

# Stratenotes

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## Images help tell our story

We are pleased—overjoyed, ecstatic, and thrilled—to introduce official logos for the Strategic Instruction Model and the Content Literacy Continuum. These tools fill a need we have long felt in our network and are designed to support your professional development work and strengthen the messages our community sends to those with whom we work.

KU-CRL began the months-long process of developing these logos by closely examining the image and message we want to project. Graphic designer David Gnojek drew on his experience to write “creative briefs” for each logo describing in detail the purpose of developing the logo, the audience for each, our communication objectives, and competitive positioning.

We interviewed representatives of each potential audience (teachers, professional developers, administrators, KU-CRL staff, to name a few) to clarify their needs and perceptions in relation to a SIM or CLC logo, and David began putting ideas to paper. Many meetings and interviews later, and after starting from scratch—again!—multiple times as a result, we have two strong logos and a “visual identity system” to accompany each.

The final logos build on the strength and history of KU-CRL, SIM, and CLC. Both convey a sense of quality, stability, research, and expertise. The logos are visually linked by a common format and common type style. These similarities are purposeful illustrations of the deep connection between SIM and CLC. At the

to symbolism and message, they take their real meaning from two factors:

1. The nearly 30 years of research conducted by KU-CRL that underpins SIM and CLC.
2. The decades of quality, personalized, effective professional development provided by you and other dedicated members of the SIM Network.



### **Speaking symbolically**

In addition to the concepts these images represent to the outside world, they embody special meaning for the SIM Network: Pride in our community, credibility of our work, and fidelity to the research base that underpins both SIM and CLC. Used on your business cards, letterhead, or presentation materials, these images will identify you as a representative of an organization dedicated to improving education for all students.

To be most effective, the logos must be used with consistency in a manner that supports the messages we promote. Consequently, we have developed guidelines to help you use these logos effectively. A graphic standards manual for the SIM logo is available now on SIMville, and a similar document for the CLC logo will be available soon.

same time, the graphic elements and choice of colors set each logo apart and establish separate identities for each. The graphics in the SIM logo, for example, speak directly to teachers and students, while the CLC logo graphics reach out to a wider audience of decision-makers.

Although these logos are beautifully designed with careful attention

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# The SIM Logo



OFFICIAL SIM SIGNATURE



SIM MARK 1



Strategic Instruction Model

SIM MARK 2

The image we have chosen to represent SIM is called the “SIM signature,” or logo. It consists of the SIM acronym; a graphic of an adult and student, with the student holding a gold star; and the name “Strategic Instruction Model.” The graphic, an adaptation of the final figure in the Reach for the Stars series, links the new logo to SIM’s history.

In addition to the SIM signature, two variants of the logo may be used when space constraints or context does not allow for use of the full logo. These variants are referred to as “SIM marks.” The first consists of only the figures without text. They are enclosed in a rectangle, which has rounded corners. The second combines the figures with the words “Strategic Instruction Model,” but does not include the acronym. This mark is particularly effective when surrounded by a good amount of

## THE MESSAGE

SIM provides the means for low-achieving students to have independence and success in learning critical content in schools.

## COMPETITIVE POSITIONING

In the arena of research-based programs, KU-CRL’s relentless focus on high standards puts it at the top of its class.

white space.

To be most effective, the logo and related images should always be used in a consistent and dignified manner. To guide SIM professional developers’ use of these graphics, we

have assembled a graphic standards manual, which is available on SIMville. Also available on SIMville are the following:

- Graphics files for the logo and marks, in color or pure black and white. These files are available in jpg, tiff, and eps formats. The download page provides tips for which format to use in your documents.
- A stationery template. You may take this Word document, which already features the SIM logo, and incorporate your own contact information to use in your professional development activities. Available in color or black and white.
- A business card template. This document (in either Word or PowerPoint formats) may be customized with your name and contact information. Available in color or black and white.

# The CLC Logo



## THE MESSAGE

CLC provides the means for schools to implement a comprehensive literacy program to enhance the performance of all students.

## COMPETITIVE POSITIONING

The CLC is one of the most effective and comprehensive frameworks to help schools improve their literacy programs and the literacy skills of their students.

The image we have chosen as the CLC logo consists of the letters "CLC," a graphic, and the words "Content Literacy Continuum." The graphic represents the five levels of the continuum in the form of five nested circles: dark blue, white, green, white, and light blue. The open circles reveal a figure, hands in the air to symbolize success, and their nested nature represents the all-encompassing CLC framework for whole-school improvement.

The fonts in the CLC logo are the same as those in the SIM logo,

conveying the message that SIM and CLC are inextricably linked. At the same time, the CLC logo may stand on its own as a strong identifier for whole-school initiatives undertaken by members of the SIM Network.

To be most effective, the CLC logo should always be used in a consistent and dignified manner. To guide your use of the logo, we are developing a graphic standards manual, similar to the one we assembled for the SIM logo. Both manuals will be available on SIMville.

Also available on SIMville are

graphic files for the logo in color or black and white. You may download these graphics in jpg, tiff, and eps formats. The download page provides tips for which format to use in your documents.

As we move forward with this CLC graphic identity, we anticipate making additional templates available. These may include letterhead, business cards, and PowerPoint templates. We welcome your suggestions for materials you would find useful to support your work. Please e-mail suggestions to [jtollfson@ku.edu](mailto:jtollfson@ku.edu).

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## CALENDAR

### January 17-18, 2007

Florida Update  
Altamonte Springs, Fla.  
Contact: Mary Little  
(projcentral@mail.ucf.edu)

### January 22-24, 2007

Instructional Coaching  
Lawrence, Kan.  
Contact: Mona Katz or Kathy Schmidt (crl@ku.edu | 785.864.0626)

### January 25-27, 2007

Coaching Classroom Management  
Lawrence, Kan.  
Contact: Mona Katz or Kathy Schmidt (crl@ku.edu | 785.864.0626)

### January 26-27, 2007

West Regional Update  
Harrah's Las Vegas Hotel  
3475 Las Vegas Blvd South,  
Las Vegas  
888.458.8471 | group code: SHUKC7  
Contact: Barbara Millikan (barbara\_millikan@beavton.k12.or.us) and Susan Miller (millersp@unlv.nevada.edu)

### January 27-30, 2007

SIM Institute: Writing Strategies  
Lawrence, Kan.  
Contact: Mona Katz or Kathy Schmidt (crl@ku.edu | 785.864.0626)

### February 1-3, 2007

Northeast Regional Update  
Crowne Plaza Hotel  
Washington National Airport  
1480 Crystal Drive,  
Arlington, Va.  
www.ichotelsgroup.com/h/d/cp/1/en/hotel/wasna/transportation | 703.416.1600  
Contact: Joan Fletcher (jflteacher@winningwaysinc.com)

(More calendar on page 7)

## PROFESSIONAL DEVELOPMENT TIP

# Helping teachers find value of strategy use for students

### *The Situation:*

Our district has found the *LINCS Vocabulary Strategy* and the *Vocabulary LINCing Routine* to be very helpful for English as a Second Language students, even first-year students. A literacy coach in another district has asked for our assistance. Some ESL teachers in her district say LINCS won't work with first-year students. Do you have comments or suggestions we might share with this literacy coach?

### *Ed Ellis, author of LINCS, responds:*

The most common reason that teachers give for not teaching strategies is that their "students cannot learn them or the students are not ready to learn them." In a great many instances, the core problem is not whether students are ready to learn strategies such as LINCS, but rather that the teachers themselves are not ready to teach them. In other words, they lack the competence and confidence needed to feel ready to teach them. All of the persuasive evidence, compelling data, and rationale for doing it in the world will not increase these teachers' willingness to teach LINCS if they do not feel ready themselves.

This means that this is a professional development problem, not a teacher-motivation problem. Thus, the first thing I'd look into is finding out just how good the teachers in this district are about being able to create LINCS devices themselves. If they struggle with it, you can bet they will be reluctant to teach LINCS to first-year students or anyone else. If they are not fairly adept at creating LINCS devices, then this means you need to design more

practice activities to develop teachers' skills in this area.

If the teachers *are* adept at creating LINCS devices (and they have demonstrated this ability when teaching LINCS to others), then the problem is more one of perception of student ability and not having sufficient exposure to actually experiencing the success with this population of students (the only real data that most teachers pay attention to). If this is the problem, then there are several options to try:

- You can arrange a conference call between these teachers and teachers in your district to discuss whether LINCS should be taught to first-year students and how your teachers do it.
- Have one of your teachers visit the other district to demonstrate, via guest teaching in a real classroom, how she or he teaches LINCS to the first-year students. You could do this via live streaming video on the web.
- Create a temporary team-teaching situation in the district in which one teacher who is adept at teaching LINCS pairs with another, and they engage in peer-coaching.
- Show the resistant teachers evidence of success, such as samples of LINCS devices created by first-year students, video of students talking about how LINCS has helped them, and performance data such as scores on vocabulary tests.

*If you have a question or suggestion that members of the SIM Network would find helpful, please send it to jtollefson@ku.edu.*

# 2007 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 or address 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 professional developer
- ☐ other

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

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

## Indicate the student populations with which you are most familiar:

- |                              |                                   |                                      |
|------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> ESL | <input type="checkbox"/> At Risk  | <input type="checkbox"/> Gen. Ed.    |
| <input type="checkbox"/> LD  | <input type="checkbox"/> Hear Imp | <input type="checkbox"/> Adults      |
| <input type="checkbox"/> BD  | <input type="checkbox"/> Vis Imp  | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> MR  | <input type="checkbox"/> Autism   |                                      |
| <input type="checkbox"/> ADD |                                   |                                      |

(Continued on Page 6)

**Check the strategies and routines in which you feel that you are an expert and are willing to advise others.**

**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
- ☐ ETT = Essay Test Taking
- ☐ MATH Strategies
- ☐ SLANT

- ☐ THINK
- ☐ LEARN
- ☐ BUILD
- ☐ SCORE
- ☐ TEAM = Teamwork
- ☐ FIT = Following Instructions Together
- ☐ OT = Organizing Together
- ☐ TNT = Taking Notes Together
- ☐ TALK = Talking Together
- ☐ FT = Focusing 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

**Optional Information**

*KU-CRL may use the following information when writing grant proposals. Completing this section is optional.*

What are your main areas of interest related to SIM?

About how many teachers attend your professional development sessions annually?

Circle the gender that describes you.  
Female    Male

Place a check next to the race that describes you.  
(Check all that apply)

- ☐ Black/African-American
- ☐ American Indian/Alaskan Native
- ☐ Asian/Pacific Islander
- ☐ Caucasian
- ☐ Hispanic
- ☐ Other (Explain: \_\_\_\_\_)

Place a check next to the age that best describes you.

- ☐ 20-29    ☐ 40-49    ☐ 60-69
- ☐ 30-39    ☐ 50-59

Place a check next to the highest degree you have earned:

- ☐ Associate's    ☐ Bachelor's
- ☐ Master's    ☐ Doctorate

Place a check next to all of the following that describe student populations with whom you have worked.

- ☐ Black/African-American
- ☐ American Indian/Alaskan Native
- ☐ Asian/Pacific Islander
- ☐ Caucasian
- ☐ Hispanic
- ☐ Other (Explain: \_\_\_\_\_)

In what areas do you hold certification/licensure and any endorsements?

Comments/Questions:

# RENEW NOW!

## Strateworks Renewal 2006-2007

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

## 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 2006, your membership is valid from September 2006 through August 2007. You will receive back issues of all newsletters published before your renewal, if applicable.

### MORE CALENDAR

#### March 1-3, 2007

Southeast Regional Update  
Holiday Inn Historic District  
125 Calhoun Street,  
Charleston, S.C.  
843.805.7900 or  
877.805.7900 | group  
name: SE SIM Update  
Contact: Jerri Neduchal  
(jerrinsisinc@aol.com)

#### May 29-June 2, 2007

SIM Learning Strategies  
Institute for Preservice  
Teachers  
Lawrence, Kan.  
Contact: Mona Katz or Kathy  
Schmidt (crl@ku.edu |  
785.864.0626)

#### May 29-June 2, 2007

Teaching Content to All:  
Effective College Teaching  
Lawrence, Kan.  
Contact: Mona Katz or Kathy  
Schmidt (crl@ku.edu |  
785.864.0626)

#### June 19-22, 2007

SIM Reading and Writing  
Strategies  
Lawrence, Kan.  
Contact: Mona Katz or Kathy  
Schmidt (crl@ku.edu |  
785.864.0626)

#### June 19-22, 2007

More SIM Strategies  
Lawrence, Kan.  
Contact: Mona Katz or Kathy  
Schmidt (crl@ku.edu |  
785.864.0626)

#### June 27-30, 2007

SIM Institute: Writing  
Strategies  
Lawrence, Kan.  
Contact: Mona Katz or Kathy  
Schmidt (crl@ku.edu |  
785.864.0626)

#### June 27-30, 2007

SIM Institute: Intro to Content  
Enhancement  
Lawrence, Kan.  
Contact: Mona Katz or Kathy  
Schmidt (crl@ku.edu |  
785.864.0626)

## INSIDE:

- **StrateDirectory Info form:**  
Complete this form to be added to the directory or to update your information. Pages 5-6
- **Strateworks Renewal Form:**  
It's that time again! Page 7

### Announcements

- If you missed Mike Hock's presentation and panel discussion during the online seminar Reflections on Summer Literacy Strategies: What Can Summer Programs Do To Support Adolescents' Literacy Development?, the audio recording is available on the Center for Summer Learning web site:  
[www.summerlearning.org/resourcesresearch/SeminarStreaming.html](http://www.summerlearning.org/resourcesresearch/SeminarStreaming.html)
- A complete list of 2007 SIM institutes is available on our web site: [www.kucrl.org/institutes](http://www.kucrl.org/institutes).



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

If you haven't renewed your *Strateworks* membership for 2006-2007, this will be your last issue of *Stratenotes*.

- If there is a red dot on the mailing label of this newsletter (see below), 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.



### ADDRESS SERVICE REQUESTED

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Joseph R. Pearson Hall

### STRATENOTES Volume 15, Issue #1

The University of Kansas

**KU**  
CENTER FOR RESEARCH ON  
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