Stratenotes

Rethinking SIM®, Literacy, and Professional Development

Don Deshler
KU-CRL

We work in an exciting time in the field of education. National initiatives and policy changes will dramatically alter the work we do in the near future. Technology is changing the way we interact with each other, with teachers and administrators, and with the world at large. Evolving understandings of literacy—and multiple definitions of literacy—raise new questions for us to consider as we work with teachers and schools to discover solutions for their classrooms.

One thing that has not changed is the vitally important nature of our work. If anything, today's climate only intensifies the need for SIM® Professional Developers who are passionate about improving instruction and the academic experience for both students and teachers. Bereiter and Scardamalia, in their book *Surpassing Ourselves: An Inquiry into the Nature and Implications of Expertise* (1993), might well be describing you and your work*:*

> "To the extent that people engage in progressive problem solving, they work at the edge of their competence. Working here is both risky and taxing—but it has the potential of yielding superior accomplishments." (p. 98).

The significant things you accomplish are the result of your commitment to our common goals and your ability to push yourselves and those around you to reach new heights.

Our work and the big picture

The challenge for our country is this: Three out of every 10 students do not graduate from high school. Of those who do graduate, half are not ready for college or work.

When it comes to students' academic performance, teachers matter. Yet few districts have made progress toward eliminating the teacher quality gap, and evaluations rarely rate teachers' performance as "unsatisfactory." A 2009 report, *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*, describes "the tendency of school systems to treat all teachers as roughly interchangeable, even when their teaching is quite variable. Consequently, teachers are not developed as professionals with individual strengths and capabilities, and poor performance is rarely identified or addressed."

Download the report:
http://widgeteffect.org

Despite the challenges, the news in our field is not all bad. The fourth-grade reading performance gap narrowed from 1999 to 2008. During that time, No Child Left Behind and, especially, Reading First funneled attention and money to improving reading instruction in kindergarten through third-grade classrooms. The lesson? When we really focus our energies and resources, we make progress.

Two national developments afford us continuing opportunities to focus our energy and resources on educational challenges. Both represent the potential to dramatically affect the way we approach and carry out our work.

First, the Common Core State Standards Initiative will develop common K-12 benchmarks for English-language arts and mathematics. Backed by the National Governors

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SIM
Strategic Instruction Model®

Association Center for Best Practices and the Council of Chief State School Officers, this initiative is on the fast track. The standards have just been released and are under review, with work expected to be completed by the end of the year.

> **More information:**
> **www.corestandards.org**

Second, a draft of a comprehensive literacy bill working its way through Congress allocates an unprecedented amount of money for education, half of which is designated for grades 4-12. If the bill were to become law in its current form, that money would be dispersed to state and local education agencies with the proviso that strong literacy leadership teams be in place at both levels.

We strengthen our ability to respond to the needs of schools and provide quality professional development by educating ourselves on these initiatives and the foundations upon which they are built. In crafting the comprehensive literacy bill, for example, our senators and representatives have been heavily influenced by *A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States*, a report produced by the Southern Regional Education Board and available on the web.

> **Download the report:**
> **www.sreb.org/**
> **publications/2009/09E01_**
> **Adolescent_Reading.asp**

Defining literacy

The picture of literacy across the country is multifaceted and difficult to pin down. Researchers and practitioners hold many perspectives on what constitutes literacy, and how each defines literacy has direct implications for who within a school is responsible for it and what is involved in teaching it. Clearly, beliefs surrounding literacy and its definition also influence how we prepare for and conduct professional development. The following brief sample illustrates the variety of definitions of literacy that are in play in today's schools. This is by no means a complete list, and new and evolving definitions are continually emerging.

- Torgesen et al. (2007) define **academic literacy** as the ability to read for initial understanding and to think about the text meaning in order to answer questions that may require students to make inferences or draw conclusions.

- **Content Literacy** (Ehren, 2004) consists of the listening, speaking, reading, writing, and thinking skills and strategies required to learn in each of the academic disciplines.

- In *Is Literacy Enough? Pathways to Academic Success for Adolescents* (2007), Catherine Snow and her colleagues examine literacy in light of demands at various stages of life. In preschool, for example, the emphasis is on attention and oral language. Elementary school demands become more complex, encompassing phonological awareness, word recognition, self-regulation, and alphabetic principle. By middle school and high school, the literacy demands, school culture, social setting, and outside interests and responsibilities can be overwhelming.

- Shanahan and Shanahan (2008) identify three types of literacy: basic, intermediate, and disciplinary. **Basic literacy** consists of basic decoding skills, understanding various print and literacy conventions (print versus illustrations), recognition of high-frequency words, and some basic fluency routines. **Intermediate literacy** requires more sophisticated routines and responses—including reading multisyllabic words quickly and easily, responding with low-frequency words with some automaticity—as well as generic comprehension strategies, cognitive endurance, and comprehension monitoring, all of which must be acquired by the end of middle school. **Disciplinary literacy** requires more specialized reading routines and strategies that are powerful for specific situations but that do not necessarily lend themselves to generalized use.

- **Disciplinary Literacy Pedagogy** (Collins, Brown, and Newman, 1989; Geisler, 1994; Lave and Wenger, 1991; Tharp & Gallimore, 1988) integrates academically rigorous content with discipline-appropriate habits of thinking. The driving idea is that knowledge and thinking must go hand in hand. For students to become literate in a particular discipline, they must

grow in both dimensions simultaneously. The approach advocates "Teaching on the Diagonal," as depicted in Figure 1.

- **Pedagogical Content Knowledge (PCK)** (Shulman, 1986) represents teachers' ability to draw on their deep understanding of the content they teach and transform it in ways that enable students to learn. PCK posits that for teachers, generic knowledge is not sufficient.
- Elizabeth Moje's **cultural navigation** (2007) shifts the emphasis of literacy from understanding static content to producing knowledge. This definition values student input, teacher expertise, and the human interaction of the two as central to knowledge production.
- Stevens, Wineburg, and their colleagues (2005) ask what learning is like from the student's vantage point in their **comparative understanding of the disciplines** approach to literacy. They ask whether students really apply totally different methods of understanding text as they move from science to math to history or whether there are processes common to all subjects.
- The concept of **new literacies** distinguishes between the current view of text (linear, static, temporally and physically bound, with clear purpose, authorship, and authority) and digital forms of knowledge (nonlinear, multimodal, heavy visual orientation, interactive, unbounded in time, and unclear authorship and authority). The 1,300-page *Handbook of Research on New Literacies* (2008), edited by Julie Coiro, Michele Knobel, Colin Lankshear, and Donald J. Leu, examines this topic in depth.

Our framework

In our effort to make sense of the

Figure 1: Teaching on the Diagonal
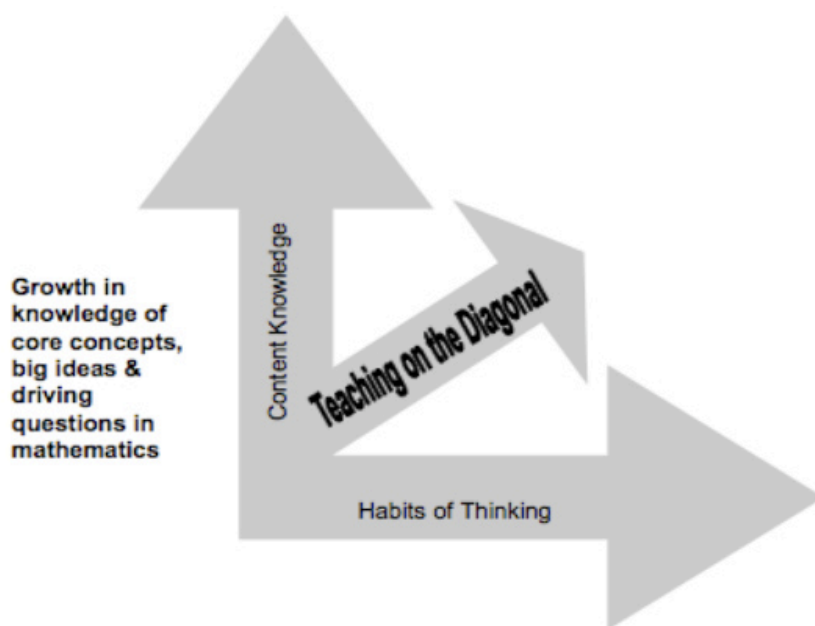
Adapted from Geisler, 1994

complexity surrounding literacy and improving literacy instruction, we developed the Content Literacy Continuum®. We conceptualized CLC as a framework, not a prescription, and we emphasize the connections among its five levels to reinforce the need to provide continuity in secondary schools that often are so fragmented. CLC recognizes the need for varying the intensity of instruction for students and the unique roles of each member of the secondary staff as they relate to literacy instruction. CLC's position is that although every content teacher is not a reading teacher, every teacher does instruct students in how to read content.

The success of CLC depends on many factors, including the ability of the SIM Professional Developer to understand not only national literacy issues but also the teachers and administrators within the organization and the context of the school or district (including existing initiatives).

Teachers and administrators. Educators, like anyone, hold biases, attitudes, and values that shape their work and influence their decisions. Understanding how teachers view their subject matter, their roles as teachers, and the role they expect their students to play in the learning process is critical when we bring professional development sessions and proposed changes to their schools.

Context. Establishing CLC within a school or district requires serious thought about what is best for improving literacy in a school. Do we want to tie all of our strategy instruction throughout the school to the few strategies taught in a supplemental reading class? This approach—which will look very different in a school of 600 compared to a school of 2,800—may be wise or not, but it is one of many variables to consider. How many teachers use Content Enhancement? How many routines do they use? The big picture of literacy comprises these questions and more. Because the answers will vary depending on the school climate, demographics, personnel, and most critical needs, the CLC framework

allows us to figure those factors into the equation as we devise unique solutions to unique situations.

Keys to success

Regardless, of the path we choose to improve literacy within an individual school or district, every solution should incorporate some standard components that we have identified as important to building successful programs.

First, we must help content teachers understand the literacy demands of their texts. An example of a tool that can help is the Coh-Metrix web site, which provides dozens of measures on the coherence of text. It can open your eyes to a new way of thinking and can support your efforts to raise teachers' awareness of what their texts require their students to do.

Coh-Metrix: http://cohmetrix. memphis.edu/cohmetrixpr

Second, teachers must provide guidance to students before, during, and after reading.

Third, teachers must model—multiple times—how to process discipline-specific texts.

Fourth, teachers must build and activate their students' prior knowledge of the content area. Only the discipline expert can determine what is critical prior knowledge.

Fifth, all teachers should encourage classroom conversations about how to make sense of texts. Like teacher modeling, these discussions should help students understand how an expert in the content would approach the text, evaluate its source, and think about what it means.

Sixth, it is vitally important to monitor student progress to enable early detection of students who are struggling with academics so schools can provide intensive support as quickly as possible. Early detection is especially important for older students.

Conclusion

Perhaps the most important takeaway message from this review of education and literacy is that effective communication is instrumental to effective professional development. Respecting the perspectives of those with whom we work, considering whether the language we use encourages or inhibits communication, and thinking carefully about how to involve subject-matter experts in our professional development are all integral parts of being successful SIM Professional Developers. Though the work we do is complex and the challenges and obstacles we face are serious, we can move forward confidently knowing that we have a solid foundation of tools, skills, and past successes upon which to build.

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SIM® Impact Award

Connecticut Technical High School System

This year's recipient of the SIM® Impact Award, the Connecticut Technical High School System, is unique in its complexity. The system consists of 17 geographically separated high schools, each receiving students from as many as 29 different towns. Students attend academic classes for nine days, then trade classes for nine days, repeating this cycle throughout the school year. In practice, this means students spend only 90 of their 180 school days in academic classes, but the expectation is that all students will complete the same academic requirements as their counterparts in regular public high schools.

The technical schools offer students the opportunity to pursue career skills and, in some cases, licensure in their chosen fields while completing their high school diplomas. They offer career preparation in more than 30 areas, ranging from auto body repair to fashion technology to hotel/hospitality to software development. They also offer the complete range of academic classes and supports available in any other Connecticut public high school.

Despite their differences, all of the schools in the Connecticut Technical High School System are committed to providing a unified curriculum and unified approach to teaching.

"For college, I want to do forensic science. Culinary is something I can fall back on," says Melissa Figueroa, *a sophomore studying culinary arts at Platt Technical High School. The* Test-Taking Strategy *has helped her achieve better test grades, especially in science, and she applies the* Word Identification Strategy *to help her figure out words such as "coulis" in her trade technology classes.*

Five years ago, the CTHSS superintendent gave students and teachers a present: She carved out a portion of students' trade schedules to provide extra academic support in language arts and mathematics. This "gift of time," as education consultant Darleen Foley calls it, served as the catalyst for what has become a district improvement initiative with SIM at its heart.

The district used the time to establish literacy labs in each high school. Taking into account state achievement tests that indicated students needed to improve their reading and

The teachers and administrators who take risks—both personal and professional—to promote the widespread use of the Strategic Instruction Model® in their schools or school systems bring our work to life. When they go a step further and collect evidence of SIM's effect on student achievement, they enrich and strengthen SIM for all of us in the SIM Network and for all of the schools that will follow in their footsteps. To express our gratitude, we give the SIM Impact Award to schools or school systems that have widely adopted many components of SIM and that have carefully gathered data related to their efforts.
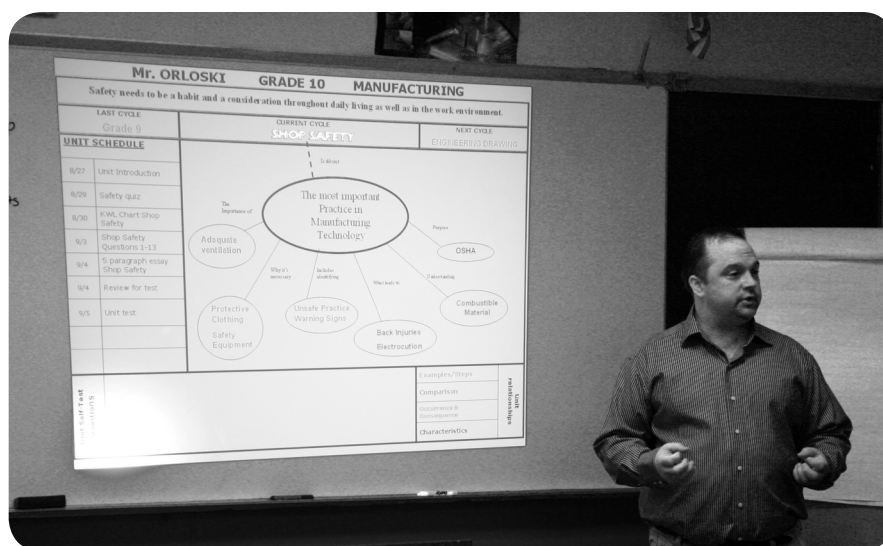
writing skills, Darleen worked with SIM Professional Developer Rosemary Tralli and others in the district to select SIM strategies to be offered in each literacy lab.

"We started very slowly," says Darleen, who is an apprentice SIM Professional Developer in Content Enhancement. "It just mushroomed from there."

"I used to be a really slow reader, and now that I have that strategy, I have improved on reading faster. Because of DISSECT, I feel that my grades have improved," says Francine Mitchell, a freshman in manufacturing technology at Platt.

As the literacy labs took shape, the team continued thinking about how to build on this work and make other improvements across the district. They laid the foundation for embedding strategy instruction in content classes. They identified a need to ensure that all teachers used sound instructional methods, and they examined the most efficient use of support roles in each school. They launched an effort to unify outcomes for each course offered across the district based on standards so no matter which of the 17 schools students attended, they received the same focused instruction.

As they worked, they realized they needed guidance in putting all of the pieces together in a way that would be most beneficial to students and staff. Rosemary suggested the Content Literacy Continuum®.

"By using that framework, all the sudden everything was allowed to be merged and connected in a way where prior to this everything was seen as something random," Rosemary says. "SIM has had a major impact, but it has not been the only model in this framework."
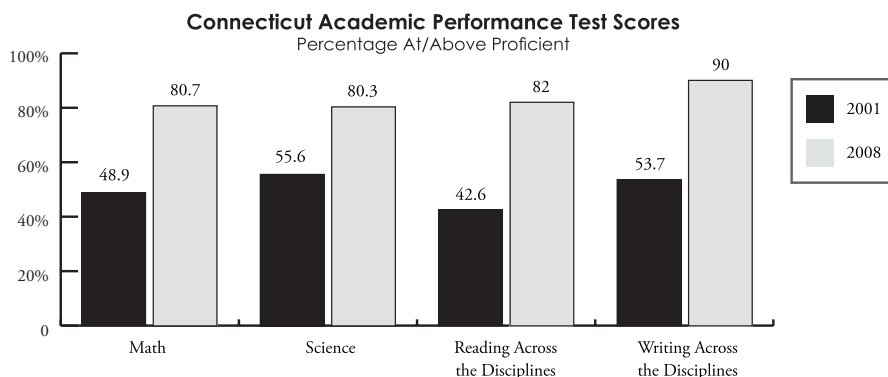
Using the CLC framework, the district has gone to extraordinary lengths to make connections among SIM, standards, and other initiatives.

Laura Vega, an English language learner education consultant, for example, developed a handbook for use by all teachers in the system. *Content Literacy Strategies for English Language Learners* explicitly connects SIM and instructional practices that research has shown are necessary for acquisition of English as a second language.

One early district decision was to make a commitment that all teachers—academic and trade—would become familiar with *Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools* (by Keith Lenz and Don Deshler, with Brenda Kissam). *Teaching Content to All*, with its emphasis on understanding academic diversity among students and designing instruction to reach all students, underpins the district's move toward differentiated instruction. New teachers receive a copy of the book and an introduction to differentiated instruction during orientation, and all teachers are expected to bring their copies to every professional development session they attend throughout the year.

"We give them that overview and try to draw those parallels that good teaching and learning techniques are actually the best classroom management techniques," says Pat Ciccone, assistant superintendent of curriculum and instruction.

Connecticut Academic Performance Test Scores
Percentage At/Above Proficient

	Math	Science	Reading Across the Disciplines	Writing Across the Disciplines
2001	48.9	55.6	42.6	53.7
2008	80.7	80.3	82	90

"Getting the Unit Organizer really lets you know…this is the gist of what's going on," says Zach Kemp, a junior in the bioscience and environmental technology program at Grasso Technical High School and future marine biologist.

When all teachers began to learn and use Content Enhancement Routines, some—like Linda Edmonds, science teacher at Ellis Technical High School—were skeptical.

"I picked one or two classes to try it with so I could compare what happened in those classes versus what happened in classes where I didn't use them," she says. "I found that across the board, all of my students benefited."

By using the routines, Linda also learned more about her students, who struggled with some of the skills needed to complete the graphic devices. As she helped them develop those skills, she became better acquainted with their learning styles and how they could best communicate their learning to her.

Linda was so impressed by her results that she's now a certified SIM Professional Developer in Content Enhancement.

Content Enhancement and differentiated instruction have become the norm throughout the district, with many teachers echoing Linda's enthusiastic endorsement of the series.

"Over the last three years, using Content Enhancement Routines totally changed the way we did business in the classroom," says 20-year veteran teacher John Murphy, education consultant and SIM Professional Developer apprentice in Content Enhancement. "We developed that learning community that we talk about with students. Students were much more engaged. I didn't have to work that hard."

What's more, teachers believe the routines help them as much as they help the students.

"Because I took the time to dissect my curriculum and put it into Unit Organizers, a lot less falls through the cracks," says David Miguel, culinary arts department head at Grasso.

"I wasn't doing good on some tests. After I used the [Test-Taking] strategy…I noticed a big improvement," says John Richard, a senior in the electrical program at Platt.

As the district initiative progressed, every aspect of the business of teaching and learning came under scrutiny.

"One of the things that became evident is in order to make the SIM process work, we needed to have a unified approach to ensure that all students were able to learn to the fullest degree," says Karen Zimmerman, district education consultant.

Even such details as the physical arrangement of the literacy labs and supplies needed at each school to teach strategies effectively and to teach with routines effectively came under review.

By the second year, the team began thinking long-term, crafting a five-to ten-year plan for professional development, instructional opportunities, and resources. Everyone in the district, at every level from superintendent to consultant, receives some sort of professional development to keep the initiative on track.

"I have been

professionally rejuvenated, truly," says Jill Dymczyk, education consultant and SIM Professional Developer in Learning Strategies.

The long-term, comprehensive professional development plan is key to the district's model for sustainability, as is nurturing their own SIM Professional Developers, or "adding spokes to the wheel," as Pat Ciccone describes it. The district now has nine SIM Professional Developers and school-based coaching for many SIM components in all 17 schools.

"Teachers in this system now see themselves as more than content teachers," says Rosemary.

They see themselves as helping students develop skills and knowledge, a huge shift. And with that shift comes sustainability.

"We talk all the time about what we're doing, what's good for students," says Sharon Stockel, special education teacher at Platt and SIM Professional Developer in Learning Strategies.

"I feel that the Unit Organizer has helped me in class. I use it when studying and preparing for tests. I find that's very beneficial, and it helps me remember everything that I need to," says Victoria Herdman,
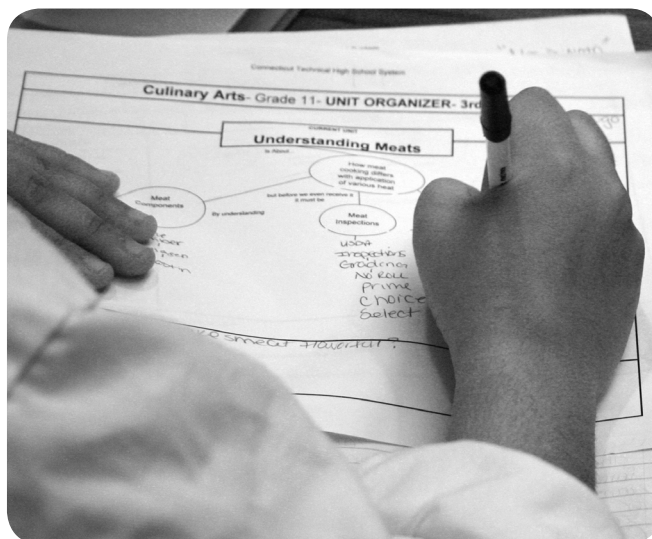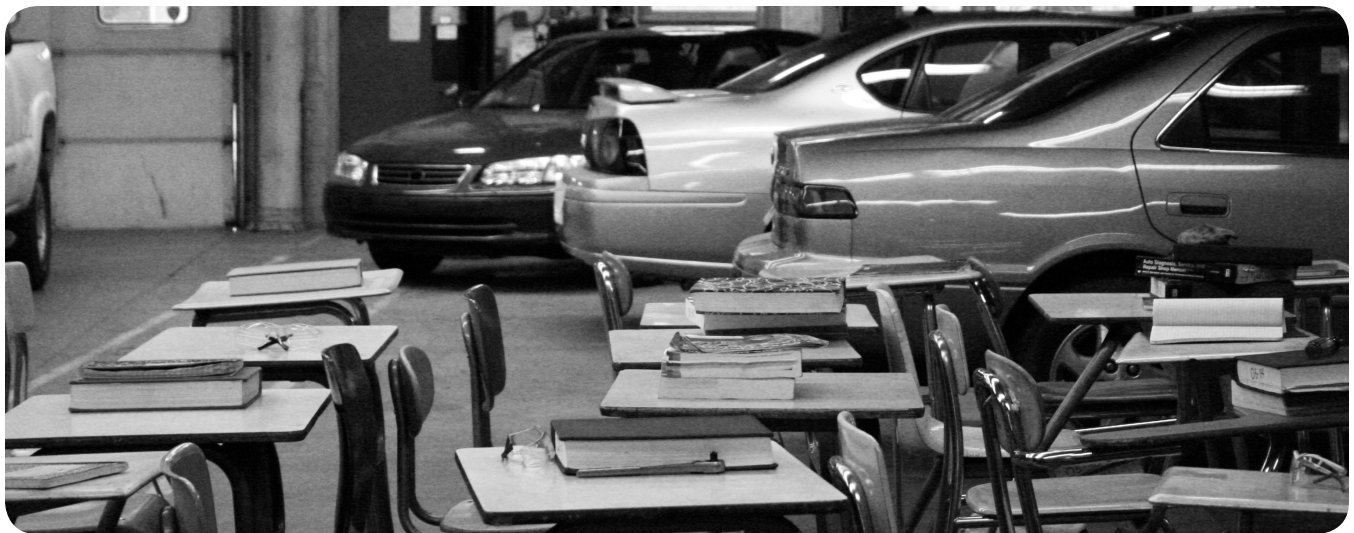
a junior in the bioscience and environmental technology program at Grasso. After high school, Victoria plans to be a zoologist working with big animals.

If the initiative has meant huge changes for teachers, results for students have been outstanding. Teachers see more at-risk students going on to college or going further in their trades than in the past. Students' skills and knowledge give them confidence to succeed in new ways.

"People have this misconception of our tech school students, thinking that it's just low achievers that go on to tech school, which isn't the case," says Alex Pesarik, bioscience and environmental technology department head at Grasso. "We see students that were maybe low *achieving* in middle school come to tech school and shine."

Four of Penny Finlayson's seniors performed in the top 25 percent of their class this year. The special education department head at Platt links their success directly to strategies: The students' organization skills, ability to read and understand textbooks, and strategic approach to taking tests give them an academic edge.

Penny, a SIM Professional Developer in Learning Strategies, can't contain her enthusiasm for SIM.

"I am a big cheerleader for it, I know I am, but I think it's so important to this school and it has made a big difference in this building," she says.

Educators in the district see long-term value for students. Application of the strategies they've learned doesn't stop at the schoolhouse door.

"These are things that they're going to be able to use outside of a high school experience and well into the future," says Gene LaPorta, principal at Platt.

"They have in the beginning of the chapter vocabulary words that you need to learn. A lot of them are really big words," says freshman Karissa Fraulo, who uses the LINCS Vocabulary Strategy *to master vocabulary in the hairdressing program at Platt Technical High School.*

This year, the focus of the district's efforts turned to a structured approach to improving school climate, a process made easier by the improvements already in place for teaching and learning.

With each successful step, the district has won over skeptics and challenged the belief that most school initiatives are destined to be short lived.

"This hasn't gone away," says Darleen Foley. "We are very excited about it. We have seen tremendous results with our students."

Welcome to the SIM family!

Welcome to the following new SIM Professional Developers certified between August 1, 2008, and July 31, 2009.

Arkansas

Content Enhancement:

Miriam Berryhill, Susan Friberg, Natasha Rowe, and Donna Rush; *PD Leaders:* Jerri Neduchal and Connie Gentle

Learning Strategies:

Tom Blount, Lisa Haley, Rose Merry Kirkpatrick, and Karen Robinson; *PD Leaders:* Debbie Cooke and Janet Atallah

California

Content Enhancement:

Margaret Cassidy, Kelly Kim, Lydia Martinez, Amy McGuire, Michael Meyers, and Sandy Wong; *PD Leader:* Cathy Spriggs

Roz Taulbee; *PD Leader:* Jerri Neduchal

Connecticut

Content Enhancement:

Linda Edmonds and Patricia Hans; *PD Leader:* Rosemary Tralli

Learning Strategies:

Tamara Connors, Rebecca Dombrowski, Jill M. Dymczyk, Penny Finlayson, and Sharon Stockel; *PD Leader:* Rosemary Tralli

Florida

Content Enhancement:

Danielle deGregory, Kevin Flassig, Roberta Lariscey, Barbara Northrup, Ann Page, Erica Rutzler (Ajder), Renee Steinmetz, Doreen Sterling, Kristie Taylor, Roxann Weber, Christina Williamson, and Jami Yost; *PD Leader:* Connie Gentle

Kim Barker, Rozanne Cohen, Melissa Kramer, Victoria McCollum, and Karen Nichols; *PD Leader:* Jerri Neduchal

Learning Strategies:

Lynn Berger, Ingrid Cumming, Jennifer Godwin, Jan Oberschlake, Danielle Schmidt, Christine Wallace, and Mary Elizabeth Wiggers; *PD Leader:* Sharon Bittle

Lori Maldonado and Kristen Redding; *PD Leaders:* Janet Atallah and Debbie Cooke

Iowa

Content Enhancement:

Mary Kay Sisler and Carolyn Smith; *PD Leader:* Ann Hoffman

Kansas

Content Enhancement:

Sheila Hays; *PD Leader:* Shari Schindele

Learning Strategies:

Patricia DePriest and Mary Liebl; *PD Leaders:* Ann Hoffman and Conn Thomas

Louisiana

Content Enhancement:

Rose Lee; *PD Leader:* Ann Clouatre

Maryland

Content Enhancement:

Jennifer Ritchie, Lisa Tracy, and Cynthia Vanella; *PD Leader:* Jim Knight

Susan Austin, Jean Clark, Roberta Clarke, and Sherry Eichinger; *PD Leader:* Jim Knight

Massachusetts

Content Enhancement:

Christine Deitz; *PD Leader:* Sue Woodruff

Learning Strategies:

Steve Brown; *PD Leader:* Sue Woodruff

Michigan

Content Enhancement:

Beth Anthony, Trisha Baker, Marc Miller, Shannon Rammler, and Sandra Robinson; *PD Leader:* Sue Woodruff and Gail Cheever

Learning Strategies:

Miranda Holmberg; *PD Leader:* Ann Hoffman

Minnesota

Content Enhancement:

Cate Koehne, Beth Mortinson, Stephanie Strenge, and Kari Vollrath; *PD Leader:* Shari Schindele

Missouri

Content Enhancement:

Lisa Henderson-Rowe; *PD Leader:* Jerri Neduchal

Kim Ojile, Carol Wolf, and Gail Wulff; *PD Leader:* Rosemary Tralli

Nevada

Learning Strategies:

Nancy Fitzgerald; *PD Leaders:* Patty Graner, Debbie Cooke, and Barbara Ehren

New Mexico

Content Enhancement and Learning Strategies:

Kristine Noel; *PD Leaders:* Debbie Cooke, Barbara Ehren, and Patty Graner

Content Enhancement:

Vernida Casuse; *PD Leader:* Conn Thomas

New York

Content Enhancement:

Sandy Verceeck; *PD Leader:* Rosemary Tralli

Learning Strategies:

Lauren Bernstein and Margaret Shannon; *PD Leaders:* Janet Atallah and Debbie Cooke

Judy Boyle; *PD Leader:* Ann Hoffman

Oregon

Content Enhancement:

Jeandre Carbone, Jennifer Doncan, Daniel Fredgant, and Gail Wetherbee; *PD Leader:* Ann Hoffman

Jan Hemelstrand and Kathryn (Kate) Moore; *PD Leader:* Shari Schindele

Learning Strategies:

Julie Coburn, Kristyn Flake-Manjoine, Pamela VanDerWolf, and Renee Vinyard-Stahl; *PD Leader:* Ann Hoffman

Marcia LaViolette; *PD Leader:* Shari Schindele

Tennessee

Content Enhancement:

Julie McCullough; *PD Leader:* Jerri Neduchal

Texas

Content Enhancement:

Sue Counce, Meredith Coyne, Melinda Falk, Randenne Kelley, and Becky Kephart; *PD Leaders:* Candace Bixler and Gail Cheever

Deborah Cohen, Nancy Love, Travis Monroy, and Flor Vidal; *PD Leader:* Conn Thomas

Adarose Carter; *PD Leaders:* Gail Cheever and Patty Graner

Learning Strategies:

Sue Bohn; *PD Leader:* Candace Bixler and Gail Cheever

Jane Pemberton; *PD Leader:* Joyce Rademacher

Vermont

Content Enhancement:

Nancy Spencer; *PD Leader:* Shari Schindele

Virginia

Content Enhancement:

Catherine Pace, Beth Markwood, and Judith Fontana; *PD Leader:* Jerri Neduchal

Learning Strategies:

Kendall Hunt and Holly Drake; *PD Leaders:* Janet Atallah and Debbie Cooke

Julie Wynn, Tammy Craft, and Lora Kingma; *PD Leader:* Connie Gentle

Washington

Learning Strategies:

RaeAnn Thompson; *PD Leader:* Ann Hoffman

Twitter with us!

Following the example set by the Center's Stratepedia team, we have set up two new Twitter accounts to foster continuing communication about SIM and Center activities:

@StrateTweets: Communication about the Strategic Instruction Model from the Center for Research on Learning, University of Kansas

@KUCRL: Communication from the Center for Research on Learning, University of Kansas

Don't forget to follow the Stratepedia Twitter feed, too:

@Stratepedia: Web development shop at the Center for Research on Learning, University of Kansas.

If you're new to Twitter and need some guidance, visit the Stratepedia blog, http://blog.stratepedia.org/. Click on Archives, then scroll down the list on the right side of the page until you see the Twitter link. Aaron Sumner and his team continue to build this resource.

CALENDAR 2009-2010

Oct. 5-7, 2009
Instructional Coaching Institute,
Level 1, Lawrence, Kan.
Institute is full; registration is closed.

Oct. 8-10, 2009
Instructional Coaching Institute,
Level 2, Lawrence, Kan.
Institute is full; registration is closed.

Oct. 9-10, 2009
CAL-SIM, California State University,
Northridge
*Note: Educator & Administrator
tracks only. This conference is not a
SIM Professional Developer update.*
Keynote: Don Deshler
Contact Dr. Beth Lasky, 818-677-
2725, beth.lasky@csun.edu.
Registration: www.kucrl.org/institutes/

Oct. 12-14, 2009
Instructional Coaching Conference
Lawrence, Kan.
http://instructionalcoach.org/

Oct. 23-24, 2009
Northeast SIM Update
Radisson Hotel Providence Airport,
Providence, RI
Reservations: 401-739-3000
Group Name: Northeast SIM
Conference. Group Rate: $119
Coordinator: Alice Henley, henley@
ctserc.org

Jan. 20-21, 2010
Florida Update (25th Anniversary)
Altamonte, Springs, Fla.
Contacts: Mary Ann Ahearn,
ahearnm@nefec.org, and Valerie
Watson, watsonv@nefec.org

Jan. 28-30, 2010
Instructional Coaching Institute,
Level 1, Lawrence, Kan.
http://instructionalcoach.org/

Feb. 25-27, 2010
Southeast SIM Update
Holiday Inn Historic District
Charleston, SC

May 4-5, 2010
Louisiana SIM Update (Open to all)
Baton Rouge, La.
Contact: Joyce Russo, joyce.
russo@la.gov

June 1-5, 2010
SIM Learning Strategies Class for
Preservice Educators
Lawrence, Kan.
http://www.kucrl.org/institutes/

June 1-5, 2010
Iowa SIM Update, Des Moines, Iowa

June 9-10, 2010
SIM Reading and Writing Strategies
Lawrence, Kan.
http://www.kucrl.org/institutes/

June 15-18, 2010
SIM Reading and Writing Strategies
Lawrence, Kan.
http://www.kucrl.org/institutes/

June 15-18, 2010
More SIM Strategies, Lawrence, Kan.
http://www.kucrl.org/institutes/

June 21-25, 2010
Institute for Potential SIM Professional
Developers in Learning Strategies
Lawrence, Kan.
http://www.kucrl.org/institutes/

June 21-25, 2010
Institute for Potential SIM
Professional Developers in Content
Enhancement, Lawrence, Kan.
http://www.kucrl.org/institutes/

June 21-25, 2010
Florida Potential Professional
Developer Institutes for Learning
Strategies and Content
Enhancement, Orlando, Fla.
Contacts: Mary Ann Ahearn,
ahearnm@nefec.org, and Valerie
Watson, watsonv@nefec.org
Non-Florida residents register
through KU-CRL.

June 21-25, 2010
Institute for Potential SIM Professional
Developers in Learning Strategies
Burlington, Vt.

June 22-25, 2010
Introduction to Teaching with
Content Enhancement
Lawrence, Kan.
http://www.kucrl.org/institutes/

June 23-25, 2010
SIM for Administrators
Lawrence, Kan.
http://www.kucrl.org/institutes/

July 13-16, 2010
International SIM Conference and
Preconference, Lawrence, Kan.
http://kucrl.org/conferences

Aug. 9-11, 2010
Instructional Coaching Institute,
Level 1, Lawrence, Kan.
http://instructionalcoach.org/

Aug. 12-14, 2010
Instructional Coaching Institute,
Level 2, Lawrence, Kan.
http://instructionalcoach.org/

Oct. 4-6, 2010
Instructional Coaching Institute,
Level 1, Lawrence, Kan.
http://instructionalcoach.org/

Oct. 7-9, 2010
Instructional Coaching Institute,
Level 2, Lawrence, Kan.
http://instructionalcoach.org/

Oct. 11-13, 2010
Instructional Coaching Conference
Lawrence, Kan.
http://instructionalcoach.org/

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