19) provides an opportunity for administrators to learn more about methods and materials to promote literacy from the Center for Research on Learning. School are under enormous pressure to meet adequate yearly progress (AYP). Related to this challenge is the number of diverse learners, including those from poverty, those who are English language learners, and those with disabilities who struggle with literacy. Given the non-trivial numbers of struggling adolescent readers and writers, it is imperative that literacy initiatives be undertaken in secondary schools. When individual teachers implement strategic literacy instruction, it is helpful but insufficient to have the impact required to make a difference in a school's AYP status. A more comprehensive effort is needed, requiring leadership from district and building administrators who have significant roles to play. This workshop will focus on the actions administrators should take to lead literacy initiatives successfully.

CHAMPs: Proactive, Positive, and Instructional Classroom Management

Tricia McCale, Pathways to Success

This full-day workshop (Tuesday, July 19) 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 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.

The Road to Success

Paula Lancaster, Grand Valley State University and Richard Johnson, CRL Division of Adult Studies

This half-day workshop (Tuesday, July 19) is designed to provide the tools professional developers need to expand their portfolio to include "job-readiness and job retention" training for adolescents and adults with learning disabilities and other cognitive barriers to learning. *The Road to Success* is a SIM-based curriculum developed by CRL staff and successfully used by the Kansas Social and Rehabilitation Services, including Vocational Rehabilitation. It includes units on *Discovering My Path*, *Charting the Course*, *Making Decisions and Moving Along*, *Responding to Roadblocks*, and *Reaching My Destination*. Workshop participants will be introduced to the curriculum and discuss the unique characteristics of the adult education market. Included in the workshop fee is a copy of the 250-page Road to Success Instructor's Guide with reproducible worksheets, as well as helpful materials for marketing to adult education programs.

Registration Form for Preconference Workshops

July 18 and 19, 2005 • Lawrence, Kansas

Name: _____

Work Address: _____

_____ Work Phone: _____

Home Address: _____

_____ Home Phone: _____

E-Mail _____ Are you a certified SIM Professional Developer? yes no

Emergency contact name and phone number: _____

Workshop Selection and Registration

- ☐ Building Proficiency in Content Enhancement with the Interactive Organizer Software
(8:30 a.m.-4 p.m., Monday, July 18.)
☐ Early Bird: \$60 \$ _____
(After May 1: \$70)
- ☐ Instructional Coaching (8:30 a.m.-4 p.m., Monday, July 18.)
☐ Early Bird: \$70 \$ _____
(After May 1: \$80)
- ☐ Administrators' Literacy Leadership Workshop (11:30 p.m.-4:30 p.m., Tuesday, July 19; includes lunch.)
☐ Early Bird: \$75 \$ _____
(After May 1: \$85)
- ☐ CHAMPs: Proactive, Positive, and Instructional Classroom Management (8:30 a.m.-4 p.m.,
Tuesday, July 19.)
☐ Early Bird: \$70 \$ _____
(After May 1: \$80)
- ☐ The Road to Success (12:30 p.m.-4:30 p.m. Tuesday, July 19.)
☐ Early Bird: \$60 \$ _____
(After May 1: \$70)

Total Enclosed: \$ _____

☐ **Make check payable to KU-CRL**
OR

☐ **Credit Card # (VISA or MasterCard)**

Expiration Date: _____

Signature Authorization: _____

Mail or fax completed registration to KU-CRL
Attn: Preconference Workshop
Joseph R. Pearson Hall, 1122 West Campus Road Room 517
Lawrence, KS 66045-3101
Fax: 785.864.5728

*Your receipt for registration will be
available at the workshop.*

Cancellation Policy

If you cannot attend the preconference workshop for which you have registered, you must notify KU-CRL by July 1, 2005, to receive a full refund of your registration fee. Partial refunds may be made if your cancellation is received between July 1 and July 11, 2005. We will be unable to issue any refunds after July 11, 2005.

Call for Kaleidoscope, Posters

International SIM Conference • July 20-22, 2005 • Lawrence, Kansas

Preparations are under way for the 2005 International SIM Conference. This year, we offer two ways for you to share your ideas during the conference: poster session or kaleidoscope session. If you would like to present during one of these sessions, please complete this application and return it by **March 1, 2005**, to KU-CRL, Attn: International Conference, Joseph R. Pearson Hall, 1122 West Campus Road Room 517, Lawrence, KS 66045-3101.

Name: _____

Phone: _____

E-mail: _____

Kaleidoscope Session

(3:30 p.m.-5:00 p.m. Wednesday, July 20)

This year's Kaleidoscope session will focus on **modeling**. Please select an activity or material you would use as you present a Content Enhancement Routine or Learning Strategy to a group of teachers. During this Kaleidoscope session, we ask that you **model** your selection rather than describing it.

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: _____

Poster Session

(7:30 a.m.-8:45 a.m. Friday, 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: _____

Other

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

_____	_____
_____	_____
_____	_____
_____	_____

Tentative Conference Schedule

Wednesday-Friday, July 20-22, 2005
SpringHill Suites • Lawrence, Kan.

Wednesday, July 20

8:45 a.m.-10:15 a.m.	Welcome, Opening Session
10:30 a.m.-11:30 a.m.	Breakout sessions
11:30 a.m.-1:00 p.m.	Lunch on your own
1:00 p.m.-3:15 p.m.	Breakout sessions
3:30 p.m.-5:00 p.m.	Kaleidoscope
5:00 p.m.-6:30 p.m.	Social
6:45 p.m.-8:00 p.m.	Dinner for first time attendees

Thursday, July 21

8:00 a.m.-9:15 a.m.	Keynote speaker
9:30 a.m.-11:15 a.m.	Breakout sessions
11:30 a.m.-1:00 p.m.	Recognition luncheon
1:15 p.m.-5:00 p.m.	Breakout sessions

Friday, July 22

7:30 a.m.-8:45 a.m.	Poster session and continental breakfast
9:00 a.m.-12:15 p.m.	Breakout sessions
12:30 p.m.-1:00 p.m.	Closing session

New in 2005! Book discussion sessions

In recent years, many of you have read and shared interesting and relevant books that have helped shape the development of the SIM Network. Indeed, the thinking and the work of CRL and members of the SIM Network have been substantially influenced by authors both in and outside the field of education. We value opportunities to continue to learn and grow in this way. To engage more individuals in

sharing and discussing new ideas, we have decided to offer book discussion groups during this year's summer conference, and we invite you to consider leading such a group. If you have read a book that has significantly influenced the way you approach professional development, please consider participating in this way.

Yes, I would be interested in leading a book discussion group!

Your name: _____

Title of book: _____

Author: _____

Brief description of book and its significance (attach another sheet, if necessary):

Nominate exemplary PD for demonstration session

As part of this year's conference events, we would like to feature an exemplary SIM Professional Developer in a special instructional session. The SIM PD selected to lead this session would be asked to choose one Learning Strategy or Content Enhancement Routine and present it as he or she would present to teachers participating in a workshop, complete with activities and supplemental materials. We envision many benefits to this workshop-style presentation, especially as a model for SIM PDs who have less experience providing professional development experiences for teachers.

To nominate a SIM PD to lead this session, please complete the following steps by the **March 15** deadline:

- ☐ Submit a letter of recommendation naming the SIM PD you are nominating and his/her qualifications.
- ☐ Submit an outline of the proposed session content.
- ☐ Submit a 30-minute video of the SIM PD leading a similar workshop.

The deadline for nominating a SIM PD for this honor is March 15.

Submit ideas for 2005 resource book!

Ever wish you had a resource book full of activities you could suggest for teachers implementing SIM components in their classrooms? We have, too. In conjunction with this year's conference, we are compiling just such a booklet. If you have fabulous activities, games, or other useful items to share, please send copies to jtolfelson@ku.edu or mail them to Julie Tollefson, KU-CRL, 1122 West Campus Rd, Room 521, Joseph R. Pearson Hall, Lawrence, KS 66045-3101. **Deadline for submissions for the resource book is April 29.**

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 joyce@ku.edu. Provide your name and use "No more SIM mailings" as the subject line of your message. You also may call Joyce Stevens at (785) 864-0626 or write to her at KU-CRL, Joseph R. Pearson Hall, 1122 West Campus Rd., Room 521, Lawrence, KS 66045-3101.

Strateworks Renewal 2004-2005

Name: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Work Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: _____ Work Phone: _____

Please indicate where you prefer to receive mail: ____home ____work

E-mail address: _____

Please add me to the SIMTRAINER-L e-mail discussion list _____

VISA/MasterCard Number: _____

Expiration Date: _____

Authorization: _____

Mail completed form and your payment of \$35 (U.S.) to KU-CRL
Joseph R. Pearson Hall, 1122 West Campus Road, Room 517

ADDRESS SERVICE REQUESTED

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STRATENOTES Volume 13, Issue #4
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