

Stratenotes

The University of Kansas Center for Research on Learning • February 2008 • Volume 16, Issue 5

In this mailing

This package contains two special benefits of your Strateworks membership.

StrateDirectory lists active SIM Professional Developers who have completed Directory Information Forms. If you are not listed in the directory or if you need to make corrections to your information, please complete the Directory Information Form on the final two pages of *StrateDirectory* and mail it to KU-CRL, Attn: StrateDirectory, 1122 West Campus Rd, Room 517, Joseph R. Pearson Hall, Lawrence, KS 66045-3101.

StratePubs contains two recent journal articles by KU-CRL staff members:

Comprehension Instruction for At-Risk Students, by Mike Hock, Irma Brasseur, and Don Deshler, describes emerging research in the area of adolescent literacy and describes our Fusion Reading program.

Reading Comprehension in Adolescents with LD: What We Know; What We Need to Learn by Michael Faggella-Luby and Don Deshler, summarizes research on reading comprehension and recommends four factors to consider in future research projects.

Sharing Expertise

E-mail discussions abuzz with ideas

The SIMTRAINER-L e-mail discussion list has been buzzing with great questions and great answers. Here's a sampling of some of the ideas generated in recent weeks. If you are not a member of this list, see page 4 for information about subscribing.

Pretest, posttest, what test?

At Marsteller Middle School in Bristow, Va., students in *every* language arts class are learning writing strategies this year. In December, many of the teachers had completed *Sentence Writing Strategy* instruction and were preparing to move quickly to the *Paragraph Writing Strategy*. They asked **Tia McCauley**, head of the special education department, whether they could use the *Sentence Writing* posttest as a pretest for *Paragraph Writing*, as long as they copied the posttests before writing feedback on them. Tia responded that they needed to give separate tests, then posted the question to SIMTRAINER-L for additional discussion.

Anita Friede of New York City: "If the directions to the posttest were followed exactly, you should definitely use a new pretest. The *Sentence Writing* posttest asks for students to write

six sentences. Some students actually write six sentences and do not put them in paragraph form. This would be acceptable for *Sentence Writing*, but failure for *Paragraph Writing*. The directions for *Paragraph Writing* ask for a paragraph."

Kathy Boyle-Gast of Athens, Ga.: "Just to add to Anita's comments, the *Paragraph Writing* pretest also includes telling students to make notes about the chosen topic on one (provided) sheet of paper and on another (provided) piece of paper, write the paragraph. The directions are different enough from the *Sentence Writing* posttest to warrant a brand new effort for the *Paragraph Writing* pretest. The 'posttest' for the last sentence type taught (compound-complex) in *Proficiency* requires writing 'a group of sentences about the same topic' and specifies the minimum number of different types of sentences; however, it does not connote the same skill set as does the task demand to write a paragraph, as given in the *Paragraph Writing* pretest directions."

Checking in

Kathy Boyle-Gast is in search of

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Attention grabbers

Mona Tipton, KU-CRL's event planner extraordinaire, asked list members what sort of devices they used to get an audience's attention. **Julie Herzog** of Glen Allen, Va., uses Zenergy Chime Trio by Woodstock Chime (purchased from Trainer's Warehouse, www.trainerswarehouse.com). **Rosemary Tralli** of Glastonbury, Conn., uses TimerTools computer software, which has bells and chimes tied to assorted visual timers (available through kaganonline.com).

checklists that principals and other instructional leaders can use during walkthroughs to help assure implementation of strategies or routines as a follow-up to professional development sessions. She asked whether list members had already developed similar tools—either generic for use with any strategy or routine or specific to a particular SIM intervention.

Joan Fletcher of Oakton, Va., sent a short form used at one of her sites. It is reproduced on page 3 and is posted in the Important Forms section of SIMville. Joan also forwarded an article, "How Walkthroughs Open Doors," by Margery B. Ginsberg and Damon Murphy (from the May 2002 issue of *Educational Leadership*). This article is available on several online sites. Search by authors' last names and "walkthroughs" or see the link in the Professional Developer Skills & Standards section of SIMville.)

Managing expectations

Donna Bayly of Rice, Va., had no experience presenting the *SCORE Skills* and *Self-Questioning Strategy* to students or teachers. Before introducing them to a group of teachers, she asked list members to weigh in on what teachers might expect when their students began learning them.

Donna Williams of Prospect Heights, Ill.: "I've found that when kids start to use the *SCORE Skills*,

especially 'Compliment Others,' they tend to overdo it, and some of the compliments have a phony ring to them. Since I strongly encourage teachers to incorporate the kids' use of the strategy steps into their grade for the cooperative task, sometimes teachers are uncomfortable awarding points for compliments that sound a little over the top. I remind teachers that this phase is often part of the process as kids learn to assimilate a new behavior. In time, they get used to complimenting each other and using the other steps appropriately. Also, teachers can develop a simple rubric for the project and assign only a certain percentage for social skills."

Kathy Boyle-Gast: "I used *SCORE* in my own classroom settings—both elementary (fourth- and fifth-graders) and middle school (up to age 14-15). My experience is that the older kids feel more awkward with some of the role playing/practice aspects, especially at first. It did all seem rather contrived, especially at first. D. Williams' comments in her reply are comparable with what my kids did as well—overly done and inane comments at first, but then they got more 'real' as they got more comfortable with the steps, etc. I would tell my kids that doing this will seem really weird, etc., at first to set the occasion for them. Modeling more appropriate comments right after a

student's more unnatural compliments seemed to help as well—so many of our kids truly don't know what to say when. I also love the idea of using percentages of a full point rather than earning a point for the compliment that is not going to be truly useful or received well by others—that can certainly help shape more appropriate attempts (assuming of course that there are genuinely reinforcing consequences in exchange for the points)."

A question of fidelity

Jocelyn Washburn of Fredericksburg, Va., sought suggestions for modifying the *Paraphrasing Strategy* for use in a general education social studies class while maintaining as much fidelity to the research-based procedures as possible.

"I have only taught the original *Paraphrasing Strategy* in a self-contained class using all eight stages of instruction," she wrote. "I am excited about the new *Fundamentals of Paraphrasing and Summarizing* lessons, but I have not taught them to students yet."

Olivia Scott of Avon Park, Fla.: "Combine the *Paraphrasing Strategy* and the *Framing Routine*. Use the *Paraphrasing Strategy* to teach the students what a main idea, detail, and paraphrase are along with key topic, then use the FRAME from the *Fram-*

CALENDAR

May 27-31, 2008

SIM Learning Strategies for Preservice Educators Alumni Center, University of Kansas, Lawrence
Contact: Mona Tipton (mkatz@ku.edu)

May 27-31, 2008

Teaching Content to All: Content Enhancement for Effective College Teaching Alumni Center, University of Kansas, Lawrence
Contact: Mona Tipton (mkatz@ku.edu)

June 10-11, 2008

Iowa Update Conference Hilton Garden Inn, Des Moines

June 18-21

SIM Reading and Writing Strategies Institute Burge Union, Lawrence, KS
Contact: Mona Tipton (mkatz@ku.edu)

June 18-21, 2008

More SIM Strategies Burge Union, Lawrence, KS
Contact: Mona Tipton (mkatz@ku.edu)

June 23-27, 2008

SIM Potential Professional Developer Institutes for Learning Strategies and Content Enhancement University of Kansas, Lawrence
Contact: Mona Tipton (mkatz@ku.edu)

June 24-27, 2008

Introduction to Content Enhancement Burge Union, Lawrence, KS
Contact: Mona Tipton (mkatz@ku.edu)

More calendar,
page 10

wanted to try it in a classroom. I started with a sixth-grade language therapy class and went two to three times a week. The kids really looked forward to my sessions with them, and the pathologist who worked with the kids used the other days to teach different language therapy lesson. I did, however, make her stay in the room for every *Sentence Writing* lesson and met

with her regarding scoring. She had been to other Learning Strategies sessions, so once she saw me teach *Fundamentals* for several weeks, she really started to understand it and could reinforce it when I was not there. She also incorporated the PENS and MARK steps into other assignments. We saw great progress with all her students."

SIMville Sign-On

User name: Network
Password: strategic

Subscribe to SIMTRAINER-L

e-mail
jtollefson@ku.edu

KU-CRL media archives

We are pleased to announce the addition of the KU-CRL Media Archives to our web site:

<http://media.kucrl.org>

The archives contain audio and video clips from past conferences and other events hosted by KU-CRL. Clips you'll find in the archives now include the 2007 awards video and part of the CLC as RTI presentation by Don Deshler and Barb Ehren from last summer's conference. Plus we have several videos from the last Instructional Coaching Conference.

Also, take a look at the "Podcasts" section of the archives. Here you'll find audio clips focusing on KU-CRL projects and news. The first podcast posted is an Xtreme Reading Overview by Mike Hock. Plus, you can access KU-CRL podcasts through the iTunes store—just search for KU-CRL!

Browse the media archives and let us know what you think. We would love to hear your suggestions for content you would find most useful.

KU-CRL Pearl Anniversary SIM Conference: 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 link from the KU-CRL international conference web page:

www.kucrl.org/conferences/sim

Two fabulous keynotes

Annemarie Sullivan Palincsar/LITERACY

Annemarie Sullivan Palincsar is the Jean and Charles Walgreen Jr. Chair of Reading and Literacy, Arthur F. Thurnau Professor, and a teacher educator in educational studies at the University of Michigan. Her research focuses on the design of learning environments that support self-regulation in learning activity, especially for children who experience difficulty learning in school.



Annemarie completed her doctorate at the Center for the Study of Reading at the University of Illinois, Champaign-Urbana. She has served as a member of the National Academy's Research Council on the Prevention of Reading Difficulty in Young Children, the OERI/RAND Reading Study Group, the National Research Council's Panel on Teacher Preparation, the National Education Goals Panel, and the National Advisory Board to Children's Television Workshop. She is co-editor of the journal *Cognition and Instruction* and is a member of the National Academy of Education.

Among her recent publications is *Informed Choices for Struggling Adolescent Readers: A Research-Based Guide to Instructional Programs and Practices* (2007, Deshler, Palincsar, Biancarosa, & Nair). This book reviews many issues, including myths and misperceptions, associated with adolescent literacy and describes the instructional approach and research base of 48 currently available programs.

Michael Fullan/EDUCATIONAL CHANGE

Michael Fullan, professor emeritus of the Ontario Institute for Studies in Education of the University of Toronto, is an international leader on educational change. He has developed a number of partnerships designed to bring about major school improvements and is engaged in training, consulting, and evaluation of change projects around the world.



Michael and his colleagues have worked extensively with Microsoft's Partners in Learning (PiL) initiative. As part of their work with this initiative, they have written annotated summaries of what they consider to be the 20 best books on leadership and change, and they have named 10 top web sites for tools, instruments, and ideas for improving change leadership. Both the annotations and the web links are available at www.michaelfullan.ca.

Michael now serves as special advisor to the Premier and Minister of Education in Ontario. His book, *Leading in a Culture of Change*, was awarded the 2002 Book of the Year Award by the National Staff Development Council. In *Turnaround Leadership*, he shows how leaders can convert even the worst situation into an opportunity to rejuvenate their schools. Other books by Michael to watch for are *Six Secrets of Change* and *What's Worth Fighting for in the Principalship*. Both books are expected to be published by March.

• *StrataNotes* • Volume 16, No. 5 • February 2008 •

KU-CRL Pearl Anniversary Preconference

July 14-15, 2008

Kansas City Marriott, Country Club Plaza • 4445 Main, Kansas City, MO

**Just added! Strategic Tutoring Staff Development CDs.
See page 7 for a description of this new preconference session!**

Applying an RTI Framework to Adolescent-Age Students

Don Deshler and Daryl Mellard, University of Kansas Center for Research on Learning; Evelyn Johnson, Boise State University; and Barbara Ehren, University of Central Florida

8:30 a.m.-4 p.m. Monday, July 14

Registration fee: \$110 (After April 15, add \$10 late fee)

Response-to-intervention research has focused on elementary school applications. In this session, we will review RTI models, important decisions for their application in a middle school, and directions for developing, implementing, and scaling up. The workshop fee includes a copy of the new book by Daryl Mellard and Evelyn Johnson, *RTI: A Practitioner's Guide to Implementing Response to Intervention* as well as electronic copies of the complete *Learning Disabilities Resource Kit* produced by the National Research Center on Learning Disabilities. (Do not make non-refundable travel plans until we have verified that we have enough participants to hold this preconference session. Minimum participants: 20; maximum: 50)

Building Proficiency in Content Enhancement with GIST: The Basics

Trent Steffen, Velvet Bridge

8:30 a.m.-11:30 a.m. Tuesday, July 15

Registration fee: \$150 (After April 15, add \$10 late fee)

This preconference workshop will explore the integration of many current and new content enhancement devices using the commercial version of GIST. We will review the relationships among different content enhancement devices and then use GIST to link courses, units, and lessons with other instructional materials and Internet links as part of the planning and presentation process. Guided technical training, one-on-one support, and development practice will be provided. We recommend that you bring a laptop computer and headphones to facilitate a hands-on experience with the program. A limited number of computers will be available for those who are unable to bring their own. Fee includes the *GIST software, user guide, and examples*. (Do not make non-refundable travel plans until we have verified that we have enough participants to hold this preconference session. Minimum participants: 20; maximum: 40)

CLC Development in Your Future

Suzanne Robinson and Bev Colombo, Strategic Learning Center; Patty Graner, University of Kansas Center for Research on Learning; and current CLC leaders

1 p.m.-4 p.m. Monday, July 14

Registration fee: \$75 (After April 15, add \$10 late fee)

This preconference session is for SIM Professional Developers who are certified in both Content Enhancement and Learning Strategies or are close to being duly certified and who are interested in preparing to participate in the CLC Leadership Development College. This session will acquaint participants with the requirements for acceptance into the CLC Leadership Development College and guide each participant in developing an individualized action plan identifying steps that must be taken before participating in a CLC Leadership Development College and CLC project work. This session also will prepare participants to assess school readiness for CLC work. The workshop fee includes the *CLC Guidebook and DVD*. (Do not make non-refundable travel plans until we have verified that we have enough participants to hold this preconference session. Minimum participants: 10; maximum: 25)

Updated Preconference Registration Form: Page 8

Instructional Coaching

Presenter TBA

8:30 a.m.-11:30 a.m. Tuesday, July 15
Registration fee: \$105 (After April 15,
add \$10 late fee)

This preconference session will provide an overview of the approach to coaching described in Jim Knight's book, *Instructional Coaching: A Partnership Approach to Improving Instruction*. Thus, the session will provide a definition of what coaches do, an overview of the components of coaching, and a review of the partnership approach, which is the theoretical basis behind this approach. The workshop fee includes *a copy of the book Instructional Coaching: A Partnership Approach to Improving Instruction*. (Do not make non-refundable travel plans until we have verified that we have enough participants to hold this preconference session. Minimum participants: 15; maximum: 50)

Partnership Learning: An Update

Presenter TBA

1 p.m.-4:30 p.m. Tuesday July 15
Registration Fee: \$95 (After April 15,
add \$10 late fee)

During this preconference session, participants will focus on partnership principles, the partnership learning structures, and the research that was conducted to validate this approach to leading workshops. In addition, participants will consider other topics, including effective slides, engaging delivery tactics, and community building strategies. Participants are advised to bring a particular presentation that they would like to develop or refine during the presentation. The registration fee includes a *Partnership Learning notebook*. (Do not make non-refundable travel plans until we have verified that we

have enough participants to hold this preconference session. Minimum participants: 15; maximum: 50)

New! Strategic Tutoring Staff Development CDs

Paula Lancaster, Grand Valley State University, Michigan

8:30 a.m.-11:30 a.m., Monday, July 14
Registration Fee: \$100 (After April 15,
add \$10 late fee)

This session will introduce participants to the beginner and advanced Strategic Tutoring Staff Development CDs. Specifically, participants will learn about the rationale for and purpose of the CDs, results of recent studies measuring their effectiveness, and how these programs might be best implemented in various settings and situations. Time will be provided for you to familiarize yourself with the programs, so we recommend that you bring a laptop computer to this session. The workshop fee includes *a copy of the Strategic Tutoring manual as well as the beginner-level and advanced-level Strategic Tutoring staff development CDs*. (Do not make non-refundable travel plans until we have verified that we have enough participants to hold this preconference session. Minimum participants: 20; maximum: 40)

Using Community Building and Cooperative Thinking Strategies Multimedia CD Programs

Sue Vernon, Edge Enterprises

1 p.m.-4 p.m. Monday, July 14
Registration Fee: \$150 (After April 15,
add \$10 late fee)

This preconference workshop will explore the *Community Building* and *Cooperative Thinking Strategies* multimedia professional development programs. We recommend that you bring a laptop computer and headphones

to facilitate a hands-on experience with the CD programs. A limited number of computers will be available for those who are unable to bring their own. The workshop fee includes *a complete set of seven Community Building and Cooperative Thinking Strategies multimedia CD programs*. (Do not make non-refundable travel plans until we have verified that we have enough participants to hold this preconference session. Minimum participants: 20; maximum: 40)

Using GIST as a Tool in Presentations: Advanced

Trent Steffen, Velvet Bridge

1 p.m.-4:30 p.m. Tuesday, July 15
Registration fee: \$150 (After April 15,
add \$10 late fee)

This advanced GIST workshop is designed for professional developers who already have some working knowledge of the GIST software. The workshop will cover the same topics as the Basic workshop, but will be more detailed. This workshop will provide more in-depth exploration of how to use GIST in presentations and in working with teachers. Guided technical training, one-on-one support, and development practice will be provided. We recommend that you bring a laptop computer and headphones to facilitate a hands-on experience with the program. A limited number of computers will be available for those who are unable to bring their own. The workshop fee includes the *GIST software, user guide, and examples*. (Do not make non-refundable travel plans until we have verified that we have enough participants to hold this preconference session. Minimum participants: 20; maximum: 40)

2008 International SIM Conference

Preconference Registration Form

July 14-15, 2008 • Kansas City Marriott, Country Club Plaza • Kansas City, Mo.

Name: _____

Work Address: _____

_____ Work Phone: _____

Home Address: _____

_____ Home Phone: _____

E-Mail Address: _____ Preferred mailing address: ☐ home ☐ work

Summer E-mail Address: _____

We e-mail **important conference information** unless you prefer land mail: ☐ e-mail is fine ☐ postal service

Emergency contact name and phone number: _____

☐ I will bring my own laptop computer to the preconference.

☐ **Applying an RTI Framework to Adolescent-Age Students: \$110** \$ _____
For registrations postmarked after April 15, 2008, add \$10 late fee. \$ _____

☐ **Building Proficiency in Content Enhancement with GIST: The Basics: \$150** \$ _____
For registrations postmarked after April 15, 2008, add \$10 late fee. \$ _____

☐ **CLC Development in Your Future: \$75** \$ _____
For registrations postmarked after April 15, 2008, add \$10 late fee. \$ _____

☐ **Instructional Coaching: \$105** \$ _____
For registrations postmarked after April 15, 2008, add \$10 late fee. \$ _____

☐ **Partnership Learning: An Update: \$95** \$ _____
For registrations postmarked after April 15, 2008, add \$10 late fee. \$ _____

☐ **Strategic Tutoring Staff Development CDs: \$100** \$ _____
For registrations postmarked after April 15, 2008, add \$10 late fee. \$ _____

☐ **Using Community Building and Cooperative Thinking Strategies Multimedia CD Programs: \$150** \$ _____
For registrations postmarked after April 15, 2008, add \$10 late fee. \$ _____

☐ **Using GIST as a Tool in Presentations: Advanced: \$150** \$ _____
For registrations postmarked after April 15, 2008, add \$10 late fee. \$ _____

Total Enclosed: \$ _____

☐ **Make check payable to KU-CRL**

OR

☐ **Credit Card # (VISA or MasterCard)** _____ Expiration Date: _____

☐ Personal Card

☐ Name of Institution: _____

Signature Authorization: _____

OR

☐ **PO#:** _____

Institution issuing PO: _____

Cancellation Policy: If you cannot attend the preconference session(s), you must **notify KU-CRL by July 2, 2008**, to receive a full refund of your registration fee. Partial refunds may be made if your cancellation is received between July 2 and July 9, 2008. We will be unable to issue any refunds after July 9, 2008.

2008 International SIM Conference

SIM Professional Developer Registration Form

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

Name: _____

Work Address: _____

_____ Work Phone: _____

Home Address: _____

_____ Home Phone: _____

E-Mail Address: _____ Preferred mailing address: ☐ home ☐ work

Summer E-mail Address: _____

We e-mail **important conference information** unless you prefer land mail: ☐ e-mail is fine ☐ postal service

Emergency contact name and phone number: _____

How many previous International SIM Conferences have you attended? _____

☐ This is my first International SIM Conference as a professional developer

I give permission for KU-CRL to include my name, address, phone number, and e-mail address in a listing to be distributed to conference participants: ☐ yes ☐ no

Certified SIM Professional Developer and Apprentices Registration Fee: \$225

For registrations postmarked after April 15, 2008, add \$25 late fee. **Total Enclosed: \$** _____

Non-Professional Developers

We have a limited number of spaces available for individuals who are not certified SIM Professional Developers to attend the conference. The registration fee for non-Professional Developers is **\$300**, if registration is received before April 15, 2008. After April 15, a \$35 late fee will be assessed. **For registration forms and more information, contact Patty Graner (pgraner@ku.edu) or Mona Tipton (mkatz@ku.edu).**

☐ **Make check payable to KU-CRL** **OR** ☐ **PO#** _____

OR

☐ **Credit Card # (VISA or MasterCard)** _____ Expiration Date: _____

☐ Personal Card **or** ☐ Name of Institution: _____

Signature Authorization: _____

*Mail or fax completed registration to KU-CRL, Joseph R. Pearson Hall, 1122 West Campus Rd., Rm. 517
Lawrence, KS 66045-3101 • Fax: 785.864.5728*

Cancellation Policy

If you cannot attend the conference, you must notify KU-CRL by July 2, 2008, to receive a full refund of your registration fee. Partial refunds may be made if your cancellation is received between July 2 and July 9, 2008. We will be unable to issue any refunds after July 9, 2008.

Events & Materials

Your conference registration fee includes the following:

- Refreshments (Tuesday evening)
- Social (Wednesday)
- 30th Anniversary Banquet (Thursday)
- Professional development materials

Refreshments during breaks will include coffee and tea; soda vending machines are available in the hotel.

Hotel & Transportation

See our web site, www.kucrl.org, for more information about the conference, including hotel and transportation details.

INSIDE:

- **Sharing expertise:**

Great ideas have been flying on the SIMTRAINER-L e-mail discussion list, page 1.

- **Learn something new:**

Build a solid understanding of technology that can enhance your professional development work, of instructional coaching methods, and of response to intervention for adolescents. Our preconference sessions offer terrific opportunities to delve deeply into these topics, and a new session on *Strategic Tutoring* technology has just been added, page 6.

Calendar, cont.

July 14-15, 2008

SIM Preconference

July 16-18, 2008

International SIM Conference
30th Anniversary Celebration
Kansas City Marriott on the Plaza,
Kansas City, MO

Reservations: 816.531.3000

800.531.3000

Contact: Mona Tipton (mkatz@ku.edu)

August 7-9, 2008

Instructional Coaching Level I
University of Kansas, Lawrence
Contact: Mona Tipton (mkatz@ku.edu)

August 11-13, 2008

Instructional Coaching Level II
Contact: Mona Tipton (mkatz@ku.edu)

October 6-8, 2008

Instructional Coaching Level I
University of Kansas, Lawrence
Contact: Mona Tipton (mkatz@ku.edu)

October 9-11, 2008

Instructional Coaching Level II
Contact: Mona Tipton (mkatz@ku.edu)

October 10-11, 2008

CAL-SIM
Hilton Garden Inn, Emeryville, Calif.
Contact: Rosalind Davenport
(rdavenport@alameda.k12.ca.us)

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1122 West Campus Road, Room 517
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The University of Kansas

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