



# StrateNotes

The University of Kansas Center for Research on Learning • September 2005 • Volume 14, Issue 1

## Calendar

### October 12-15, 2005

Instructional Coaching Institute  
Lawrence, Kan.

### November 4-5, 2005

Northeast Region Update  
Westin Hotel,  
Providence, R.I.  
Organizer: Alice Henley  
(henley@ctserc.org)

### January 12-14, 2006

Instructional Coaching Institute  
Lawrence, Kan.

### January 19-20, 2006

Florida Update  
Organizer: Margie Ringler  
(projcentral@mail.ucf.edu)

### February 10-11, 2006

West Region Update  
Harrah's Las Vegas Hotel,  
Las Vegas  
Organizers: Barbara Millikan (Barbara\_Millikan@beavton.k12.or.us) and Susan P. Miller (millersp@unlv.nevada.edu)

### March 2-4, 2006

Southeast Region Update  
Holiday Inn Historic District, Charleston, S.C.  
Organizer: Jerri Neduchal (JerrINSisinc@aol.com)

### June 22-24, 2006

CAL-SIM  
Sacramento, Calif.  
Organizers: Peggy and Jeff Reyes (jrpeg@comcast.net)

(More calendar on page 2)

## Predicting the future of research for KU-CRL

In keeping with the Magic of SIM theme of the 2005 International SIM Conference, Don Deshler was asked to peer into a crystal ball and predict what the future holds for KU-CRL research.

The answer, he said, really depends on the answers to two other questions: 1. What lines of inquiry do we believe are important to pursue, and 2. Are there dollars available to support such an inquiry?

"Often times, the answers to those questions are totally different," he says.

### The Important Questions

KU-CRL has a few ideas regarding where we need to go next. In particular, integration of multiple strategies and routines is a concern, as is how to configure strategies to ensure ease of use for classroom teachers. Bringing content and strategies closer together is another area of consideration.

*Integration of strategies and routines.* Schools need multiple interventions to address the problems they face.

"Take a look at SIM," Don says. "You have the two main families—our strategies and content enhancement routines—but then there's an array of support interventions. All of those things are important."

Two current projects are examining the power of implementing multiple strategies. Both the Xtreme Reading and Fusion Reading projects are studying the effects of teaching adolescents multiple reading strategies in explicit, intensive classes. (Learn more about these projects on our web site, [www.kuurl.org](http://www.kuurl.org).)

*Powerful and easy in the classroom.* Although KU-CRL understands the need for powerful and easy interventions, that balance is difficult to achieve in practice. The moment we make an intervention simple, it loses power, and vice versa.

"We're reasonably good at making things powerful," Don says. "We're not so good at making things easy."

Teaching children who struggle to be good learners is hard work, and we've learned much about reading and instructional design since our first strategy was published more than 20 years ago.

"If we could wipe the slate clean and start over, we would design our interventions differently" based on the lessons we've learned, Don concedes. Some of our current work involves

doing just that, but it is time consuming and conceptually difficult work.

*A marriage of content and strategies.* When KU-CRL began as the Institute for Research in Learning Disabilities more than 25 years ago, we had no doubt about our target audience.

"You had general education, and you had resource rooms," Don says. "It was very clear who we designed our strategies for—it was for delivery in the resource room."

At that time, we argued against the prevailing role of resource room teachers as tutors. Instead, we said, teach strategies to struggling students to promote independence and to help them become better learners.

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'We aren't content experts, so the strategies we taught were content-free, and then we had the generalization steps to get it back into the curriculum. That was the right place to be at that point in time.'

**More calendar**

**July 17-18, 2006**

SIM Preconference  
SpringHill Suites, Lawrence, Kan.

**July 19-21, 2006**

International SIM Conference  
SpringHill Suites, Lawrence, Kan.  
Organizer: Mona Katz (crl@ku.edu)

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curriculum. That was the right place to be at that point in time,” Don says.

Today, we’re considering whether that degree of separation between content and strategies is the best place to be.

“We need to do a better job at understanding how we can integrate strategy instruction into content instruction,” Don says. “We need to find ways to more effectively integrate strategies within content so teachers can accomplish content goals and strategy goals at the same time.”

Unfortunately, our research to date in this area has yielded less than promising results. Still, we’re not ready to throw in the towel.

“I think it is solvable. I think we just need to work harder, to do a better job in our instructional design,” Don says.

**A Matter of Money**

The second part of the future of research equation—whether funding is available to pursue the answers we need—has changed dramatically in the past year or two.

“I’ve been in this business for 35 years, and things change all the time,” Don says. “But we’ve had a seismic shift in terms of who is doing the funding and

what the rules are to get the dollars.”

Funding priorities have shifted in Washington, as have the criteria used to make awards and the type of research designs that are valued. Past grants have allowed us to design and test the wide array of interventions that now make up the Strategic Instruction Model. Today’s funding agencies are adopting a narrower focus—“drill deep,” Don calls it. The idea is to identify a high priority area and support extensive research in that area.

Although Washington’s focus may be narrower now than in the past, we are heartened by the increasing interest in adolescent literacy at the federal level. Local and state education agencies, the federal government, and private foundations all are directing more attention to older students than at any time in the past.

“The opportunities for all of us affiliated with SIM and KU-CRL could not be more abundant,” Don says.

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*Keep an eye on [www.kucrl.org](http://www.kucrl.org) for project updates and news from the Center. We send updates to the SIM Professional Developers’ e-mail discussion list when new items are added to the site. To sign up for the list, e-mail [jtollefson@ku.edu](mailto:jtollefson@ku.edu).*

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**StrateDirectory Announcement**

If you were not listed in StrateDirectory last year or if you need to correct or change directory information, complete the form on pages 3 and 4 and return it to KU-CRL by November 15 to be included in the 2006 StrateDirectory. If you were listed in last year’s directory and you do not need to change any information, you do not need to complete this form.

2005 SIM Directory Information Sheet

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Primary Employment Site: \_\_\_\_\_

Title of Position \_\_\_\_\_

Work Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Note: If you do not want your phone number to appear in the directory, do not list it here.

Preferred Mailing Address: \_\_\_ Home \_\_\_ Work

E-mail Address: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Check the professional categories that describe you:

- \_\_\_ college/university professor
- \_\_\_ full-time staff developer
- \_\_\_ high school teacher
- \_\_\_ junior high school teacher
- \_\_\_ middle school teacher
- \_\_\_ elementary teacher
- \_\_\_ administrator
- \_\_\_ post-secondary teacher of students with learning disabilities
- \_\_\_ general education teacher
- \_\_\_ special education teacher
- \_\_\_ independent trainer
- \_\_\_ other \_\_\_\_\_

Check the category or categories that best describe the school districts in which you are the most comfortable or experienced in providing professional development:

- \_\_\_ inner city
- \_\_\_ suburban
- \_\_\_ rural
- \_\_\_ other \_\_\_\_\_

Indicate the student populations with which you are most familiar:

- |         |                       |            |
|---------|-----------------------|------------|
| ___ ESL | ___ ADD               | ___ Autism |
| ___ LD  | ___ At Risk           | ___ Gen Ed |
| ___ BD  | ___ Hearing Impaired  | ___ Adults |
| ___ MR  | ___ Visually Impaired | ___ Other  |

**Check the strategies and routines for which you are willing to provide professional development.**

Learning Strategies

- ID = Word Identification
- SQ = Self-Questioning
- VI = Visual Imagery
- PP = Paraphrasing
- FIRST = FIRST-Letter Mnemonic
- PA = Paired Associates
- LVS = LINC'S Vocabulary Strategy
- SW = Sentence Writing
- PW = Paragraph Writing
- TW = Theme Writing
- EM = Error Monitoring
- IS = InSPECT
- AC = Assignment Completion
- ST = Strategic Tutoring
- TT = Test Taking
- ESSAY = Essay Test Taking
- SLANT
- THINK
- LEARN
- BUILD
- SCORE
- TEAM = Teamwork
- FIT = Following Instructions Together
- OT = Organizing Together
- TNT = Taking Notes Together
- TALK= Talking Together

Motivation Strategies

- SA = Self-Advocacy
- PS = Possible Selves

Content Enhancement Routines

- CO = Course Organizer
- UO = Unit Organizer
- LO = Lesson Organizer
- CR = Clarifying
- FR = Framing
- SR = Survey
- VLR = Vocabulary LINCing Routine
- CM = Concept Mastery
- CA = Concept Anchoring
- CC = Concept Comparison
- RE = Recall Enhancement
- QE = Question Exploration
- QA = Quality Assignment
- OR = ORDER Routine

Teaming & Support

- CPS = Collaborative Problem Solving
- PROG = Progress Program
- SURF = Surface Counseling

What are your main areas of interest related to SIM?

About how many teachers attend your professional development sessions annually?  
(*KU-CRL may use this information for writing grants.*)

Comments/Questions:

# RENEW NOW!

## 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 indicate whether you are interested in receiving referrals for independent professional development work when inquiries are received from schools in your area/state: \_\_\_\_\_

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

### What your Strateworks membership includes

- **Stratenotes**—a newsletter designed to present ideas on current trends in education relevant to strategic instruction as well as information about new material releases and professional development sessions (published nine times a year).
  - **Strategram**—a publication aimed at practicing teachers that contains hands-on classroom implementation ideas (published six times a year).
  - **StrateDirectory**—a listing of all SIM Professional Developers who complete the Directory Information Form.
  - **SIMTRAINER-L**—an optional e-mail discussion list for SIM Professional Developers.
  - **SIMville**—a collection of resources on our web site available to active SIM Professional Developers.
  - **StratePubs**—two recent research articles.
- Regardless of when you renew your membership, the Strateworks membership year begins in September and runs through August of the next year. Thus, if you renew your membership in December 2005, your membership is valid from September 2005 through August 2006. You will receive back issues of all newsletters published before your renewal, if applicable.

### What do the red and green dots mean?

If you haven't renewed your Strateworks membership for 2005-2006, this will be your last issue of *Stratenotes*.

- If there is a red dot on the mailing label of this newsletter (see back page), you have not renewed your membership.

- A green dot indicates we have received your renewal.

If you have recently mailed us your renewal but you see a red dot on the label, it is possible the newsletter and renewal crossed in the mail. Contact us if you have any question about your membership: [crl@ku.edu](mailto:crl@ku.edu) or 785.864.4780.

### Setting the record straight

Many SIM Professional Developers use a Pat Cross quote in their presentations. Gail Cheever, who heard Cross speak, submitted the following clarification to make sure we're all using the correct quote.

"If it weren't for students impeding our progress in our race to the end of the term, we could certainly be sure of covering the material. The question, however, is not whether we as teachers can get to the end of the text or the end of the term, but whether our students are with us on that journey."

Pat Cross, Director  
Classroom Research Project  
University of California, Berkeley

## Network communication

Many SIM Professional Developers at the 2005 International SIM Conference had great ideas for improving communication between KU-CRL and the network. You should already be seeing changes.

One person, for example, suggested we send messages to the SIM PD e-mail discussion list when we post new items to our web site. We started doing that right after the conference.

We also are posting new issues of *Stratenotes* as pdf files on SIMville, often before the hard copy reaches your mailbox. We'll send notices to the list when new issues are posted.

Another suggestion involved compil-

ing a book of cooperative learning activities for individual strategies. One of the roles of *Strategram* is to disseminate that kind of information. With the advent of the Internet, we have another distribution avenue open to us. We continue to work on improving these two resources: adding content to SIMville, including activities that have been published in *Strategram*, and making sure ideas are distributed more quickly through both vehicles.

The key to the success of both *Strategram* and SIMville is for those of you in the field to get those good ideas to us at KU-CRL. All of the rich ideas come from you, and we look forward to your

contributions.

We welcome your suggestions for improvement to our web site and SIMville. If you have ideas for more features, more content, or more ways to make it user-friendly for you, send us an e-mail at [crl@ku.edu](mailto:crl@ku.edu).

Finally, several people expressed interest in KU-CRL presenting webinars, instead of or in addition to conferences. We will investigate the logistics and cost of webinars and get back to you on that. We believe it's an idea worth investigating.

*E-mail your communication suggestions to [crl@ku.edu](mailto:crl@ku.edu).*

ADDRESS SERVICE REQUESTED

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