



## Calendar

### June 12-16, 2006

CE Potential Professional Developer Institute  
El Paso, Texas  
Contact: Lee Schwartz  
(friedalee@aol.com)

### June 12-16, 2006

LS Potential Professional Developer Institute  
St. Louis, Mo.  
Contact: Mary Ellen O'Hare (mohare@ssd.k12.mo.us)

### June 20-22, 2006 and Jan. 11-12, 2007

LS Potential Professional Developer Institute  
Austin, Texas  
Contact: Candace Bixler (candace.bixler@esc13.txed.net)

### June 20-22, 2006 and Jan. 11-12, 2007

CE Potential Professional Developer Institute  
Austin, Texas  
Contact: Candace Bixler (candace.bixler@esc13.txed.net)

### June 22-24, 2006

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

(More calendar on page 2)

## Don't get left behind: Embrace technology

Julie Tollefson

Center for Research on Learning

As schools strive to ensure that no child is left behind, SIM Professional Developer Helen Barrier wants to make sure members of the network do not fall behind, either, especially in the area of technology.

"It's so important that we stay current or we are going to be left behind," says Helen, noting that SIM professional development is held in high esteem among educators, a reputation SIM PDs should take care to protect.

"We need to be sure that we are using the latest technology and the best practices in our professional development," she says.

Technology should always be used to *enhance* professional development, not overshadow it, Helen says.

"We have used the templates on computers as we teach *Course Organizer*, *Unit Organizer*, the concept routines, the *Frame*, those things, but we know that the background knowledge of technology for teachers is very varied," she says. "We always make it a point to teach the routine first and have them practice it. Then, we take them into the computer lab or have them work on their laptops."

Introducing computers too early can derail a professional development session, Helen says.

"If we start out with the computers to teach it, we've lost them," she says. "They're all into the technology and where the text boxes go. We've lost the whole idea about Cue-Do-Review and this being more than a graphic organizer."

On the following pages, Helen shares a collection of ideas—for both new technologies and some more old-fashioned methods—for use during PD sessions.

### Before a professional development session

*Ask questions.* Before agreeing to provide a professional development session, ask the

school administrators foundational questions to help you both understand the purpose of the session.

"We need to ask those essential questions and be sure we're not there for just an in-service filler," says Helen. "We just don't have that time."

The following are some questions that can help clarify expectations:

- What do you want? Why? How did you hear about this?
- What is your goal? Problem?
- What is the status of your school? (accreditation)
- What other initiatives do you have in motion?
- What are you already doing to build capacity?
- How can this effort be sustained over time? (money, time out of class, follow-up time, etc.)
- How does this fit into your school improvement plan?
- What other research-based practices are your staff members using?
- Is your administration willing to commit to all of the PD sessions and assist with coaching/follow-up?
- Will your administrators be willing to build this into observations, etc.?

*Prepare on overview.* Whether presenting to a small group or an entire faculty, an overview of SIM and the Content Literacy Continuum is essential so the professionals with whom you work can build an understanding of how all of the pieces fit together. Helen uses video clips to illustrate the CLC levels, often using clips of teachers from the area.

"If we can actually give them clips and show them what it looks like and what they should be doing within those levels, I think it really hits home a lot better for them," she says.

*Look to the future.* Helen advises entering

## 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)

### July 31-August 4, 2006

LS Potential Professional Developers  
Institute  
Lawrence, Kan.  
Contact: Mona Katz (crl@ku.edu)

### July 31-August 4, 2006

CE Potential Professional Developers  
Institute  
Lawrence, Kan.  
Contact: Mona Katz (crl@ku.edu)

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into long-term agreements with the schools with which you work. That means planning not just for the initial session, but looking at the rest of the year, the fall, or even three years ahead. On page 3 is a sample of a two-year professional development schedule focusing on schoolwide adoption of Content Enhancement Routines.

*Get it in writing.* Another method of clarifying expectations is to complete a written letter of agreement before the session begins. The letter (see the sample on page 4) covers such areas as the number of participants who will attend the session and specific areas that are to be addressed. If questions arise later, you can refer to the written agreement to settle matters.

*Give the 411.* Helen never does any kind of professional development without sending a "pre-letter" to participants ahead of time. The letter tells participants when and where the session will be, what they should bring, and what they should do before arriving at the session.

"We tell them to get to the web site ([www.kucrl.org](http://www.kucrl.org)) to look up background information prior to coming to our workshop," Helen says. "Then, your time can be spent better on what needs to be covered."

Sending the pre-letter is easier than ever with the advent of e-mail, she says. Now, she e-mails the letter to the princi-

pal or department head and that person takes responsibility for forwarding it to all participants.

See page 5 for a sample pre-letter.

## During a professional development session

*Show them what you've got.* Modeling, Helen says, sets SIM sessions apart from "just another workshop." Always use strategies and routines in your presentations and show video clips of SIM at work in real classrooms.

*Make them laugh.* "When we talk about teacher frustrations and the realities in the classroom, instead of having to talk about it or use any of the slides that are in our PowerPoints, skip it and just use a short clip," Helen says. An example from the movie *Teachers* shows a staff disagreement disintegrating into fisticuffs; a principal emerging from his office beats a hasty retreat to avoid the conflict.

*Get real.* Video clips of real teachers describing the benefits of SIM can be persuasive.

"If you want to grow the feeling of does this work, have teachers talk about it—especially teachers in the gen ed classes—talk so highly of it and how it helps all students; we're not just focusing on some students. This has just been so powerful," Helen says.

*Embrace new technology.* Integrating new technology—such as making

## Take it with you!

For the SIM Professional Developer on the go, Helen Barrier recommends investing in a few pieces of hardware and software that can make your life easier and your presentations more enjoyable for your audience.

○ *Portable scanner.* Look for a scanner that requires only one cord to connect directly to your computer's USB port.

○ *External speakers.* If you're going to show video clips from your computer during your presentation, external speakers will boost the sound capability and quality and ensure that even participants at the back of the room don't become disgruntled.

○ *Dazzle Digital Video Creator from Pinnacle.* This product allows you to convert VHS clips to digital clips that you can embed in your presentations. A quick search of the World Wide Web for "digital video converter" will turn up other, similar products.

**SAMPLE LONG-TERM SCHEDULE**  
**Kipps Elementary School**  
**Content Enhancement Training Schedule**

<b>Year One:</b>	<b>Routine:</b>	<b>Who's Involved</b>
Spring 2004	Unit Organizer & Coaching	4 <sup>th</sup> & 5 <sup>th</sup> grade
Summer 2004	Course Organizer & Coaching	5 <sup>th</sup> grade (all day)
Fall 2004	Course Organizer & Coaching	4 <sup>th</sup> grade (all day)
Winter 2005	Overview of Content Enhancement at Faculty Meeting	Lynn & Faculty
Winter 2005 (early February)	Concept Mastery & Coaching	4 <sup>th</sup> & 5 <sup>th</sup> grade (all day)
Winter 2005 (February)	Course Organizer & Coaching Course Organizer & Coaching	3 <sup>rd</sup> grade (all day) 2 <sup>nd</sup> grade (all day)
Spring 2005	Course Organizer & Coaching Course Organizer & Coaching	1 <sup>st</sup> grade (all day) Kindergarten (all day)
<b>Year Two:</b>		
Fall 2005	Unit Organizer & Coaching	K-3 <sup>rd</sup> grades (will be individual grades all day)
Fall 2005	Concept Comparison & Coaching	4 <sup>th</sup> & 5 <sup>th</sup> grades
Spring 2005	Concept Mastery or Concept Comparison & Coaching	K-3 <sup>rd</sup> grades
Estimated cost: ~\$15 per manual		
Year 1 approximately \$400		
Year 2 approximately \$600		

*Developed by Lynn Graves-Jacomen, Blacksburg, Va., SIM Professional Developer*

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the most of e-mail or embedding video clips in presentations—can improve understanding of your message in ways that simply telling your audience cannot. Here are some of Helen's favorite uses of technology:

- Video clips. Visit SIMville to get a list of clips that are appropriate for different aspects of your workshops. SIM PD Sue Woodruff often offers new lists during the annual International SIM Conference. Sue will present a preconference workshop this year entirely devoted to the subject. See the conference information page on [www.kucrl.org](http://www.kucrl.org) for more information about *Making Professional Development Fun and Thought Provok-*

*ing Using Video Clips*. For more sources of clips, look for movie sites where you can download trailers, which often allow you to tell the whole story without going to the trouble of editing out pieces you don't need, Helen says.

- [Graphicorganizers.com](http://Graphicorganizers.com) offers a collection of materials that can support your SIM work.

- [Powerof2.org](http://Powerof2.org) contains invaluable information for collaboration, Helen says. The site is no longer monitored, but the information is still valid.

- GIST, formerly known as the Interactive Organizer software, allows you to create and link SIM graphic organizers, embed additional materials, and organize

your presentations. Two preconference workshops will offer basic and advanced levels of GIST skill development. See the conference information on our web site for more information about these workshops.

- A portable scanner can lighten your load. When teachers complete sample products, Helen scans them and saves them as files on her computer. She can show the samples without an overhead projector; she doesn't have to do a lot of extra copying to share the samples; and when the workshop is finished, she has a file of all of the teachers' materials for which she can then provide feedback.

## ON-SITE WORKSHOP/INSERVICE

# \_\_\_\_\_

### Request Form

**Directions:** Complete this form and return it to T/TAC. We will contact you to discuss your request when we receive the completed form. Thank you! Fax (xxx) xxx-xxxx.

Date (form filled out): \_\_\_\_\_

Requestor's name and title: \_\_\_\_\_

School division (county): \_\_\_\_\_

School: \_\_\_\_\_

Requestor's telephone number: \_\_\_\_\_

Proposed location of workshop: \_\_\_\_\_

Participants:

(example: all K-5 general, \_\_\_\_\_

special education teachers, \_\_\_\_\_

paraprofessionals) \_\_\_\_\_

Maximum number of participants: \_\_\_\_\_

Workshop topic:

(example: writing IEPs) \_\_\_\_\_

Specific areas you would like to see addressed in the workshop:

(example: writing a quality present level of performance, goals, short-term objective, and benchmarks; the relationship between the Virginia SOL and individual students' IEPs):

\_\_\_\_\_

#### OPTION 1

☐ I am requesting the workshop on the following date(s)

Please keep in mind: Given the number of scheduled T/TAC workshops and activities, we cannot guarantee that we will be available for your requested date(s).

#### OPTION 2

☐ Our schedule is flexible and we can discuss the date(s) when you contact me.

#### PLEASE NOTE

1. Effective practice requires sufficient time to address workshop topics thoroughly. Therefore, many on-site workshops are offered only as ½ day, full day, or multiple day events, depending on the topic.
2. Workshop participants may be expected to complete pre- and/or post-workshop activities in order to efficiently use workshop time.
3. We need sufficient time to make multiple copies of workshop materials; please schedule your workshops well in advance.

## After a professional development session

*Don't stop now.* The most valuable professional development continues even after the PD session ends, Helen says. Coaching is extremely important to the long-term success of SIM in a school. Without it, high implementation with fidelity cannot be expected. With every PD session, plan to make contact with every participant through personal coaching during individuals' planning periods, e-mail, brainstorming by phone, or small-group meetings by schools or departments. The bottom line is that without coaching, you are wasting your time and theirs, Helen says.

Always structure your professional development so that teachers have "assignments" to complete once it's over, and this will help to sustain interest, Helen says. Likewise, she advocates building your own knowledge base by participating in the SIM Professional Developer e-mail discussion list, including taking the time to answer questions posed to the list, and visiting SIMville for new ideas. Finally, when possible, gather with nearby SIM PDs to share information and experiences.

## Miscellany

Embedding video in your PowerPoint presentations is relatively simple. You must have the video clip you want to use stored on your computer in a digital format. Then, on the PowerPoint slide where you want the video to show,

- Select the "Insert" drop down menu.
- Select "Movies and Sounds."
- Select "Movie from File."
- Select your movie file.

Voila!

...

Use the hyperlinking capabilities in PowerPoint to help you organize your presentations. You can link to web pages or materials on your computer. The hyperlink function is also available in the "Insert" drop down menu. See PowerPoint Help for more information.



## SAMPLE "PRE-LETTER"

### The Unit Organizer Routine &

### The Framing Routine

Content Enhancement Routines

University of Kansas Center for Research on Learning

Helen Barrier/Ben Tickle

January 2005

In all the hustle and bustle of teaching, AYP and "school stuff," we're sure you're feeling it's time for a few new ideas to assist you in facilitating success with your students. Lucky for you! On March 15, 2005, you and your fellow collaborating teacher will be involved in a full day of staff development involving two additional Content Enhancement Routines to be held at the James Madison Middle School Library from 8:15 a.m. to 3:30 p.m.

You have already completed the **Course Organizer Routine** with Ben identifying your critical concepts, course questions, and finally "chunking" your course into units of instruction. Now you will be pulling those "chunks" and organizing what to teach in each unit and use it to present the big picture to your students to them to see the connections between your daily lessons. In the afternoon, we will be learning the **Framing Routine** to assist you in planning and teaching main ideas and details about the content you are teaching.

It would be very helpful if you come to the session with some background knowledge of the KU Center for Research on Learning and the Unit Organizer and Framing Routine, so check the web site at <http://www.kucrl.org>.

In order to make the most out of our time together (because I know your time is precious), please come prepared with the following materials:

**\*Your completed Course Organizer to share with the group**

(Please bring your Course Map and Course Questions on an overhead or CD, etc.)

**\*Planning materials for the units you are teaching!**

(This may include textbooks, curriculum guides, teachers' manuals, and enrichment materials)

We will work through the framework of the routine, and you will spend time designing your own samples, focused on your own course, so that the information is applicable to you and your own students.

We look forward to meeting with you and spending the day enhancing your curriculum and setting everyone up for success!

**March 15, 2005, from 8:15 to 3:00 and we will provide lunch!**  
**James Madison Middle School Library**

Helen Barrier  
High Incidence Coordinator  
VDOE T/TAC @ VA Tech

Ben Tickle  
High Incidence Coordinator  
VDOE T/TAC @ VA Tech





It's not too late to register for the 2006 International SIM Conference!

We have many exciting events planned for this year's conference, including a keynote address by Elizabeth B. Moje, who specializes in urban youth culture and youth literacy, content area/disciplinary literacy, and qualitative research methodology.

See the tentative schedule at right and visit our web site for current information and registration forms.

We hope to see you there!

## Tentative Conference Schedule

Wednesday-Friday, July 19-21, 2006  
SpringHill Suites • Lawrence, Kan.

### Wednesday, July 19

8:45 a.m.-10:15 a.m.  
10:30 a.m.-11:30 a.m.  
11:30 a.m.-1:00 p.m.  
1:00 p.m.-3:15 p.m.  
3:30 p.m.-5:00 p.m.  
5:00 p.m.-6:30 p.m.  
6:30 p.m.-8:00 p.m.

Welcome, opening session  
Breakout sessions  
Lunch on your own  
Breakout sessions  
Kaleidoscope  
Social  
Dinner for first-time attendees

### Thursday, July 20

8:00 a.m.-9:15 a.m.  
9:30 a.m.-11:15 a.m.  
11:30 a.m.-1:00 p.m.  
1:30 p.m.-5:00 p.m.

Keynote speaker  
Breakout sessions  
Recognition luncheon  
Breakout sessions

### Friday, July 21

7:30 a.m.-8:45 a.m.  
9:00 a.m.-12:15 p.m.  
12:30 p.m.-1:00 p.m.

Poster session and continental breakfast  
Breakout sessions  
Closing session



ADDRESS SERVICE REQUESTED

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