



StrateNotes

The University of Kansas Center for Research on Learning • May 2005 • Volume 13, Issue 8

Calendar

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.

June 23-25, 2005

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

June 27-30, 2005

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

(More calendar on page 2)

New, revised materials to aid SIM PD work

Hot off the presses 1

A *Rubric for Educating Adolescents with Disabilities* (READ) is now available from KU-CRL.

Preparing students with disabilities to succeed in rigorous general education classes and to meet standards as reflected in state outcome assessments is an exceedingly challenging assignment for all teachers and administrators.

The magnitude of this challenge was heightened with the passage of the No Child Left Behind Act of 2001 that requires that the education of all children be grounded in "scientifically based practices."

The READ has been developed to help those who are responsible for providing the highest quality education to students with disabilities. It can be used to build a profile of the special education program currently in place to determine areas of strength and targeted areas for improvement.

The purpose of the READ is to provide a

tool for school districts, administrators, directors, and individual teachers to use to enhance the development, implementation, and sustainability of research-based special education programs.

The tool can be used to profile instructional programs for students with disabilities who are expected to earn standard high school diplomas in their district.

The READ allows school personnel to analyze their special education programs in five main areas:

1. Program design
2. Staff skills
3. Basic learning skills
4. Advanced learning skills
5. Independent adult skills

The READ is available at a cost of \$10.

Hot off the presses 2

KU-CRL's *Strategic Instruction for Administrators* brochure, which features frequently

A Rubric for Educating Adolescents with Disabilities

A tool for enhancing the development, implementation, and sustainability of research-based special education programs

To learn more about SIM, contact the University of Kansas Center for Research on Learning
J.R. Pearson Hall
1122 West Campus Road, Room 521,
Lawrence, KS 66045-3101
(785) 864-4780
crl@ku.edu
www.kucrl.org

©2005
The University of Kansas
Center for Research on Learning

STRATEGIC INSTRUCTION
for administrators

School boards, legislatures, taxpayers, and the community increasingly want more educational returns on their financial investment. They want to be shown that schools are doing what works.

The Strategic Instruction Model (SIM) developed by the Center for Research on Learning at the University of Kansas is one research-validated instructional model that achieves measurable results by reversing the downward spiral through which so many at-risk and special education students go.

Using a "how to learn" approach, SIM's student-focused interventions, including specific Learning Strategies, enable students to generate from one task and situation to others. SIM includes tactics and skills that can be used to gain information from texts efficiently, to perform more accurately on tests, to write more clearly, to present written work more attractively, to spell more accurately, and to perform math operations more efficiently. In short, SIM enables students to deal more effectively with the process of learning.

SIM's teacher-focused interventions, called Content Enhancement Routines, encourage teachers to teach more effectively by helping them think about, adapt, and present their most important content in learner-friendly fashion.

To date, more than 40 instructional programs have been validated through numerous research studies and developed into instructional materials appropriate for teacher use in the classroom.

A school-wide approach for integrating SIM and other validated literacy programs to improve adolescent literacy can be accomplished through a school-reform model developed by KU-CRL called the Content Literacy Continuum. This model defines a continuum of instructional intensity that serves as a literacy-based framework for guiding school improvement and professional development.

Frequently Asked Questions

Q. How do curriculum standards developed by the state or district fit with SIM interventions?

A. Documented research shows SIM has had a positive effect on achievement scores. For example, 74 percent of students using SIM strategies in a large urban high school in Michigan passed the state writing assessment; students from schools with a comparable socioeconomic status had a 74.5 percent success rate on the same test. Vocabulary performance, another key demand on competency tests, has been shown to be greatly enhanced by the use of SIM interventions. National standards, too, emphasize higher-order problem-solving and thinking skills, both of which are at the heart of SIM.

Q. How does SIM respond to current education issues?

A. Not only are schools now required to show student gains, they also have to prove that they use teaching methods grounded in research. Evidence-based practices are key features in such education legislation as the No Child Left Behind Act of 2001 and the reauthorization of the Individuals with Disabilities Education Act. Extensive research, which has been reviewed by scientific panels at the U.S. Department of Education and other public agencies, demonstrates that use of SIM interventions can improve student performance in inclusive settings or on grade-appropriate tasks. Leading academic publications have documented SIM findings. [see www.kucrl.org/publications]

More calendar

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, or
Joyce Stevens, crl@ku.edu

July 25-28, 2005

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

August 11-13, 2005

Instructional Coaching Institute
Lawrence, Kan.

October 12-15, 2005

Instructional Coaching Institute
Lawrence, Kan.

STRATENOTES is published eight times from September through May and once every summer by the University of Kansas Center for Research on Learning as part of Strateworks for the International Professional Development Network. Publication period 2004-2005; cost \$35.00. Permission to reproduce any or all parts of *Stratenotes* to support professional development activities is hereby given.

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

Editor:
Julie Tollefson

Graphic Designer:
David Gnojek

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
E-mail: crl@ku.edu

asked questions and their answers, has been updated. The revised brochure includes brief information about the Content Literacy Continuum, in addition to the previous Q&A information.

This one-page brochure briefly describes KU-CRL and SIM and then answers the following questions:

- How do curriculum standards developed by the state or district fit with SIM interventions?
- How does SIM respond to current education laws?
- Which schools have used SIM?
- How does a school become more “strategic” oriented?
- How can a whole school or district approach literacy strategically?

- How does a teacher learn how to teach SIM interventions?
- Are SIM interventions only for students who have learning disabilities?
- How long does it take for students to master Learning Strategies?
- What kind of progress will students make in their overall schoolwork?
- How much does this cost?

The brochures are available in packages of 20 for \$5.

How to order

To order either the *Rubric for Educating Adolescents with Disabilities* or packages of the *Strategic Instruction for Administrators* brochure, contact KU-CRL’s order desk, 785.864.0617.

Sweet Review

Mindy Panzer, SIM Professional Developer from Virginia, presented the following activity during the poster session at the Northeast SIM Update Conference in January. Mindy describes the activity below. Supporting materials for the activity are on pages 3 and 4.

“One thing I know is true...Teachers love candy! When teachers are returning for another training—usually our last—I wanted to come up with a way to review, yet again, the eight stages of learning strategies without demoralizing or embarrassing them. This method seemed to be a hit.

“I had a large group of teachers, and as people walked in, I greeted them and asked them to grab a piece of candy out of my candy bag. The catch was that attached to each piece of candy with a small rubber band was a slip of paper. On this slip of paper was one of the following: the name of one of the stages of learning, the teacher’s perspective of that stage, or the student’s perspective of the

stage. I did this for PENS, but it can be done for any strategy.

“I gave the signal and had people get up to find a three-way match—name, teacher view, and student view. They had to confer with each other to make sure they did match that stage: “Who has verbal practice?” “I think I have the student’s view of advanced practice?” It was noisy and fun. Then, participants taped their pieces of paper onto a chart. They had to be placed in the correct order so that we could refer to the chart all through the rest of the session.

“Because there are always stragglers and because generalization was the focus of that session, I left the generalization phases for matching in another bag. The stragglers had to do the match-up activity on the generalization phases at the end of the session to sum it all up.

“With smaller groups, you can have people who want more candy pick multiple pieces. They really do not seem to mind!”

Pretest	Teacher: Ask student to write 6 sentences on one topic to determine his/her strengths and weaknesses. Give feedback and try to get student to make a commitment to improve his/her writing.	Student: Write 6 sentences. After they are analyzed, listen to reasons the writing is ineffective and how it can be improved. Make a commitment to improve writing.
Describe	Teacher: Show how strategy will improve writing. Set goals for completion dates of stages. Give a thorough description of the steps and formulas involved in PENS.	Student: Set goals for completion dates of stages. Make cue cards of the description.
Model	Teacher: Demonstrate how to write and think aloud all the PENS steps so the students can see the overt behaviors and cognitive processes they are to use.	Student: Observe a demonstration of the steps of the strategy. Ask questions about the demonstration, and participate in the demonstration when it is appropriate.
Verbal Practice	Teacher: Conduct a rehearsal of the definitions and strategy steps. Point to each student and have him/her add the next definition or step of the strategy. Individually quiz students to determine mastery of memorizing the concepts.	Student: Listen and respond with the next definition or step when pointed to. Pass a mastery quiz by saying all the definitions asked for and by explaining the steps of the strategy in order, showing memorization.
Controlled Practice	Teacher: Give opportunities to practice writing new kinds of sentences. Score worksheets and sit with the student to explain the strengths and weaknesses observed each time a worksheet is completed.	Student: Progress through different levels, practicing the new sentences. Make goals to correct the errors in the sentences. Build confidence and fluency in performing all the steps of the strategy.
Advanced Practice	Teacher: Give a writing assignment to assess whether students can apply their new skills to a more grade-typical assignment. Score this using score sheets and give feedback, allowing students to be part of the evaluation/feedback process.	Student: Write a minimum of 6 sentences about one topic. Listen to and correct the errors in writing, and keep trying until the 6 sentences are 100 percent complete and show the variation expected.

Make Commitment to Generalize	Teacher: Encourage student self-evaluation. Make a written promise to help students continue this strategy in a non-special education setting.	Student: Evaluate how much improvement was made from the first writing until now. Commit in writing to use this strategy in other settings.
Generalization: Orientation	Teacher: Lead a discussion about where PENS can be used, when it can be used, and how it can be used.	Student: Discuss when, where, and how to use PENS. To the inside of every school notebook, tape the PENS cue card, formula card, and an envelope for sentence checklists.
Generalization: Activation	Teacher: Assign 6 writing assignments (one at a time) for students to do outside of the special education class. Communicate expectations for the strategy to general education teachers to gain their support. Collect 4 writing samples from outside the special education class.	Student: Complete 6 writing assignments in a variety of settings and share 4 samples of writing that were self-initiated or general education teacher assignments. These 4 need Report of Strategy Use forms attached.
Generalization: Adaptation	Teacher: Explain the PENS steps in terms of mental functions—how the steps can be changed to fit everyday life. Give 4 assignments for students to try outside the special education class and report back.	Student: Discuss how the PENS steps can be changed to fit every day life. Try the changes in 4 places as requested by the teacher and 4 places of the student's own choosing. Use the Report of Strategy Use forms.
Generalization: Maintenance	Teacher: Give writing assignments about every 2 weeks until 6 assignments have been accumulated. Once a month, collect writing samples that were completed for general education teachers or self-initiated until 4 have been accumulated.	Student: Use PENS for every writing assignment. Complete the 6 writing assignments given by special education teacher, and share 4 samples of writing that were self-initiated or general education assignments with Report of Strategy Use forms attached.



**July 20-22, 2005
Lawrence, Kan.**

It's not too late to join your SIM friends at the 2005 International SIM Conference! This year's conference offers a wealth of opportunities to learn new professional development techniques and acquire new PD tools.

We are excited to hear what keynote speaker Thomas R. Guskey has to say about assessing the effectiveness of professional development activities. Dr. Guskey is professor of educational policy studies and evaluation at the University of Kentucky.

His keynote and workshop will expand on the ideas in his book, *Evaluating Professional Development* (Corwin, 2000), which describes five levels for assessing the effectiveness of PD activities:

- *Level 1: Participants' Reactions*
- *Level 2: Participants' Learning*
- *Level 3: Organizational Support and Change*
- *Level 4: Participants' Use of New Knowledge and Skills*
- *Level 5: Student Learning Outcomes*

In addition, the conference focus on evaluating PD, especially in relation to SIM activities, will continue with an intensive workshop called *Using Guskey's Five Levels For Evaluating Professional Development*.

Effective evaluation can make or break implementation of a SIM program. Too frequently, educational leaders

make decisions about programs such as SIM because student scores go up or down, without ever really knowing whether the program was the reason for the movement in students' scores. This

workshop is designed to provide an opportunity for participants to develop specific, practical methods for addressing all five of Dr. Guskey's levels of evaluation.

...

In conjunction with the conference, we also are offering a choice of *six* preconference workshops. The workshops will be Monday, July 18, and Tuesday, July 19.

- *Building Proficiency in Content Enhancement with the Interactive Organizer Software* (July 18)
- *Implementing SIM and the Content Literacy Continuum within the Context of School-Wide Literacy Efforts* (July 18)
- *Instructional Coaching* (July 18)
- *Administrators' Literacy Leadership Workshop* (July 19)
- *CHAMPs: Proactive, Positive, and Instructional Classroom Management* (July 19)
- *The Road to Success* (July 19)

Complete descriptions, registration forms, and additional information are available on our web site:

www.kucrl.org/conference



*Keynote speaker
Thomas R. Guskey*

E-SIM

- e-mail discussions
- web resources

SIMTRAINER-L

An e-mail discussion list for SIM Professional Developers. To subscribe, send an e-mail message to

listproc@ku.edu

In the body of the message, type
sub SIMTRAINER-L Your Name
Replace "Your Name" with your name. SIMTRAINER-L is all one word; do not type any spaces in the list name. Do not type anything in the subject line of the message.

SIMville

A password-protected section of the KU-CRL web site just for SIM Professional Developers. From the Center's home page,

www.kucrl.org

click on the "SIMville" link on the left side of the screen. When you select the log on option, you will be asked for a password. Type "**strategic**" in the box (do not type the quotation marks). The password is case-sensitive, so you must use all lowercase letters. Click on the "OK" button.

NRCLD project site revised

A KU-CRL project web site has been redesigned to provide easier access to information about topics related to specific learning disability determination. The project, the National Research Center on Learning Disabilities (NRCLD), is a joint effort with researchers at Vanderbilt University. The redesigned site, www.nrclld.org, provides information about the project's research activities, including a set that are examining responsiveness to intervention best practices. It also offers a number of free downloads and links to other resources related to SLD determination topics and research.

Strateworks Renewal 2005-2006

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, Lawrence, KS 66045-3101

ADDRESS SERVICE REQUESTED

University of Kansas
STRATENOTES Volume 13, Issue #8
CENTER FOR RESEARCH ON LEARNING
Institute for Effective Instruction
Joseph R. Pearson Hall
1122 West Campus Road, Room 521
Lawrence, Kansas 66045-3101

Presorted First Class
U.S. Postage
PAID
Lawrence, KS
Permit #65