

Connecting the Dots

KU-CRL Staff

A 2008 report published by the Institute of Education Sciences, *"Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide,"* described evidence-based practices in five instructional areas that can improve literacy levels among students in fourth-grade through high school.

We have developed several tools to help you make connections between the practices recommended in the report and the Strategic Instruction Model®. You can use these tools to clarify these relationships for yourself or to emphasize SIM's position in the adolescent literacy picture when you talk to other educators. Two of the tools allow you to guide educators in identifying current practices other than SIM that also satisfy the recommendations made in the report.

PowerPoint

Connecting the Dots is a PowerPoint presentation created by Patty Graner, director of professional development at the Center for Research on Learning. *Connecting the Dots* can be downloaded from SIM General Information section of SIMville. You can

use it in when you talk to teachers, schools, or districts to explore current practices—both SIM and other—that align with the recommendations in the report.

Handouts

Diane Gillam, SIM Professional Developer and project coordinator for the Center, adapted Patty's PowerPoint presentation as a handout. Two versions are available in SIMville. One (reproduced on pages 2 and 3) explicitly lists SIM interventions for each of the report's recommendations. A blank version of the handout can be used to interactively explore current practices (both SIM and other).

The report's recommendations

You may download a copy of the report from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. The following are the recommendations made in the report.

Recommendation 1: Provide explicit vocabulary instruction. The report recommends making vocabulary instruction part of not only reading and language arts classes but also content classes.

Recommendation 2: Provide direct and explicit comprehension strategy instruction. The report recommends providing instruction in routines and procedures to help students make sense of text; modeling and providing explanations; and providing opportunities for active participation.

Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. The report recommends focusing discussions to build deeper understanding of the author's meaning, reasoning, or conclusions and to build higher-order thinking skills.

Recommendation 4: Increase student motivation and engagement in literacy learning. The report recommends that teachers help build students' confidence in their ability to understand and learn from content-area texts and praise effort not knowledge.

Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. The report recommends developing a literacy profile through diagnostic tests to select appropriate interventions.

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CONNECTING THE DOTS



Recommendation 1: Provide Explicit Vocabulary Instruction

How: Make it a part of not only reading and language arts but also content classes

Why: Strengthens independent skills of constructing meaning of text

Actions	SIM Interventions
<ul style="list-style-type: none"> • Dedicate class time regularly • Repeat exposure—orally and in written context • Provide opportunities for students to use vocabulary • Instruct vocabulary strategies for independent student use 	<div> Learning Strategies <ul style="list-style-type: none"> • Fundamentals of Paraphrasing and Summarizing • Inference • LINC'S Vocabulary • Paired Associates • Paraphrasing • Word Mapping </div> <div> Content Enhancement Routines <ul style="list-style-type: none"> • Clarifying • Concept Anchoring • Concept Comparison • Concept Mastery </div> <div> <ul style="list-style-type: none"> • Course Organizer • Framing • Lesson Organizer • ORDER • Quality Assignment • Question Exploration • Recall Enhancement • Survey • Unit Organizer • Vocabulary LINCing </div> <div> Reading Program <ul style="list-style-type: none"> • STRUCTURE Your Reading </div>

Recommendation 2: Provide Direct and Explicit Comprehension Strategy Instruction

How: Instruct in routines and procedures to make sense of text; model and provide explanations; provide opportunities for active participation

Why: Improve students' reading comprehension to make sense of text

Actions	SIM Interventions
<ul style="list-style-type: none"> • Have available a variety of texts of varying reading levels • Model content-specific strategies • Clarify the goal, not just the process • Frontload and teach the strategy with the content in mind 	<div> Stages of Acquisition and Generalization </div> <div> Learning Strategies <ul style="list-style-type: none"> • Fundamentals of Paraphrasing and Summarizing • Inference • Paraphrasing • Self-Questioning • Visual Imagery • Word Identification </div> <div> Content Enhancement Routines <ul style="list-style-type: none"> • Clarifying • Concept Anchoring </div> <div> <ul style="list-style-type: none"> • Concept Comparison • Concept Mastery • Course Organizer • Framing • Lesson Organizer • ORDER • Question Exploration • Recall Enhancement • Survey • Unit Organizer </div> <div> Reading Program <ul style="list-style-type: none"> • STRUCTURE Your Reading </div>

*Improving adolescent literacy: Effective classroom and intervention practices: A practice guide (NCEE#2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Connecting the Dots is based on work by Patricia Sampson Graner, Center for Research on Learning director of professional development, and Diane Gilam, SIM Professional Developer and project coordinator for the Center.

Recommendation 3: Provide Opportunity for Extended Discussion of Text Meaning and Interpretation

How: Focus conversations to build deeper understanding of author's meaning, reasoning, or conclusions and to build higher-order thinking skills

Why: Improves students' reading comprehension and making sense of text

Actions	SIM Interventions	
<ul style="list-style-type: none">• Develop questions that link the content (units, lessons, course)• Model through think-aloud process how to explain positions, reasoning, counterargument• Recognize good reasoning• Establish a safe, supportive setting that invites discussion	Learning Strategies <ul style="list-style-type: none">• Community Building Strategies• Cooperative Thinking Strategies• Inference• Paraphrasing	<ul style="list-style-type: none">• Course Organizer• Framing• Lesson Organizer• ORDER• Quality Assignment• Question Exploration• Recall Enhancement• Survey• Unit Organizer• Vocabulary LINCing
	Content Enhancement Routines <ul style="list-style-type: none">• Clarifying• Concept Anchoring• Concept Comparison• Concept Mastery	

Recommendation 4: Increase Student Motivation and Engagement in Literacy Learning

How: Build student confidence in ability to comprehend and learn from content-area texts; praise effort, not knowledge

Why: Focus students on authentic, personally meaningful learning goals

Actions	SIM Interventions	
<ul style="list-style-type: none">• Provide informational feedback• Give students voice and choice• Set high performance goals connecting instructional practice and student performance• Connect students with an adult at the school	Learning Strategies <ul style="list-style-type: none">• Fundamentals of Paraphrasing and Summarizing• Inference• Paraphrasing• Self-Questioning• Visual Imagery• Word Identification	<ul style="list-style-type: none">• Concept Mastery• Course Organizer• Framing• Lesson Organizer• ORDER• Quality Assignment• Question Exploration• Recall Enhancement• Survey• Unit Organizer• Vocabulary LINCing
	Cue-Do-Review Instructional Sequence	
	Content Enhancement Routines <ul style="list-style-type: none">• Clarifying• Concept Anchoring• Concept Comparison	Other SIM Interventions <ul style="list-style-type: none">• Learning Expressways• Possible Selves• Self-Advocacy

Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists

How: Develop literacy profile through diagnostic tests to select intervention

Why: Accelerate literacy development of at-risk students through identification of strengths and challenges

Actions	SIM Interventions	
<ul style="list-style-type: none">• Follow the program: explicit steps, guided instruction, student interaction, self-regulation, and transfer• Explicitly use graphic organizers• Implement less intensive strategies in content areas and scaffold use• Access resources	Learning Strategies <ul style="list-style-type: none">• Fundamentals of Paraphrasing and Summarizing• Inference• Paraphrasing• Self-Questioning• Visual Imagery• Word Identification	SIM experts and materials
		Use of materials with fidelity

Attend a SIM conference, virtually

We're pleased to announce a new option for you to continue to grow in your knowledge of the Strategic Instruction Model®. The SIM® Virtual Conference, coming in January, brings all of the energy and learning opportunities of a face-to-face update to your living room or computer. The SIM Virtual Conference is open only to SIM Professional Developers who have attended at least one face-to-face conference in the past.

Complete the registration form on pages 5 and 6 to participate in the SIM® Virtual Conference.

How will the SIM Virtual Conference work?

You will register for the virtual conference just as you would for a face-to-face conference. We will send you a package of conference sessions on DVDs, a USB drive containing handouts from the 2010 International SIM Conference, links to additional online content, and instructions for completing the virtual conference.

You will be expected to watch each DVD, complete activities associated with each session, and reflect on how you can use the information in your work. You must complete an online evaluation for each session before you receive credit for attending an update.

Does this fulfill the requirement to attend an update every two years to remain an active member of the International Professional Development Network?

Yes, the SIM® Virtual Conference fulfills your update requirement. Remember, to be considered active in the SIM Network, you must attend an update every two years and subscribe to *Strateworks*.

Can I stop attending face-to-face conferences and just complete my updates virtually?

No. You may attend a virtual conference in lieu of a face-to-face conference every four years. In the interim, you must attend at least one face-to-face conference to maintain your active status within the network. In addition, you must have attended at least one face-to-face conference in the past before you can register for the virtual conference.

How much does the virtual conference cost?

The cost is \$350. However, you will not have the travel and lodging costs associated with attending a face-to-face conference.

SIM® Virtual Conference Content

- ⇒ DVD: Keynote speech by Tim Shanahan, "You Don't Have to be a Vulcan to Know about Disciplinary Literacy"
- ⇒ DVD: Strand (choose one): SIM & Literacy or SIM as a Change Agent
- ⇒ DVD: Choice of three additional sessions (see list on the registration form)
- ⇒ USB drive containing handouts from the 2010 International SIM Conference
- ⇒ Online content: poster session, research pecha-kucha, SIM online resources treasure hunt, affinity group summaries, and 2010 CRL awards video
- ⇒ Conference call to discuss sessions and lessons learned. We have scheduled two conference calls; you need only participate in one. Calls are planned for 10 a.m. Feb. 16 and 4 p.m. Feb. 17 (all times Central). Your virtual conference materials will include instructions for registering for one of the calls.

(Descriptions for all sessions are available on the 2010 International SIM Conference web site, <http://sim2010.kucrl.org>.)

Deadlines

The registration deadline for the SIM® Virtual Conference is Jan. 7. Materials will be mailed to participants the week of Jan. 24, and you will be expected to complete all activities and evaluations for your conference sessions by Feb. 18 to receive credit for attending an update. Space is limited. Register early.

STRATENOTES is published eight times from September through May and once every summer by the University of Kansas Center for Research on Learning as part of Strateworks for the International Professional Development Network. Publication period 2010-2011; cost \$35.00. Permission to reproduce any or all parts of Stratenotes to support professional development activities is hereby given.

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SIM PROFESSIONAL DEVELOPERS' 2010/2011 SIM® VIRTUAL CONFERENCE Registration Form

Name: _____

School/District/Workplace _____

Work Address: _____ Fax: _____

City: _____ State/Province _____ ZIP: _____

Home Address: _____ Mailing Address: ☐ Home Address ☐ Work Address

City: _____ State/Province: _____ ZIP: _____

Phone (home) _____ (work) _____

Email address to be used for communication about this conference: _____

Design your conference below.

Choose One Strand:

☐ **SIM and Literacy Strand** Strand Leader: Michael Faggella-Luby

☐ **SIM as a Change Agent Strand** Strand Leader: Pam Leitzell

Choose Three Sessions:

Note: Your conference registration includes DVDs of your choice of three of the following sessions. You may purchase additional sessions at a cost of \$15 each.

☐ **CLC Facilitates Literacy Instruction in a Feeder Pattern: A Story of School Change**—Jeff Crook, Frances Warnick, Cathy Guillena, Donald Latham, Kendall Hunt, Janie Brown

☐ **Content Enhancement Guidebooks from Starbase SLC**—Bev Colombo, Suzanne Robinson, Leslie Herod

☐ **Deep Space Exploration of Teacher Quality**—Mike Hock, Jim Knight

☐ **EDIT Strategy**—Charlie Hughes

☐ **Energize Your Content Enhancement Neural Pathways by Looking Beyond this Galaxy**—Jan Bulgren and Keith Lenz

☐ **Level 2 of the CLC: Teaching Fusion Reading™ Strategies in the General Education Classroom for Vocabulary and Reading**—Mike Hock and Irma Brasseur-Hock

☐ **Level 3 of the CLC: Fusion Reading™ as a Supplemental Reading Class**—Mike Hock and Irma Brasseur-Hock

☐ **Listening and Notetaking Strategy: A Preview**—Gwen Berry

☐ **Mini Mind Meld**—Belinda Mitchell, facilitator; **Pecha Kucha Book Reports**—Cyndi Gibson, Leslie Novosel, Shari Schindele, Rebecca Shankland; **Teaching Tools**—Jean Schumaker; **The Implementation Fidelity Matrix**—Ed Ellis; **Strategic Tutoring Goes Electronic**—Paula Lancaster

☐ **Resistance is Futile: SIM in Higher Education**—Dee Berlinghoff

☐ **Set a Course for Success: Using Content Enhancement to Support Writing**—Jan Bulgren

☐ **SIM and State Standards**—Candace Bixler and Latricia Bronger

☐ **Taking us into Warp Drive with GIST 2.0**—Keith Lenz, Peter Lenz, Sherri Wagner

☐ **The Writing Enterprise: CDs for Students**—Jean Schumaker

☐ **The Final Frontier: Language Patterns in Academic Texts**—Frances Ihle

☐ **Unexplored Galaxies: Paragraph Writing and Theme Writing Strategies**—Jean Schumaker

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University of Kansas Center for Research on Learning

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Joseph R. Pearson Hall

pmynsted@ku.edu

1122 West Campus Rd, Room 517

Phone 785-864-0617

Lawrence, KS 66045-3101

Fax: 785-864-5728

Refund Policy: If you cannot participate in this conference, you must notify KU-CRL by January 10, 2011, to receive a refund of your registration fee minus a cancellation fee of \$25. We will be unable to issue any refunds for cancellations received after January 10, 2011.

Amount Enclosed:

Registration \$350 (U.S. funds) _____

Additional sessions _____ @ \$15 each _____

Total _____

SPACE IS LIMITED—REGISTER EARLY!

**PLEASE MAKE A COPY OF THIS INFORMATION FOR YOUR RECORDS
BEFORE RETURNING BOTH PAGES OF THE FORM TO US!**

SIM® Impact Award

Holland Public Schools

Through multiple restructurings and reshufflings, staff members at Holland (Mich.) Public Schools have maintained a clear focus on doing what's best for their students, and the Content Literacy Continuum® has been the thread holding their efforts together.

Seven years ago, Holland signed on as one of the first CLC project sites, building on a Strategic Instruction Model® foundation established several years earlier. The project has involved the collaboration, and unwavering support, of district and building administrators, teachers, and SIM Professional Developers.

"The educators in Holland Public Schools have studied and thought about and attacked the thorny issues that occur naturally in schools," says Patty Graner, director of professional development at the University of Kansas Center for Research on Learning. "What they learned was that they could systematically bring to bear a variety of SIM interventions to make



differences for kids."

Don Deshler, director of the Center, has one word for the work Holland Public School staff members have completed during the past 10 years: stellar.

"They started with a few SIM interventions years ago. They nurtured that work. They transformed it into schoolwide literacy efforts in the form of the Content Literacy Continuum," he says. "This district serves as a model for many, many other districts in the state and throughout the country."

Tony Thaxton, former director of special education, learned about CLC during a visit to Kansas one summer.

He saw the potential and brought home his vision of developing Holland into a CLC district. As the process unfolded, educators adopted a common language and understanding based on their CLC work.

"Getting general education teachers and special education teachers to talk together about common topics, teaching, it's so important. You never know where things are going to go from there," he says.

Holland has been very deliberate in its approach to CLC and SIM, closely examining data from intervention research as well as student achievement before making decisions.

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 International Professional Development 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 conscientiously gathered data related to their efforts.

"We don't just look at any bandwagon approach that drives into town," says Brian Davis, the district's superintendent. "We look at our research. We talk about what's making the most difference for our kids. We invest in that. We hold ourselves accountable to it."

Test results have increased steadily under the CLC umbrella. The graphic below illustrates students' achievements on the English language arts and math sections of the Michigan Educational Assessment Program (MEAP) state test. From 2004 to 2008, the percentage of students scoring at the proficient level or above in English language arts increased from 67.4 percent to 72.2 percent and in math from 55.6 percent to 72.7 percent.

The results reflect, in part, the influence of SIM and CLC in the district, says Janette Cochran, SIM Professional Developer and current director of special education.

"If you're an at-risk kid or special ed student, there can be big differences in how you attack learning. We have to get kids to be better learners, and the SIM strategies do that," she says.

Janette and Pam Leitzell were among the early adopters of SIM in Holland Public Schools. They worked closely with SIM Professional Developer Sue Woodruff to implement first SIM and then CLC, earning the

"If I don't understand a test question, I would use my PIRATES skills. I try to study for the test, but when something catches me off guard, that's what I use."

—Nick Zamora, eighth-grader

respect and the support of teachers throughout the district. The successes even won over skeptics like math and science teacher Greg Alspach.

"I was the naysayer," says Greg, who initially dismissed SIM as irrelevant to his work. What he's learned is that many SIM interventions—especially *Course* and *Unit Organizer* routines—can be adapted to his courses. Now he's a certified SIM Professional Developer, helping other teachers find the benefit in strategies and routines.

It's the improvements in student achievement that ultimately sway teacher opinion. Marc Miller, special education teacher and SIM Professional Developer, enlisted the aid of a colleague to conduct a SIM action research project. Students responded well to the instruction, and Marc saw corresponding improvements in their writing.

"Their sentences became full of life," he says. "To see the look on their faces, that moment of 'I can do this!' I think that's better than any data out there."

Students in Holland schools are routinely exposed to SIM strategies and routines in multiple classrooms. As a result, their learning experiences are more coordinated and essential strategies are reinforced again and again.

"One of the things that our kids with learning disabilities have the most

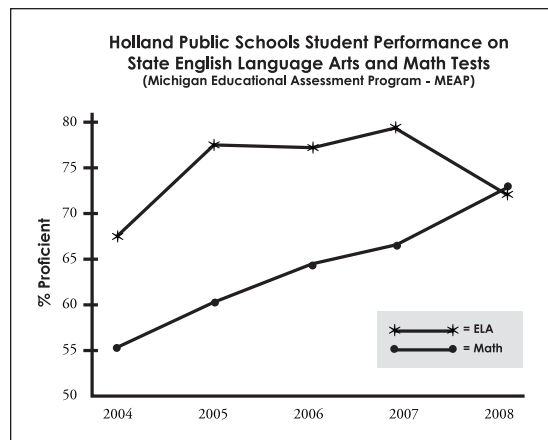
trouble with is generalizing what they've learned into new classrooms, into new contexts, and into new settings," says Lisa Freigang, speech therapist. "The fact that they've had those strategies introduced and taught to them in a classroom environment helps me to then focus and target in on that specific child's disability with that strategy to help them generalize it."

Holland now has its own cadre of SIM Professional Developers supporting growth of CLC. The district also built a coaching model into the adoption process.

"It helps to have in-house coaches and professional developers because you've built relationships already with other colleagues," says Beth Anthony, SIM Professional Developer. "The fact that we're able to keep this going and keep the student success going is amazing to me. I really believe that the teachers kept it all student-focused regardless of what was happening in the district."

Sue Woodruff spends only a few days a year in Holland now, leaving the continuing CLC development work in the capable hands of Holland's own staff. But she looks forward to the time she spends in the district.

"I leave energized. That's how exciting it is," she says. "The focus is on instruction, things that have happened, what kids are doing, what can they do next. It's a very positive place."



Gordon R. Alley Partnership Award

Janet Marquis

For more than a decade, Janet Marquis has relentlessly questioned the goals and plans of researchers at the University of Kansas Center for Research on Learning. And the Center's researchers, far from taking offense, welcome her questions.

"She had us think about our work in a much different way so that it was much clearer and I think greatly enhanced our proposal," says Mike Hock, associate director of the Center and one of the beneficiaries of Janet's questioning.

Janet, a nationally recognized research design and analysis expert, works closely with Center researchers as they develop proposals, conduct research, and analyze results. Her guidance—and questioning—on issues of statistical analysis and research design has been vital to the success of many of the Center's projects over the years.

"She elicits the good answers from

us, and she leads us through the whole process," says Jan Bulgren, associate research professor. "The only way we can deliver what we think are good interventions and studies is the partnerships that go on up here. Janet is a big part of the partnership of the Center."

Janet appreciates the collaborative nature of her work with the Center.

"It isn't always easy for a faculty person or for a researcher to have somebody who is always asking them questions. Sometimes, they can get kind of defensive about that," she says. "What I find really satisfying about working here with the Center is that somehow or other, we haven't had that."

Janet began working with the Center at Jan's request. The nature of the Center's research on Content Enhancement—large groups of students, general education classrooms—presented new challenges



for researchers whose previous work involved fewer students in smaller settings.

"That required analysis that was very cutting edge," Jan says. "I knew that Janet had the background to work with that type of population, with the large group designs and the analysis required."

The Center's Content Enhancement research not only pushed researchers to new levels, it also afforded an opportunity for Janet to

Gordon R. Alley, one of the founders of the University of Kansas Center for Research on Learning, was a master at mentoring the young and inexperienced assistant professors who were assembled to conduct the first research studies at what was then known as the Institute for Research in Learning Disabilities. He generously shared his expertise and time to enable others to reach their goals and taught that partnership is vital to successfully conducting large-scale research and development efforts. Dr. Alley passed away in 1997 as the result of a tragic accident several years earlier. To honor his legacy and ensure that the trail he blazed never be forgotten, we give the Gordon R. Alley Partnership Award to other professionals who contribute to the work of the Center in the same spirit.

grow in her field.

"There's a whole new world of analysis that we've done," Janet says. "That's been very interesting for me because it gives me an opportunity to expand my knowledge and skills, but also because it's a much better way to analyze the data and for us to learn more about how youngsters learn."

Janet's background in mathematics education and her experiences as a classroom teacher give her added insight into the importance of the work undertaken by the Center.

"Nothing is really more important for the success of a person or of our culture than to have a good educational system," she says. "One of the things that really draws me to the Center and makes me grateful that they're willing to invite me in on their projects is that there's something going on here that's extremely important and improving education."

Janet's contributions to the Center's work go far beyond running statistical calculations. The statistician plays a role in refining the research design, refining the research questions, helping to collect and manage data appropriately, and then analyzing

the data.

"She brings such expertise in these areas, and it's enabled our Center to really elevate the quality of the work that we do," says Don Deshler, director of the Center.

Janet currently works with Jan and with Jim Ellis, associate professor in the KU School of Education, on a National Science Foundation-funded project to design a method to teach students how to make rational arguments and reach conclusions based on what they've read or know.

"I've always been really interested in how scientists think," Janet says. "Trying to develop a curriculum to teach youngsters how to draw conclusions is a very interesting project to me."

Much of her work on the project involves making sure results are reproducible, another attractive aspect of the Center's work for Janet.

"You can get involved in a lot of research projects and not know for sure what the practical impact of this is ever going to be. That's not the case here," Janet says. "I feel like it's work where I make a difference."

Watch award stories on YouTube!

Video profiles of all 2010 award recipients can be found on our YouTube channel:

<http://www.youtube.com/kucrl>

Scroll through the options on the right side of the screen to see what you've been missing.

SIM & CRL Online Resources

www.kucrl.org

Strategic Instruction Model

<http://kucrl.org/sim>

Content Literacy Continuum

<http://clc.kucrl.org>

Stratopedia

<http://stratopedia.org>

SIM Workshops and Updates

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CRL News

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CRL Multimedia Archives

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<http://www.altec.org>

Division of Adult Studies

<http://das.kucrl.org>

e-Learning Design Lab

<http://elearn.design.org>

Institute for Research on Adolescent Learning

<http://iral.kucrl.org>

Kansas Coaching Project

<http://instructionalcoach.org>

Professional Development Research Institute

<http://pdri.kucrl.org>

2010 Conference Session DVD Order Form

DVDs of several of this year's conference sessions are available for purchase at a **cost of \$15 per session**. Please use this form to order.

Name: _____

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Expiration Date: _____

☐ Personal Card

☐ Business Card

If business, name of institution: _____

Signature authorization: _____

Phone #: _____

Wednesday

☐ **Keynote Address: You Don't Need to be a Vulcan to Know about Disciplinary Literacy**—*Timothy Shanahan*

Thursday

☐ **CLC Facilitates Literacy Instruction in a Feeder Pattern: A Story of School Change**—*Jeff Crook, Frances Warnick, Cathy Guillena, Donald Latham, Kendall Hunt, Janie Brown*

☐ **Content Enhancement Guidebooks from Starbase SLC**—*Bev Colombo, Suzanne Robinson, Leslie Herod*

☐ **Deep Space Exploration of Teacher Quality**—*Mike Hock, Jim Knight*

☐ **Edit Strategy**—*Charlie Hughes*

☐ **Energize Your Content Enhancement Neural Pathways by Looking Beyond this Galaxy**—*Jan Bulgren and Keith Lenz*

☐ **Level 2 of the CLC: Teaching Fusion Reading™ Strategies in the General Education Classroom for Vocabulary and Reading**—*Mike Hock and Irma Brasseur-Hock*

☐ **Level 3 of the CLC: Fusion Reading™ as a Supplemental Reading Class**—*Mike Hock and Irma Brasseur-Hock*

☐ **Listening and Notetaking Strategy**—*Gwen Berry*

☐ **Mini Mind Meld**—*Belinda Mitchell, facilitator; Pecha Kucha Book Reports*—*Cyndi Gibson, Leslie Novosel, Shari Schindele, Rebecca Shankland; Teaching Tools*—*Jean Schumaker; The Implementation Fidelity Matrix*—*Ed Ellis; Strategic Tutoring Goes Electronic*—*Paula Lancaster*

☐ **Resistance is Futile: SIM in Higher Education**—*Dee Berlinghoff*

☐ **Set a Course for Success: Using Content Enhancement to Support Writing**—*Jan Bulgren*

☐ **SIM and State Standards**—*Candace Bixler and Latricia Bronger*

☐ **Taking us into Warp Drive with GIST 2.0**—*Keith Lenz, Peter Lenz, Sherri Wagner*

☐ **The Writing Enterprise: CDs for Students**—*Jean Schumaker*

☐ **The Final Frontier: Language Patterns in Academic Texts**—*Frances Ihle*

☐ **Unexplored Galaxies: Paragraph Writing and Theme Writing Strategies**—*Jean Schumaker*

Number of sessions selected
@ \$15 each: _____

Total for Order: \$_____

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Get Stratenotes in color!

You can download a full-color version of this newsletter from the *Stratenotes* archives section of SIMville.

CALENDAR 2010-2011

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>

Feb. 3-4, 2011

West Region Update
Conference for SIM Professional
Developers
Las Vegas
<http://kucrl.org/classes>

Feb. 24-26, 2011

Southeast Region Update
Conference for SIM Professional
Developers
Charleston, S.C.
<http://kucrl.org/classes>

May 31-June 3, 2011

SIM® Learning Strategies for
Preservice Educators
Lawrence, Kan.
<http://kucrl.org/classes>

May 31-June 3, 2011

Teaching Content to All: SIM
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for Preservice Educators
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