Etiquette, guidelines, & FAQ for SIMTRAINER-L discussions

KU-CRL Staff

This issue of *Stratenotes* features SIMTRAINER-L, the e-mail discussion list for SIM Professional Developers. For those of you who are unfamiliar with SIMTRAINER-L, it is a list we maintain to facilitate communication among members of the SIM International Professional Development Network. Participating is as easy as sending and receiving e-mail messages.

When we set up this list (so long ago that we still referred to professional developers as "trainers"), only a handful of people subscribed. Now, more than 600 list members receive posts nearly every day. To ensure that we all have a common understanding of the purpose of SIMTRAINER-L and to keep the list functioning smoothly, we have developed the following SIMTRAINER-L Etiquette Guide and Frequently Asked Questions.

Also, on pages 3 through 5, you'll find summaries of some recent SIMTRAINER-L discussions. If you aren't already a subscriber to the list and you're intrigued by what you see here, e-mail Julie Tollefson (jtollefson@ku.edu) and ask to be added as a subscriber.

SIMTRAINER-L ETIQUETTE GUIDE

Policies and FAQs can be found in SIMville-->Professional Development Skills and Standards. Revisions will be posted there.

If at any time you are unsatisfied with the list, you may request to be removed. Contact the list owner directly. (At this time, Julie Tollefson—jtollefson@ku.edu—is the owner.)

Primary Purpose

The primary purpose of SIMTRAINER-L is to facilitate conversations among SIM Professional Developers; to provide a means of sharing information, tips, activities, and resources for professional development; to seek and give advice regarding SIM, CLC, professional development, or specific interventions; and to continue building our sense of SIM community between face-to-face encounters.

What It Is Not

This list is not a forum for political discussions, commercial enterprises, or individual member soap boxes.

Guidelines for Good Posts

- Be specific in your subject line so other members of the list can judge whether the topic will be of interest to them. If you respond to a message but change the topic, be sure to change the subject line, too.
- Send messages that are relevant to all members. These include requests for professional development advice, suggestions and tips, new resources, success stories, and other topics that support the primary purpose of the list (see above).
- Take personal conversations off list. If your answer really only applies to one or two people, e-mail those individuals directly.
- Make sure the substance of your message starts a relevant new thread, adds to the conversation, expands on a point, or clarifies a misconception. If it's been said once, it probably doesn't need to be said again.
- Respect others.

Do Not Post

- Messages that are off topic. If you are unsure, refer to the primary purpose of the list before posting your message.

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SIM
Strategic Instruction Model®

- Copyrighted materials (see copyright section below).
- Commercial messages. You may want to put links to your blog or Web site in your signature line, but make sure the substance of any message you post is on topic.
- "Me, too" posts: If it's been said once, please do not repeat it. You may always reply directly to the individual instead of to the entire list.
- Large attachments. See the attachments section below.
- Chain letters, virus warnings, jokes, or other off-topic posting.

We reserve the right to unsubscribe list members who do not comply with this policy.

Attachments

If the attachment you want to distribute is more than 4MB in size, *do not* send it to the list. Instead, please respond to the list and describe the resource you have available. Ask individuals to contact you directly to obtain a copy. Several list members are unable to receive large attachments. When a message to the list exceeds these members' capacity, the list owner receives multiple error messages, which can in turn overload the owner's e-mail system. Note that we are working on a long-range solution to this problem.

Copyrighted Materials

It is a violation of SIMTRAINER-L policies to share copyrighted materials for which you do not have the cre-

ator's permission. Please respect the copyright of the authors and creators who work so hard to develop the best possible materials for students and teachers.

Among the materials that you should not share on SIMTRAINER-L are scanned pages from any of the SIM Learning Strategies or Content Enhancement manuals. As a reminder, the copyright statement at the front of each of these books reads in part: "...no part of this book may be kept in an information storage or retrieval system, transmitted or reproduced in any form or by any means without the prior written permission of the copyright holder."

Refer to the copyright statement at the beginning of each manual to determine which pages may be copied and under what circumstances.

Easier to digest

If you are concerned about the volume of messages you receive from SIMTRAINER-L, you now have the option to receive list messages in *digest* form. With this option, all messages posted to the list on a given day are combined and sent to you at one minute after midnight the next day. The benefit of opting for digest is that you will not receive more than one e-mail message from SIMTRAINER-L per day. If you would like to switch to the SIMTRAINER-L digest option, e-mail Julie Tollefson (jtollefson@ku.edu).

SIMTRAINER-L FAQ

How did I end up on this list?
We do not add you to the SIMTRAINER-L discussion list unless you request that we do so. Most of you probably checked the "Add me to SIMTRAINER-L" box on your *Strateworks* renewal form.

How do I get off this list?
E-mail the list owner directly (jtollefson@ku.edu) and request that we remove you from the list.

My message was rejected. Why?
You must post messages to SIMTRAINER-L from the e-mail address you used to subscribe to the list. Even slight variations will cause messages to be rejected. For example, if you subscribed as abc@something.com but your e-mail account is set up to send from abc@mail.something.com, your message will be rejected.

How do I change my e-mail address on the list?
To change the address to which SIMTRAINER-L messages are sent (and the address from which you post messages), e-mail the list owner directly (jtollefson@ku.edu).

Other SIM Online Resources

SIMville Sign-On

User name: Network

Password: strategic

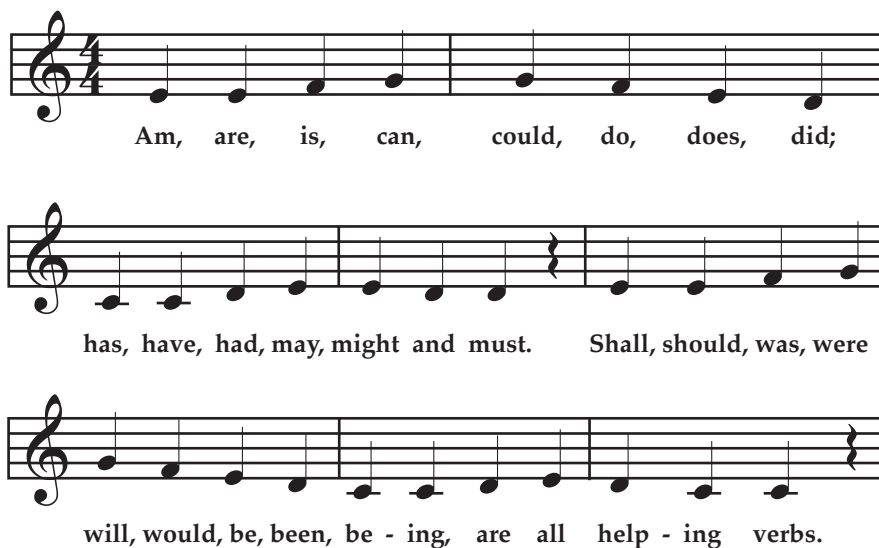**Stratepedia**

http://stratepedia.org

www.kucrl.org

SIMTRAINER-L BURSTS INTO SONG

SIMTRAINER-L subscribers are very generous in sharing advice and the resources they have accumulated or developed. In recent weeks, list discussions have been singing...literally. Breathe new life into your next professional development session with one of the musical numbers here and on page 4: helping verb songs set to Beethoven's *Ode to Joy, London Bridge is Falling Down,* or *Yankee Doodle Dandy.* On page 5, moving from music to classic television, Sue Woodruff shares an activity for opening a *Framing Routine* professional development session that features a clip from *The Brady Brunch.*

Helping Verbs Song

Based on the melody to *Ode to Joy* by L.V. Beethoven (1770-1827)

Am, are, is, can, could, do, does, did;

has, have, had, may, might and must. Shall, should, was, were

will, would, be, been, be - ing, are all help - ing verbs.

Dear friends of SIM: It is fun to use this at a *Fundamentals* professional development and with your students. I really enjoy singing it as a round. Enjoy!
— **Bruce Noah**, Instructional Coach, Rock Island, Ill.

LONDON BRIDGE

Since everyone is sharing songs, I thought I would pipe in. I rearranged the helping verbs to be somewhat in alphabetical order, but I got the general idea from Pro-Teacher.com. Sing this to *London Bridge.* "Being" has to be last because it is two syllables. You can do whatever order you prefer. I sing this to my nearly 2-year-old son, and I'm hoping it sets in soon. :-)
— **Jocelyn Washburn**, Stanardsville, Va.

Am, are, can, could
Do, does, did
Have, has, had
May, might, must
Is, shall, should
Will, would, was, were
Be, been, being

Helping Verb Doodle Dandy

I agree that all these variations of the Helping Verb Song or Rap are simply wonderful! In the Treasure Coast area of Florida, we have been using the *Helping Verb Doodle Dandy*, with an old familiar image saying, "Uncle Sam wants YOU to learn your Helping Verbs," which are sung to the tune of *Yankee Doodle Dandy* [see arrangement below]. I had heard that was something John Pfeiffer had developed for us all to share...

Years later, a friend of mine helped write up a *Preposition Song*, which we sing to the tune of *Bell-Bottom Trousers* or, if you don't know that one, to the tune of *Twinkle Twinkle Little Star*. Sharon Bittle has been known to play it from time to time during workshops.

Anyway, I thought John's version might be of interest to ya'll.

—*Mandy Horton Walker*, Tallahassee, Fla.

Am, is, are, was, were,
be, being, been

Have, has, had, do, does, did

Was, were, will, would, may, might, must

Can, could, … These are the helping verbs

All of these are helping verbs

All of these are helping verbs

All of these are helping verbs

They help to make a verb phrase

—*Sharon Bittle*, FDLRS Consultant, Fort Pierce, Fla.

Stratereaders

Stratereaders, the interactive, virtual book club, focuses on literature addressing our changing world, implications for education, professional development, leadership, and educational reform. **WHO:** SIM Professional Developers, SIM educators, book study groups, and anyone interested in reading and contributing. **WHEN:** The club reads a new book every two months from September through May. **HOW:** Log on to www.stratepedia.org, then click on Stratereaders to contribute your thoughts and ideas. A conference call will be held at the end of each reading period to discuss the featured book. Watch your e-mail (SIMTRAINER-L listserve) for information about participating in each call.

NOVEMBER-JANUARY
BOOK SELECTION

Influencer: The Power to Change Anything by Kerry Patterson, Joseph Grenny, David Maxfield, and Ron McMillan

Framing The BRADY Bunch

Shared by **Sue Woodruff**, Independent Professional Developer, Muskegon, Mich.

The Process

I begin by asking teachers about what their favorite sitcoms were or their children's favorite sitcoms. I ask the group if they can remember the openings – the key is to ask the group, not just one person. Then, I ask teachers about the opening to the show *The Brady Bunch.* Many of the teachers remember the show or have seen it in re-runs. Ask them what they can tell you about the opening to the show. Almost everyone remembers the pictures of Mom and Dad in the top and bottom middle square, the kids down the sides, and Alice in the middle. We then talk about why they remember it so clearly. We also then talk about what are some of the inferred take-aways. People talk about how Alice brought everyone together with her humor. We talk about how it could have been the girls against the boys, and to some degree it was, but how they learned to get along. We talk about the evenness of the kids ages. And so on…

When we are done talking about that, I have the video clip of the beginning of the show. It is a very quick entry into *Framing* and why we use *Framing.*

Materials

The video clip of the opening theme to the *Brady Bunch* television show can be downloaded from You-Tube. You also can find it on *Brady Bunch* DVDs.

Adaptations

From **Dotti Turner,** Independent SIM Professional Developer, Setauket, NY: Use photos if you do not have access to a video clip.

Dotti used Sue's *Brady Bunch* activity to launch a *Framing Routine* professional development, but instead of using a video clip, she made slides featuring pictures from the opening.

As she showed a slide of the TV family posed on the stairs in their house, she asked participants who remembered the *Brady Bunch.* Everyone did.

"I asked who remembers the opening, and the whole group spontaneously started to sing the *Brady Bunch* song!" Dotti says.

The second slide showed a picture of the three-by-three square grid, showing each family member around the outer edges, with Alice in the middle.

"A number of teachers said they could name all of the characters in order by visualizing the slide. I will include this activity every time I do *Framing* now," Dotti says.

INSIDE:

Calendar, cont.

May 26-30, 2009
SIM Learning Strategies Institute for Preservice Educators
Lawrence, Kan.
Contact: Mona Tipton (mkatz@ku.edu)

May 26-30, 2009
Teaching Content to All: Content Enhancement for Preservice Educators
Lawrence, Kan.
Contact: Mona Tipton (mkatz@ku.edu)

June 16-19, 2009
SIM Strategies for Reading and Writing
Lawrence, Kan.
Contact: Mona Tipton (mkatz@ku.edu)

June 16-19, 2009
More SIM Strategies
Lawrence, Kan.
Contact: Mona Tipton (mkatz@ku.edu)

June 22-26, 2009
Institute for Potential SIM Professional Developers in Learning Strategies and Content Enhancement
Lawrence, Kan.
Contact: Mona Tipton (mkatz@ku.edu)

June 23-26, 2009
SIM Institute: Introduction to Teaching with Content Enhancement
Lawrence, Kan.
Contact: Mona Tipton (mkatz@ku.edu)

June 24-25, 2009
SIM for Administrators
Lawrence, Kan.
Contact: Mona Tipton (mkatz@ku.edu)

August 10-12, 2009
Instructional Coaching Institute Level 1
Lawrence, Kan.
Contact: Mona Tipton (mkatz@ku.edu)

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