Stratenotes

2007 Conference in Review

Julie Tollefson
KU-CRL

Heroes take journeys, confront dragons, and discover the treasure of their true selves.

–Carol Lynn Pearson

Nearly 200 heroes journeyed to Lawrence in July to discover the treasures of the 2007 International SIM Conference. From keynote speaker Patricia Alexander to Don Deshler's closing remarks about the future of SIM, the three-day treasure hunt flew by, with every participant surely uncovering a gem or two worth keeping.

Brightest stars

KU-CRL recognized recipients of three awards:

- **Anita Friede**, a superb leader in the SIM Network and a tireless advocate for struggling learners, received the SIM Leadership Award. She is a SIM Professional Developer from New York. (See page 4 for profile of Anita's work and leadership within the Network.)

- **Riverbank (Calif.) High School**, which has embraced the work of the Center and become an outstanding example for all who desire improved outcomes for schools and students, received the SIM Impact Award. Riverbank has adopted and incorporated numerous components of the Strategic Instruction Model throughout the school. (An article about Riverbank's accomplishments appears in the August issue of *Strategram*, which is at the printer now.)

- **Randy Sprick**, lead author of the Safe and Civil Schools series,

The Treasures of SIM
July 18-20, 2007

received the Gordon R. Alley Partnership Award. Through his work with the Center, he has repeatedly demonstrated the generosity and collaborative nature the award is intended to honor. (Watch the next issue of *Strategram* for a full profile of Randy and his work with the Center.)

Read profiles of all three award recipients now on the Center's web site: www.kucrl.org/conferences/sim.

Shiny new treasures

Treasure hunters found two new manuals, revisions to an old favorite, and two new books on instructional coaching to stash in their booty bags.

- The *Fundamentals of Paraphrasing and Summarizing* is designed to help students acquire the basic skills they need to have so they can learn to identify and paraphrase main ideas and details.

- The goal of the *Inference Strategy* is to improve students' ability to comprehend reading passages and to respond to inferential questions

CONTENTS

SIM Strategic Instruction Model™

as required in most subject-matter classes and on state assessments.

- Several changes have been made to the *Word Identification Strategy*. See page 6 for details.
- *Instructional Coaching: A Partnership Approach to Improving Instruction* by **Jim Knight** (Corwin Press) takes a comprehensive look at coaching, based on Jim's research, from what coaching looks like to coaches as leaders of change. The book (a 2007-2008 StrateReaders selection) includes first-person stories, resources, and many tools.
- *Coaching Classroom Management: Strategies and Tools for Administrators and Coaches* by Randy Sprick, **Jim Knight**, Wendy Reinke, and **Tricia McKale** (Pacific Northwest Publishing) covers the administrator's role, including vision, expectations, and walk-throughs; coach's role, including components, tools, intervention, and classroom check-ups; and communication and partnership. The book and its accompanying CD toolkit are designed to close the gap between research and actual classroom management practices.

Sparkling connections

In a week packed full of tantalizing topics, participants found it nearly impossible to choose which sessions to attend. Here's just a small sampling of the goodies on offer throughout the week. (See www.kucrl.org/conferences/sim for a complete list of sessions and page 8 to order DVDs of select sessions.)

- In "CLC as RTI," Don Deshler and Barb Ehren drew parallels between our Content Literacy Continuum™ and the responsiveness to intervention programs that are receiving considerable attention nationally.
- "Content Enhancement: What is 'Good' Implementation" found

Jan Bulgren, Keith Lenz, and Bev Colombo discussing how to measure high-quality Content Enhancement uses at the course, teacher, department, and school levels.

- Keith, Jan, Don, and Barb explained why CLC literacy improvement efforts include teaching routines in "The Link Between Content Enhancement and Literacy."
- In an effort to respond to increasing questions about the research foundation of SIM, Don, Jan, Mike Hock, and Jean Schumaker "Dished about Data" in a lively general session.

Patricia Alexander

Golden nuggets

- Keynote speaker Patricia Alexander of the University of Maryland focused our attention on the role of motivation in strategic learning and strategic teaching. She emphasized three qualities necessary for students to achieve academic success: skill, will, and thrill.
- During the poster session, Desiree Carmen, an eighth-grade student at Lincoln Middle School in El Paso, Texas, presented the results of her science fair project, a look

at how the *Test-Taking Strategy* affects individual learning styles in students. She presented her hypothesis, procedure, results, graphs, and conclusion about why the strategy works.

- The annual kaleidoscope session offered a combination of professional development tips and book reports. One of the tools shared during this session, "Keys to Success Checklist," is now available on SIMville. Gail Cheever, Learning Specialist from Trophy Club, Texas, created the checklist and finds it useful when conducting follow-ups in classrooms.
- StrateReaders, our online book club, has moved. Its new location, http://courses.stratepedia.org/course/view.php?id=45, will allow more options for you to participate in these book discussions. See page 5 for information about StrateReaders' plans for 2007-2008.
- Don presented "Advancing Adolescent Literacy Initiative" during the poster session. See "Literacy Reports" in the PD Skills and Standards section of SIMville for a listing of and links to adolescent literacy program-related publications supported by the Carnegie Corporaton of New York.

Electrifying gems

Our continuing exploration of new ways to use technology in our work figured prominently in numerous sessions.

- Amber Rowland and Jana Craig Hare demonstrated the Levels of Technology Implementation (LOTI) tool from KU-CRL's ALTEC division. LOTI helps teachers assess technology use in the classroom.
- An interactive multimedia program from Edge Enterprises teaches at-risk students social skills that pro-

Desiree Carmen

vide alternatives to behaviors that result in social problems. The four skill lessons developed to date are Dealing with Critical Feedback, Coping with No, Accepting Advice, and Negotiation. Three new skills are in the final stages of development.

- Another Edge product offers professional development programs for Strategic Tutoring skills and for Content Enhancement Routines.

- Paula Lancaster, Grand Valley State University, demonstrated Wordsmith, a computerized game show for teaching word parts.
- Aaron Sumner and Amber Hoffman guided session participants through Stratepedia's Online Learning Labs, all-new Library, Dossier assessment system, and other web-based supports designed to create and nurture collaborative, interactive environments. (See page 6.)
- Representatives from Teachscape reviewed how technology-enabled professional learning can be used in conjunction with face-to-face professional development and previewed SIM modules the company is developing in collaboration with KU-CRL.

–Lauren Larsen, KU-CRL, contributed information to this article.

KU-CRL Pearl Anniversary SIM Conference
30 Years with SIM

July 16-18, 2008
Kansas City Marriott, Country Club Plaza,

4445 Main, Kansas City MO

Make your reservations early. Call 816.531.3000 or 800.810.3708
Online reservations: use the group code "simasima" at http://marriott.com/property/
propertypage/mcipl?groupCode=simsima&app=resvlink

For more information, go to kucrl.org/conferences

E-mail ideas for presentations, kaleidoscopes, posters to Mona Katz at mkatz@ku.edu
Watch for more information in future issues of Stratenotes.

SIM Leadership Award
*Anita Friede, Independent Professional
Developer, New York, N.Y.*

The SIM Leadership Award recognizes individuals who have shown exceptional leadership and excellent service to the Strategic Instruction Model™ by helping educators become strategic teachers and, as a result, students become strategic learners. Recipients are standout leaders in the SIM International Professional Development Network, sharing their energy and knowledge and inspiring their colleagues to greater achievements. We recognize their achievements, their courage despite adversity, and their unwavering belief in the power of individuals to join together to make a difference in the lives of students. This year's recipient is Anita Friede, a superb leader in the Network and a tireless advocate for struggling learners.

Anita Friede

Anita Friede feels the urgency of her work. Despite 20 years of experience with the Strategic Instruction Model™—including 10 as a certified SIM Professional Developer—she believes she has much more work ahead of her to help fill the great need in schools across the country. "If I'm in 15 districts or I've touched 15 districts, there's got to be 500 that I haven't touched...or not I, SIM hasn't touched," she says with characteristic modesty.

Friede's passion on behalf of students has made her a standout leader in the SIM International Professional Development Network, one her colleagues know as a savvy and compassionate collaborator. They say her thirst for knowledge makes her a valuable resource to the Network and to those with whom she works. Her warm personality and the value she places on workshop participants' experiences build a foundation of trust that opens new doors for SIM. Her desire to ensure the best possible outcomes for students, especially those who struggle with learn-

ing, drives her toward ever bigger goals. "Anita's tough," says Don Deshler, director of the University of Kansas Center for Research on Learning. "She does not get detoured by barriers that she encounters. I have not met anyone more resilient or more optimistic in the face of what seems to be overwhelming odds. There's always a way to break through, and by golly, she does it!"

These qualities have earned Friede numerous admirers in the SIM world, among them Jean Schumaker, retired associate director of the Center. "She really understands what she's talking about, because she's actually done it herself," Schumaker says. Before Friede presents a new SIM intervention to teachers, she tests it with real students, often drawn from her private practice in which she tutors many students who face dire social and academic consequences if they fail to achieve at acceptable levels in New York City's highly competitive private schools.

For Friede, having that experience is invaluable when it comes to conducting professional development sessions. "You have to be believable when you're in front of 25 teachers," she says. "The only way to really be believable is to stand there and say, 'I tried it. I found this was the challenging part. This was the easy part.'"

Friede's preparation and knowledge encompass such larger topics as adolescent literacy and responsiveness to intervention. The administrators and teachers with whom she works rely on her understanding of complex educational issues to help them navigate new demands on their schools and instructional practices. "Things are changing so quickly with No Child Left Behind. Every day, it seems like there's a different mandate out there. I feel very comfortable knowing that Anita's a phone call away when I have a question," says Lucille McAssey, principal at Waverly Park Elementary School in East Rockaway, N.Y., part of Lynbrook Public Schools. Friede has worked with the district for several years, hired to serve as an educational consultant in special education. She has become a key resource exceeding original expectations. "I think in order to do any kind of staff development, people need to trust you," McAssey says. "Anita has that inherent sense of warmth, honesty, sincerity. Teachers trust her. I trusted her with my school, and I trust her as a confidant and someone who I look up to for advice on instructional strategies."

Friede has parlayed her classroom, tutoring, and professional development experience into a regional SIM initiative encompassing dozens of schools and positively influencing the lives of tens of thousands of students. The personal experiences that enrich her professional development work allow her to establish solid connec-

tions with teachers. "She hooked me immediately, because everything that she said made such good sense," says Michele Goodstein, a special education teacher at Waverly Park Elementary School. "Anita just has such a way of getting across what she needs to get across in a very non-threatening way."

Friede's influence extends far beyond classroom practices. Goodstein, like many who have encountered Friede's passion for SIM, will begin the process of becoming a certified SIM Professional Developer herself this summer. Another former teacher who followed in Friede's wake to become a certified SIM Professional Developer is Dotti Turner. Turner now works closely with Friede in conducting professional development sessions in the New York region. "She's been my mentor. She's been my role model. She's been my cheerleader. Now that I work with her professionally, she's just become a really, really close friend," Turner says.

Friede often recruits other SIM Professional Developers like Turner to work with her in fulfilling contracts with schools and districts. "We're trying to make the New York metropolitan area a place where SIM is part of the language just like some of the other programs," she says. She insists on follow-up and fidelity to the research-proven methods of SIM when establishing new contracts, and she collects data to define the needs of students in the schools in which she works. "When she teaches teachers how to use Learning Strategies with perfection, or she teaches teachers how to use Content Enhancement Routines with fidelity, she realizes the impact that that is going to mean for kids," says Patty Graner, director of professional development at the Center.

StrateReaders 2007-2008

StrateReaders, our online book club, has moved:

http://courses.stratepedia.org/course/view.php?id=45

The new location will allow more options for you to participate in these book discussions.

This will be the new permanent location for the book club, so please update any bookmarks that you might have to the site.

- The move makes StrateReaders part of Stratepedia. See page 6 for information about joining this collection of web-based supports designed to nurture collaboration.

StrateReaders participants will discuss four books in 2007-2008.

- *Is Literacy Enough? Pathways to Academic Success for Adolescents* by Catherine E. Snow, Michelle V. Porche, Patton O. Tabors, and Stephanie Ross Harris

- *Instructional Coaching: A Partnership Approach to Improving Instruction* by Jim Knight (KU-CRL researcher)

- *How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation* by Robert Kegan and Lisa Laskow Lahey

- *Made to Stick: Why Some Ideas Survive and Others Die* by Chip Heath and Dan Heath

The StrateReaders site includes links to an online bookstore for easy ordering.

PROFESSIONAL DEVELOPMENT TIP

Word Identification Strategy Changes

The *Word Identification Strategy* has been revised, in part to reflect current research findings and in part based on feedback from members of the Network. Here is an overview of the changes.

1. The names of the steps of the strategy have changed.

The first three strategy steps are now
• Discover the sounds and context
• Isolate the beginning
• Separate the ending

These names were changed because reading research indicates that struggling readers rely first on sounds to decode words. When readers rely on sounds to unlock words, they have a much higher probability of doing so than when they rely on context. Hence, the first step has been changed to reflect this research finding. In this step, students are prompted to first discover the sounds made by the letters in the word. Students are also to think about the context in which the word is embedded and, after each additional step in the strategy, to check whether the word they have pronounced fits within that context.

The second and third steps of the strategy have been changed because students often recognize a syllable at the beginning or end of a word and can pronounce it. These syllables are not true prefixes and suffixes; they are simply syllables with no meaning. Thus, the second step includes isolating syllables with no meaning and true prefixes from the rest of the word. The third step includes separating syllables with no meaning and true suffixes from the rest of the word.

Since the names of the steps have changed, all references to the steps have been changed throughout the instructor's manual. Significant changes appear in the Describe, Model, and Verbal Practice Stages with regard to how the teacher refers to the steps.

> Since the names of the steps have changed, all references to the steps have been changed throughout the instructor's manual.

2. Examples of prefixes and suffixes have changed.

In the initial version of the instructor's manual, a careful distinction was not made between syllables with no meaning at the beginning and end of a word and true prefixes and suffixes. They were all called prefixes (or suffixes). Some of these syllables appeared in examples in the manual and on the prefix and suffix lists.

In the new version of the manual, all the examples of prefixes and suffixes are true prefixes and suffixes. They all have meaning. The prefix and suffix lists have been rewritten to include the most common true prefixes and suffixes.

Cue Cards defining prefixes, compound prefixes, suffixes, and compound suffixes have been added.

The prefix/suffix test and the

worksheets have been revised to include only true prefixes and suffixes.

The prefix and suffix worksheets all now contain 36 items. The answer keys also have been revised.

3. The Controlled Practice Stage has been revised.

To help teachers understand the types of controlled practice activities that might be conducted, a section on planning assignments has been added to the "How to prepare" section. Three types of practice activities have been described: guided practice, cooperative practice, and independent practice. Teachers will need to understand that guided practice and cooperative practice are optional. Independent practice is required if students are to reach mastery. Experience has shown that if there is one thing that teachers do not do during instruction of the *Word Identification Strategy*, it is independent practice and requiring mastery. Please draw their attention to it during professional development sessions and coaching sessions.

4. The Advanced Practice Stage has been revised.

To help teachers understand the process of working students "up through the grade levels," an explanation has been added to the "How to prepare" section of the Advanced Practice Stage. Experience has shown that we need to emphasize this more in our professional development sessions. Please draw teachers' attention to it in your professional development sessions.

Mistakes in the instructor's manual

Three incorrect pages appear in the revised manual: pages 91, 95, and 107. Corrected versions of these pages will be sent with each order of the new books. The next time the manual is printed, the correct pages will be incorporated.
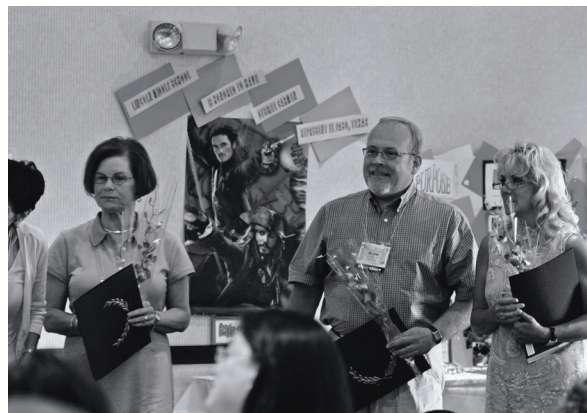
The Professional Developer's Guide

The Professional Developer's Guide has been changed to reflect the changes in the instructor's manual. It is available through KU-CRL. So far, changes have not been made to the PowerPoint presentation.

StrateNotes • Volume 15, No. 9 • August 2007 •

2007 Conference Session DVD Order Form

DVDs of several of this year's conference sessions are available for purchase at a ***cost of $10 per session***. Please use this form to order.

Name: _____

Address: _____

_____

E-mail: _____ Phone: _____

VISA/Mastercard #: _____ Expiration Date: _____

❑ Personal Card ❑ Business Card

If business, name of institution: _____

Signature authorization: _____ Phone #: _____

❑ **Check here if you need videotapes instead of DVDs.**

❑ **Kaleidoscope Session**

❑ **Poster Session**

❑ **B. CLC as RTI,** *Don Deshler and Barb Ehren*

❑ **C. CLC Development College,** *Suzanne Robinson*

❑ **D. Coaching Classroom Management,** *Jim Knight*

❑ **E. Computerized Instruction of Learning Strategies: It works!** *Paula Lancaster*

❑ **F. Content Enhancement: What is "Good" Implementation?** *Janis Bulgren, Keith Lenz, and Beverly Colombo*

❑ **G. Content Literacy Continuum: A Primer,** *Keith Lenz*

❑ **H. Dish About Data: Okay, But What Do These Numbers Really Mean?** *Mike Hock, Janis Bulgren, Don Deshler, and Jean Schumaker*

❑ **I. Focusing Together: Promoting Self-Management Skills in the Classroom,** *Gail Cheever*

❑ **J. Fundamentals of Paraphrasing and Summarizing,** *Jim Knight*

❑ **K. Fusion Reading: A Comprehensive Multi-Strategy Adolescent Reading Program,** *Irma Brasseur and Mike Hock*

❑ **L. GIST–Graphic Interactive Software for Teaching,** *Trent Steffen*

❑ **N. Implementing SIM in Higher Education Courses,** *Barb Duchardt*

❑ **O. Inference Strategy,** *Nanette Fritschmann*

❑ **P. Instructional Coaching,** *Jim Knight*

❑ **Q. Keynote: What's Love Got to Do With It? The Role of Motivation in Strategic Learning and Strategic Teaching,** *Patricia Alexander*

❑ **R. The Link Between Content Enhancement and Literacy,** *Keith Lenz, Janis Bulgren, Don Deshler, Barb Ehren*

❑ **S. LOTI: Levels of Technology Implementation: A Tool for Assessing Authentic Technology Use in the Classroom,** *Jana Craig Hare and Amber Rowland*

❑ **T. Mentoring for SIM Potential Professional Developers in Florida,** *Connie Gentle*

❑ **U. Neatest Things: Content Enhancement,** *Jerri Neduchal, Leslie Herod, Bruce Noah, and Gail Cheever*

❑ **V. Recent Development in Social Skills Instruction,** *Sue Vernon and Kristin Vernon*

❑ **W. The Recursive Nature of Buy-In and Understanding of CLC at the School Level,** *Suzanne Robinson and Barb Ehren*

❑ **Y. Strategic Learning Center Projects: The Past, Present, and Future**, *Suzanne Robinson and Beverly Colombo*

❑ **Z. Stratepedia: Recipes for Online Collaboration,** *Aaron Sumner and Amber Hoffman*

❑ **AA. STRUCTURE Your Reading,** *Barb Ehren*

❑ **BB. Technology-Enabled Professional Learning: A New Approach to Professional Development,** *Maryann Marrapodi and Saudhi Vargas*

❑ **CC. Virtual Workshops for Teachers and Tutors**, *Jean Schumaker and Paula Lancaster*

❑ **DD. Vocabulary Instruction for Students With and Without Disabilities in General Education Classes,** *Monica Harris*

❑ **EE. Word-Level Learning and the Revised Word Identification Strategy,** *Mike Hock and Irma Brasseur*

❑ **FF. Wordsmith: A Computerized Game Show for Teaching Word Parts,** *Paula Lancaster*

❑ **GG. Workshop: The Role of Motivation in Strategic Learning and Strategic Teaching,** *Patricia Alexander*

❑ **HH. Xtreme Reading: A New SIM Reading Course**, *Jean Schumaker*

❑ **II. Yo Ho Ho! It's Make Sense Strategies,** *Lisa Walsh*

Number of sessions selected @ $10 each: _____

Total for Order: **$_____**

Make checks payable to KU-CRL. Mail to KU-CRL
Joseph R. Pearson Hall
1122 West Campus Road, Rm. 517
Lawrence, KS 66045-3101

This is the last newsletter of the 2006-2007 membership year.

If you have not renewed your StrateWorks membership for 2007-2008, please take a moment to do so now.

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: _____

❑ Personal Card   ❑ Business Card

If business, name of institution: _____

Expiration Date: _____

Signature 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

SIM Leadership Award
(continued from page 5)

The same professionalism that has earned the respect of administrators like McAssey and teachers like Goodstein and Turner also makes Friede a model of leadership for the SIM Network and an extraordinarily capable resource for the Center. In the last several years, Friede's creativity, preparation, and quick mind have enriched Content Literacy Continuum initiatives, the intensive study of the Xtreme Reading program, and other high-profile national projects. At the same time, she continually nudges all those involved in these projects toward even grander goals. "She brings so much life into a room. She makes people feel very comfortable," says Graner. "But with Anita, the challenging question is always there as well. She pushes people to be the best that they can be."

The University of Kansas

KU LEARNING
CENTER FOR RESEARCH ON