

Return engagement: SIM virtual conference

Julie Tollefson
KUCRL

Building on the success of last year's virtual conference, we're expanding this year's virtual conference offerings. Most significantly, we have scheduled two opportunities for you to participate in a 2011-2012 virtual conference:

- The first virtual conference will be **Feb. 6-26, 2012**, with concluding webinars on March 1 and March 2.

- The second virtual conference will run **April 23-May 13, 2012**, with concluding webinars on May 17 and May 18.

Content for the 2011-2012 virtual conference is drawn from sessions presented during the 2011 International SIM Conference. The conference continued our in-depth exploration of issues in literacy and education as they relate to the work we do within the International Pro-

fessional Development Network. The 2011 conference focused specifically on writing skills and instruction and related professional development issues. Vanderbilt University's Steve Graham kicked off the conference with an examination of why writing is critical to youngsters' school, social, and occupational success and then explored evidence-based practices that are effective in general education classroom instruction and beyond.

The virtual conference is a way for you to receive credit for attending a SIM update without traveling to the international conference in Lawrence or one of the regional update conferences planned around the country. It does not replace face-to-face conferences, however. You may attend one virtual conference every four years, and you must attend at least one face-to-face conference between virtual conferences.

Who may attend a SIM virtual conference?

The virtual conference is open only to SIM Professional Developers who

Now available online: Post-professional development questionnaire

As one of our new electronic offerings, we've developed an online post-professional development questionnaire for participants. This short questionnaire is intended to capture information about the implementation of SIM strategies and routines and to get feedback about professional development sessions.

This questionnaire can replace the old individual paper evalu-

ation forms. We're planning to email these to participants a few months after they've attended a professional development session to give them time to start using what they've learned during their professional development.

Stay tuned to *Stratenotes* for periodic reports on what participants are saying about their experiences with SIM materials and professional development.

CONTENTS

- 2011 SIM Impact Award, 3 • Janet Roth Spirit Award, 11 • KUCRL calendar, 12
- Virtual conference registration form, 13 • Announcements, 15

have attended at least one face-to-face conference in the past. In addition, if you attended last year's virtual conference, you must attend another face-to-face conference before registering for a second virtual conference.

Complete the registration form on pages 13 and 14 to participate in one of the 2011-2012 virtual conferences.

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; links to additional online content, including handouts from the 2011 International SIM Conference; 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* maintain a current *Strateworks* membership. (The virtual conference registration form on pages 13-14 includes a *Strateworks* membership renewal option, if needed.)

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 \$375. 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 Steve Graham, "Why We Must Teach Writing and How To Do It Effectively"
- DVD: Strand (your choice of two):
 - Designing Professional Learning to Have an Unmistakable Impact
 - Learning Strategies and Writing
 - Integrating the New "Three R's" into Your Content Enhancement Routines: Reading, Writing, and Reasoning
 - Helping Schools Move to a Better Place through a Process of Thoughtful Engagement
 - Strengthen Your SIM Core
- DVD: Choice of four additional sessions (see list on the registration form)
- Online content: handouts from the 2011 International SIM Conference, SIM online resources webquest, 2011 KUCRL awards
- Webinar to discuss sessions and lessons learned. We have scheduled two webinars for each vir-

tual conference; you need only participate in one. Webinars are scheduled for March 1 and 2 for the February virtual conference and May 17 and 18 for the April-May virtual conference. Your virtual conference materials will include instructions for registering for the webinar.

(Descriptions for all sessions are available on the 2011 International SIM Conference website, <http://sim2011.kucrl.org>.)

DEADLINES

Feb. 6-26, 2012, SIM Virtual Conference

The registration deadline for the February virtual conference is Jan. 20, 2012. Materials will be mailed to participants the week of Jan. 30, and you will be expected to complete all activities and evaluations for your conference sessions by Feb. 29 to receive credit for attending an update. You also must participate in one of the concluding webinars on March 1 or March 2.

April 23-May 13, 2012, SIM Virtual Conference

The registration deadline for the April-May virtual conference is April 6, 2012. Materials will be mailed to participants the week of April 16, and you will be expected to complete all activities and evaluations for your conference sessions by May 16 to receive credit for attending an update. You also must participate in one of the concluding webinars on May 17 or May 18.

**Space is limited.
Register early.**

**See registration form
on pages 13-14.**



SIM IMPACT AWARD

Central Academy Middle School • James River High School
Liberty Middle School • Patrick Henry High School

The 2011 SIM Impact Award honors four Virginia schools that are pioneers in their use of the Content Literacy Continuum to promote schoolwide improvements in literacy for all students. James River High School and Central Academy Middle School in Botetourt County and Patrick Henry High School and Liberty Middle School in Hanover County are this year's recipients of the award, given by the University of Kansas Center for Research on Learning to recognize schools or school systems that have widely adopted many components of the Strategic Instruction Model and

that have collected and analyzed data related to their efforts to improve instruction and learning with SIM.

Though other schools across the country have adopted CLC, the extent to which the Virginia schools have embraced it is groundbreaking. The CLC framework they have put in place includes features not found in other CLC projects: They make extensive use of speech-language pathologists at all five CLC levels (see our feature about this innovative approach on our website, part of the 2011 SIM Impact Award profile at <http://kucrl.org/profiles>), and

they have transformed relationships made possible by middle school-high school feeder patterns to create meaningful, deep collaboration across schools.

"I often refer to these schools as the bellwether schools," says Diane Gillam, project manager. "They are the leaders not just in their state but also on a national level. They find that hard to believe."

Supported by a series of grants, beginning in 2005, the four Virginia schools have built self-sustaining CLC programs that establish a comprehensive, consistent educational

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experience for students from the time they enter sixth grade until they graduate from high school. At the heart of every discussion and every decision lies the question of what is best for students.

"There is nothing more gratifying than working with enthusiastic teachers and administrators who continue to promote student success," says Jerri Neduchal, CLC site leader in Botetourt County. "Hanover and Botetourt counties deserve this award because of their untiring commitment to improving student achievement by enhancing instruction for all students. They have embraced CLC as a way of conducting business daily."

From the beginning, the project was ambitious, with its long-term vision of establishing feeder-pattern demonstration sites in all eight regions in the Commonwealth of Virginia. The Virginia Department of Education in partnership with the Center for Research on Learning chose the Botetourt and Hanover county schools from a pool of applicants as the initial sites for the project.

The approach the partners took in the beginning was akin to dropping in the Green Berets, says Patty Graner, director of professional development

at the Center. SIM Professional Developers with years of experience, vast knowledge, and exceptional skills were deployed to build the understanding and knowledge of those schools to quickly establish use of SIM Learning Strategies and Content Enhancement Routines.

"The whole idea was to bring together people with a deep knowledge of SIM and embed those two levels of the CLC into the schools to get them started on their way to becoming CLC demonstration sites," Graner says.

Even as the SIM special forces began their work, the schools set about building internal capacity by establishing Literacy Leadership Teams. These teams consist of teachers, who represent the diverse interests of the faculty, and the principal or a representative of the principal, who sits on the team not only to be supportive but also to become more knowledgeable about literacy issues at the secondary level. The teams serve as a liaison to faculty, soliciting opinions and suggestions from staff members, collaborating with SIM Professional Developers, and collecting and analyzing data to identify literacy needs throughout the school.

In some cases, Literacy Leadership Teams are the guiding force for a school's literacy-centered improvement efforts and have become synonymous with school improvement team.

"There has clearly been extraordinary leadership that has demonstrated a willingness to be in this for the long haul," says Don Deshler, director of the Center for Research on Learning. "They've endured dead ends. They endured when the results went flat. They endured a host of things. But unlike so many others involved in school improvement efforts, they kept their eyes focused on the agenda."

The schools' endurance has paid off in the form of increasing scores on state assessments and notable improvements in students' literacy skills across the board, as illustrated in our features on the schools beginning on page 5.

"It shows that when you challenge educators, they really do rise to the occasion if you give them something that is good for kids," says Tom Manthey, project director, Virginia Department of Education.

For the Center, the higher test scores, open collaboration, routine reliance on data to guide decisions, and broad acceptance of new instructional techniques are exciting developments. Of equal value to our future work is a look at what factors contributed to the success in the four schools.

"They have taught all of us so much about what it takes for CLC to truly make an impact," says Ann Hoffman, CLC site leader in Hanover County. "Their commitment is inspiring, and their efforts will be reflected in the successes experienced by teachers and students well beyond their schools and into the future."



CENTRAL ACADEMY MIDDLE SCHOOL & JAMES RIVER HIGH SCHOOL

BOTETOURT COUNTY, VIRGINIA

Students at James River High School and Central Academy Middle School in Botetourt County, Virginia, are the clear winners in an intense, six-year (and counting) process to develop a comprehensive, unified program to improve literacy skills and academic achievement. The schools were selected to participate in a State Personnel Development Grant in which they adopted the Content Literacy Continuum, developed by the University of Kansas Center for Research on Learning, as a framework for schoolwide literacy improvement.

Before 2005—the year the initial grant was awarded—30 percent of the students at Central Academy Middle School scored below proficient on the Virginia Standards of Learning state assessment for reading and writing. A closer look showed that 70 percent of students with disabilities scored below proficient, as did more than 55 percent of economically disadvantaged students.

The situation at James River High School was better—86 percent of the high school's students passed the reading assessment—but the school did not have a systematic approach to improving literacy of secondary students.

“One of the chief reasons that Botetourt County Public Schools applied for CLC grant was the recognition of a problem area related to adolescent literacy which was apparently not being adequately addressed by the school division,” says Superintendent Anthony Brads. “Although not misguided in the least, the division literacy focus was mainly placed on early intervention. When applying



Jerri Neduchal, Leah Lorton, Dana McCaleb, Jamie Talbott, John Busher, Tim McClung, Joni Poff, Susan Trumbo, Mike Keiron, and Dan Pendleton.

for the grant, we were looking for a vehicle to assist us with developing a comprehensive Pre-K through 12 approach to literacy. CLC has become a significant part of that process.”

Through support received from the grant, the two schools adopted CLC as their framework for an extensive school improvement effort focused on improving literacy skills of all students. In the years that followed, teachers received professional development tailored to their roles and classroom needs as well as follow-up support in Strategic Instruction Model Learning Strategies and Content Enhancement Routines. The schools developed new classes to meet students' literacy needs, and a speech-language pathologist joined the team to collaborate with teachers at both schools and provide therapeutic intervention for students with the most severe language deficits.

Literacy Leadership Teams formed to guide the schools' efforts, and collaboration across content areas, grade levels, and schools became the norm. In addition to the CLC and SIM focus on literacy, the schools also introduced block scheduling and encouraged integrating effective use of technology into instruction, resulting in many significant changes to school structure and culture in a short time. That the schools were able to juggle the changes and at the same time see dramatic increases in test scores and student achievement is a credit to the dedication of teachers and administrators alike.

“Our experience tells us that the schools and districts achieving the largest literacy gains are those with strong administrative leadership,” says Don Deshler, director of the Center for Research on Learning. “Clearly, one of the keys to the suc-

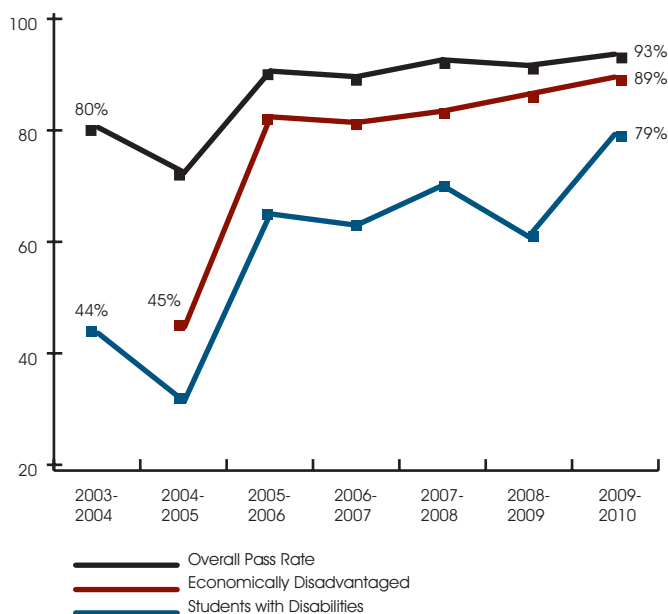


Figure 1: Central Academy Middle School Reading Pass Rates

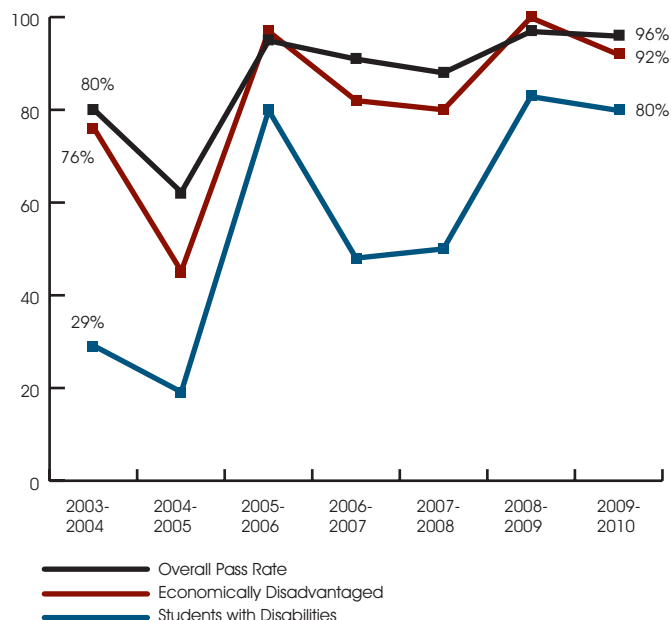


Figure 2: Central Academy Middle School Writing Pass Rates

cess in Botetourt County has been the cadre of committed leaders at the division and school levels.”

All five levels of the Content Literacy Continuum are in place in the Botetourt County schools. The collaboration between schools, including regularly scheduled leadership meetings focused on shared literacy issues, creates a unified experience for all students from sixth-grade through graduation.

Though CLC is firmly established, the schools continually evaluate results at all five levels as leadership teams consider how to sustain improvements to instruction and student achievement. An annual planning document specifies the interventions to be used at each level (whether SIM strategies and routines or other programs, such as *LANGUAGE!*), classes in which teachers will be expected to implement interventions, evidence of implementation, resources to support instruction or indicators that more intense instruction is necessary, and speech-language pathologist support

for each level.

The thoughtfulness of the planning and persistence in pursuing improvement have resulted in exciting advances in literacy levels at the two schools.

“In the short amount of time I have been here, the impact SIM has had on CAMS is astronomical,” says Timothy McClung, who is in his second year as principal of Central Academy Middle School. “We have students who have gained over two grade levels in reading in one year. Our state accountability scores were higher in 2010 than they have ever been.”

Figures 1 and 2 show Central Academy Middle School students’ pass rates for the state assessments in reading and writing. Pass rates in both reading (Figure 1) and writing (Figure 2) have improved for

all students and for the subgroups of students with disabilities and economically disadvantaged students.

“As a school, the biggest success has been the improvement of our eighth-grade writing scores,” says Denise Sprinkle, science teacher and building leader for the CLC project at the middle school. “We feel the incorporation of the writing strategies into

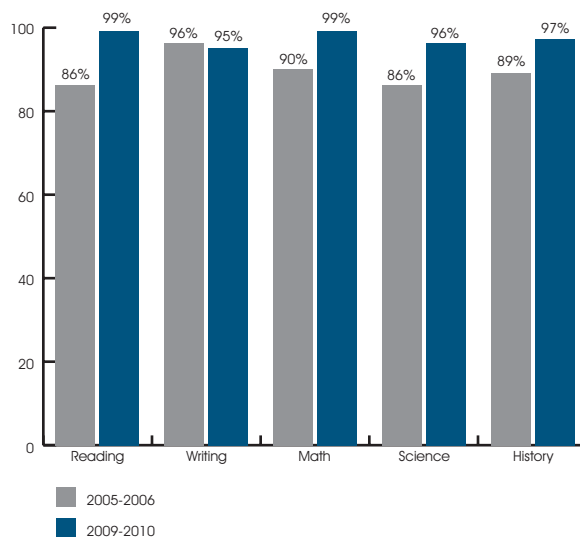


Figure 3: James River High School Pass Rates by Content Area

our curriculum has been critical to the student gains in writing.”

James River High School has realized similar improvements on state assessments for its students. Figure 3 shows improvements in pass rates for all students in the areas of reading, math, science, and history from the 2005-2006 school year to 2009-2010. Writing pass rates remained about the same. In addition, more students are passing their reading and writing state assessments with a rating of “advanced proficiency,” as seen in Figure 4.

“We now have a common goal—to improve literacy for all students—and we are reaching that goal. The Content Enhancement Routines and Learning Strategies have been the foundation for the schoolwide change,” says Dana McCaleb, special education teacher, building leader for the project, and SIM Professional Developer at James River High School.

Teachers and administrators are justifiably proud of the improvements they are seeing in their students’ literacy skills. They also note personal benefits in professional and collegial growth, including more open communication and more opportunities to collaborate not just within schools but across schools. At James River High School, principal Jamie Talbott credits CLC with improving communication across departments and creating positive collaboration among teachers, both of which he says have led to improved classroom instruction and student achievement. Sprinkle, at the middle school, believes communication is one of her biggest responsibilities. “As the building lead, communication with all levels of administration is crucial.

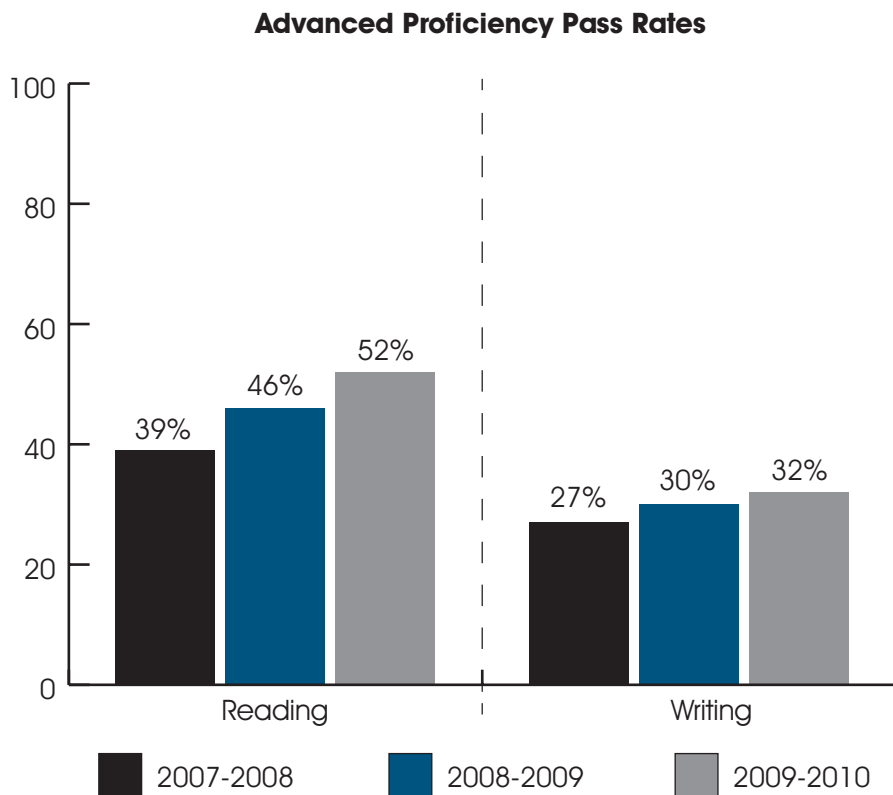


Figure 4: James River High School Advanced Proficiency Pass Rates

Communication with fellow teachers and listening to their concerns is part of what I do,” she says.

Extending collaboration between schools means the educators have regular opportunities to discuss student progress—including students’ transition from middle school to high school—and the effectiveness of instructional methods across all grade levels.

“The collaboration has allowed us to better meet the needs of our incoming students, providing services for them to meet their literacy levels and improve literacy across the board,” says McCaleb.

Central Academy Middle School and James River High School have met the thorny challenge of improving student literacy with an admi-

nable tenaciousness and a determined focus on the needs of their students, realizing exceptional gains in student achievement in the process. They also have created a literacy-centric culture, owned by all teachers and administrators, that will continue to serve the best interests of the schools and their students well into the future.

“I have witnessed the growth of principals and teachers into such strong instructional leaders,” says Joni Poff, the division’s supervisor of secondary instruction and gifted education. “To sit back and watch a CLC team meeting take place in a school is fascinating. The level of the conversation, the knowledge of the members, and the focus of the team is incredible.”

LIBERTY MIDDLE SCHOOL & PATRICK HENRY HIGH SCHOOL

HANOVER COUNTY, VIRGINIA

In six years, Liberty Middle School and Patrick Henry High School have crafted a new culture of literacy “connectedness” that forges strong bonds between professional development and instruction, between high school demands and middle school preparation, between student needs and student services.

The two schools in Hanover County, Virginia, were selected to participate in a State Personnel Development Grant in which they adopted the Content Literacy Continuum, developed by the University of Kansas Center for Research on Learning, as a framework for school-wide literacy improvement.

“When we started, we just knew we had schoolwide literacy issues. Over the past six years, we’ve made strong gains,” says Donald Latham, principal of Liberty Middle School. “You have art teachers thinking about literacy, computer science teachers thinking about literacy. It’s all of the small contributions that equal a schoolwide effort.”

Jeffrey Crook, principal of Patrick Henry High School, sees evidence of the CLC culture change reflected throughout the school in new attitudes about literacy and new approaches to the daily business of teaching and learning. “All faculty, staff, and students are focused on literacy and the importance of understanding and synthesizing information in the classroom,” he says. “All faculty members realize that the use of integrated Content Enhancement Routines and strategies leads to improved overall student achievement.”



Kendall Hunt, Julie Dauksys, Ian Schenk, Jamelle Wilson, Cathy Guillena, Donald Latham, and Janie Brown.

Both schools collect data from multiple sources—walk-throughs, formal observations, state assessment results—to guide instructional decisions. In addition, the desire to improve literacy across the board has brought teachers and in-house professional developers together in a way that allows for collaborative feedback and instructional growth.

Beyond the schools’ individual achievements, the Patrick Henry and Liberty Middle Literacy Leadership Teams work in partnership to develop and support a comprehensive secondary literacy plan. That collaboration, identified by school leaders as one of the most important outgrowths of the initiative, has intensified staff members’ feelings of responsibility for all students’ long-term success. High school staff prepare for the needs of their future

students based on conversations with and data shared by the middle school, and middle school staff regularly check on the progress of students who have moved on.

“We ask the high school how they’re doing, what they’re doing, and what we can do to send them better prepared,” says Latham. This year, high school teachers proctored a writing exercise for middle school students, creating a win-win situation in which middle school faculty will use results to determine whether changes are needed to prepare students better for high school and high school faculty will become acquainted with the literacy levels and skills of incoming ninth-graders.

A small—but growing—team of in-house professional developers is integral to the success of the CLC initiative in Hanover County. The

Eighth-Grade Reading Standards of Learning Pass Rates

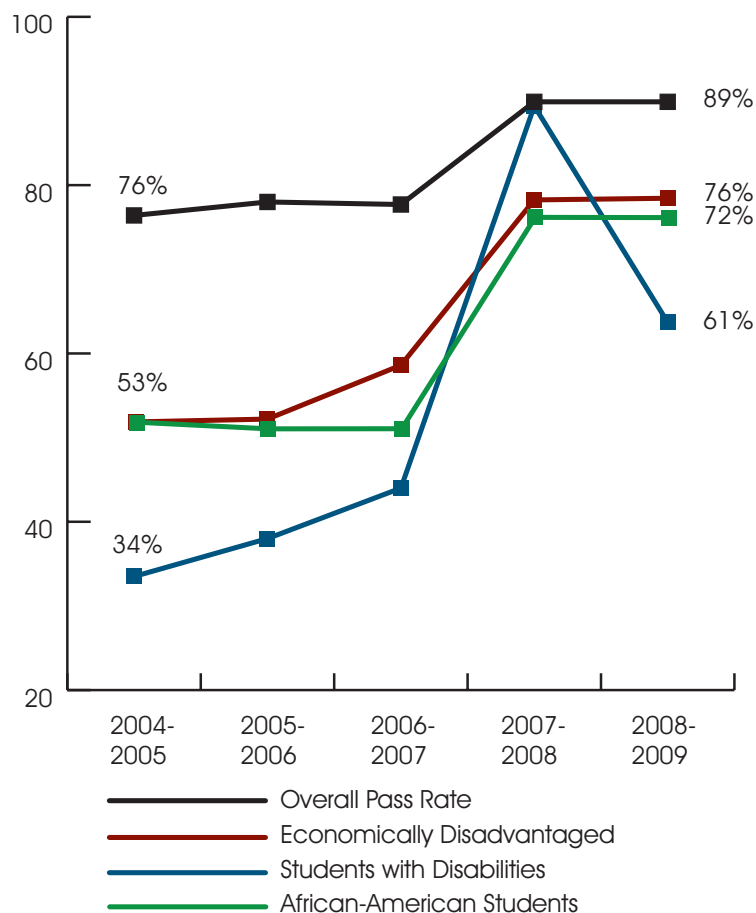


Figure 1: Liberty Middle School Reading Pass Rates

team endeavors to ensure clear, strong connections between workshops, instructional goals, data collection, and follow-up coaching in the Hanover County schools.

"It's that constant follow through, and it's the consistency that makes it so good," Latham says. "We go through the cycle of data collection and evaluation on a monthly basis with teacher leaders. Having that cadre of expertise added to the leadership team is just invaluable."

The six years of intense work toward full adoption of CLC has not been without hiccups. "At first, the biggest challenge was getting 'buy in,'" says Cathy Guillena, special education teacher and lead SIM Professional Developer at the high

school. Guillena recalls the initial resistance of her collaborative teacher at Patrick Henry High School, who dismissed the CLC initiative as "just the latest craze" destined to disappear in a few years like so many other changes she had seen in more than 20 years of teaching. "She ended up being one of our biggest cheerleaders," Guillena says.

Administrators led the way toward acceptance by establishing the expectation for teachers to learn about and use Strategic Instruction Model interventions. Teachers identified as leaders among their peers became, like Guillena's colleague, cheerleaders for the project. Now, use of strategies and routines in classrooms is the norm, and the schools have devised new

approaches to reaching students who need extra literacy assistance. Patrick Henry cleared one big hurdle when, after several years of urging, the school board approved a new Learning Strategies course to be taught by the speech-language pathologist to address the most severe learning difficulties of students in content classes.

Since beginning the project, the schools have seen rising scores on the state's Standards of Learning assessments. Figure 1 shows increases in eighth-grade reading pass rates from the 2004-2005 school year to 2008-2009. Not only do the scores show improvements for eighth-graders as a whole, but they also show significant gains when subgroups (African-American students, students with disabilities, and economically disadvantaged students) are considered separately. Eighth-grade writing pass rates also improved for all groups during the same period.

"We've seen our overall reading scores go up," says Latham (Figure 2). "Our math scores have gone up. Science is the highest it's ever been."

The percentage of special education students at the middle school who spend most of their school day in general education classrooms has increased substantially since 2006, while the percentage of special educa-

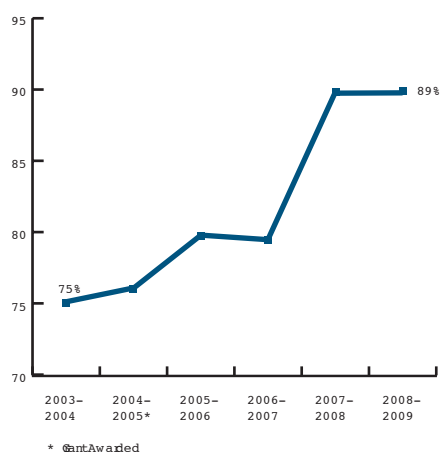


Figure 2: Liberty Middle School Reading Pass Rates: All Students

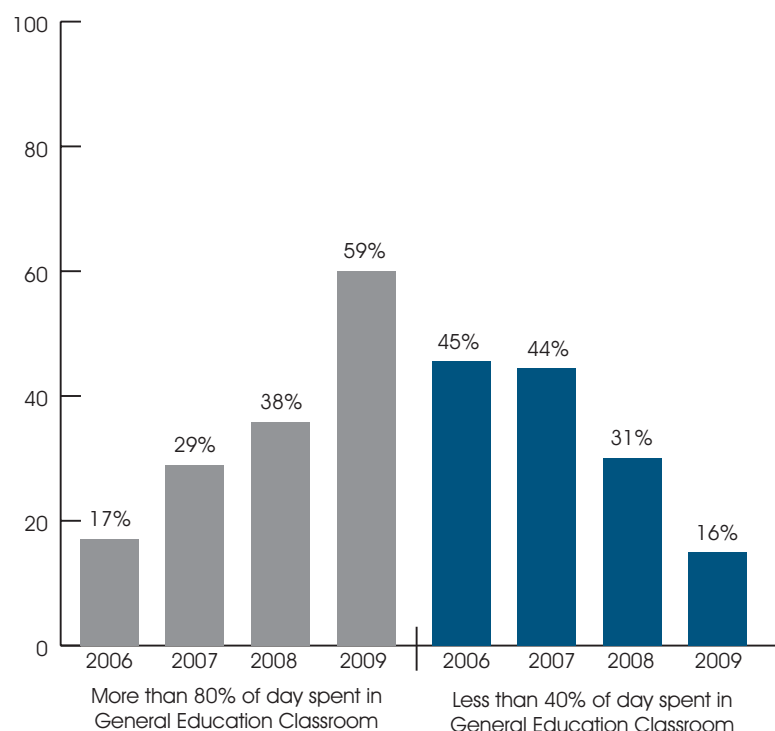


Figure 3: Liberty Middle School Percentage of Special Education Students in General Education Classrooms

tion students who spend most of the day in other settings has decreased just as dramatically (Figure 3).

High school pass rates for reading and math have increased (see Figure 4). The percentage of students reading below grade level has decreased, and the percentage of students reading above grade level has increased. Strikingly, the percentage of students who graduate with advanced diplomas has risen from below 10 percent to nearing 20 percent.

Behind the numbers and statistics are powerful student and teacher stories, stories such as teacher Stacy Stanford's determination to help a student master the content in her Spanish class despite struggling with reading comprehension in English. Stanford designed a multi-intervention approach using the *Framing Routine* and *Paraphrasing Strategy* to attack readings for the Spanish class and the *Vocabulary LINcing Routine* to master new Span-

ish words. By the end of the year, the student demonstrated great leaps in her comprehension abilities in both Spanish and English.

"Just because she struggled in English didn't mean she had to struggle in Spanish as well," says Stanford, who is World Languages department chair and a CLC teacher leader at Patrick Henry High School.

A common twist in the stories emerging from the Hanover County project is the teacher who needs to see proof in her own classroom before fully embracing CLC and SIM. Janie Brown, physical science teacher at Liberty Middle School, was just such a teacher. For Brown, evidence of success came early when she used the *Unit Organizer Routine* to introduce her first unit, Map Skills. Brown says she dreaded the Map Skills unit test because her students generally performed poorly—many Cs, with a number of Ds and Fs. The year she used Unit Organizer, though, the

results impressed her.

"The majority of my grades were in the B range and a good amount in the A range," she says, and students attributed their success to the Unit Organizer. "It felt like everything they needed to know was laid out for them with no hidden content."

Brown is now a SIM Professional Developer and CLC project co-lead in her school. "You see steady gain every year, but more importantly, I see students who come to class with tools and strategies to learn," she says. "These give them confidence and have allowed them to feel more confident in tackling new and difficult subject matter. True student achievement is creating effective life-long learners, and isn't that what we are all about?"

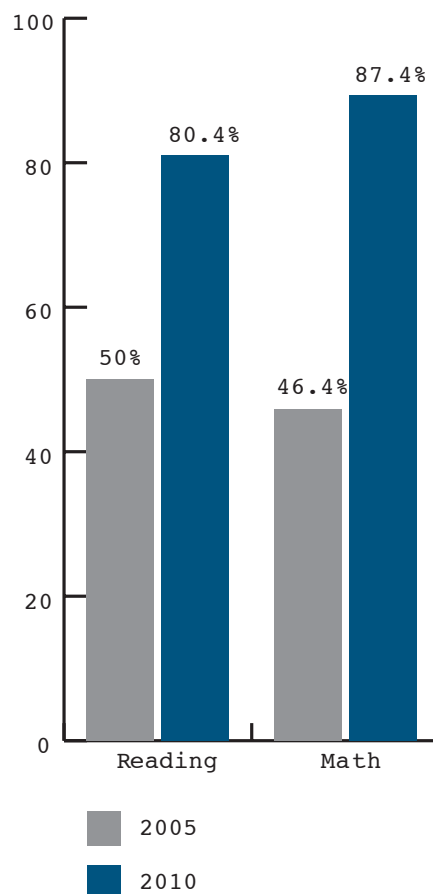


Figure 4: Patrick Henry High School Pass Rates

JANET ROTH SPIRIT AWARD

Enthusiasm. Energy. Sparkle.

The Janet Roth Spirit Award celebrates these qualities in individuals connected to the SIM International Professional Development Network. The award has only been given three times: to Janet Roth, for whom it was named, in 2005; to Jean Schumaker in 2006; and ... (drum roll) ... to **Gail Cheever**, the newest recipient of the award!

Gail, learning specialist and longtime SIM Professional Developer, accepted the award during the 2011 International SIM Conference. She was slated to receive it in 2010 but was unable to attend the conference that year.

Gail is a familiar face—and force—to most members of the SIM universe. Her passion for SIM and her untiring work on behalf of the network are legendary.

“She brings such enthusiasm and such excitement to the work,” said Patty Graner, director of professional development, in introducing the award. “I am in awe every time I have an opportunity to work with her.”

Janet Roth, former director of professional development, and Jean Schumaker, former associate director of the Center, joined Patty in presenting the award to Gail, who has been rumored to be thinking about retirement.

True to the spirit of the award, Gail delivered a rousing acceptance speech that included a very SIM-like mnemonic for the network, playing off the conference theme of “The Write Stuff” (but switching it up a little with “Right Stuff”) (reprinted at right).

“And that’s why I come to Kansas every summer,” she said, concluding with this nugget: “SIM Professional Developers don’t retire. They just generalize to new settings.”



You are **R**esilient.
You are **I**nventive.
You are **G**enerous.
You have so much **H**eart.
You are **T**enacious.
You are **S**mart.
You are **T**alented.
You are **U**ndaunted.
You are **F**ormidable.
You are so much **F**un!

The **Janet Roth Spirit Award** recognizes individuals who dramatically affect lives through their relentless infusion of energy and positive spirit into the work of others, who affect the very tone, temperament, and environment in a positive way. The award was named for its first recipient, Janet Roth, KUCRL’s long-time director of professional development. Janet’s attention to every detail and her concern for individual members of the SIM Professional Development Network added an extra sparkle to the work of the network. This award honors that spirit in others.



KUCRL CALENDAR 2011-2012

Oct. 3-5, 2011

Instructional Coaching Institute
Level 1: Progress Through
Partnership
Lawrence, Kan.

Oct. 6-8, 2011

Instructional Coaching Institute
Level 2
Lawrence, Kan.

Oct. 9-12, 2011

Instructional Coaching
Conference and Preconference
Lawrence, Kan.

Oct. 14-15, 2011

Arkansas SIM Professional
Developers Update Conference
Conway, Ark.

Oct. 14-15, 2011

CAL-SIM: Navigating Strategic
Instruction to Support Reading,
Writing, and More
San Francisco, Calif.

Oct. 19, 2011

CRL Learns Guest Speaker:
Michael Wesch, Kansas State
University, "From Knowledgeable
to Knowledge-Able: New Learning
Environments for New Media
Environments
Lawrence, Kan.

Nov. 1, 2011

CRL Learns Guest Speaker:
Charles M. Payne, Frank P. Hixon
Distinguished Professor at the
University of Chicago
Lawrence, Kan.

Nov. 4-5, 2011

Northeast Regional Update for SIM
Professional Developers
Newburgh, N.Y.

Nov. 9, 2011

CRL Learns: Physical Activity Across
the Curriculum (PAAC)
Lawrence, Kan.

Dec. 5-9, 2011

Improving Adolescent Literacy:
Fusion Reading for Middle and
High School Classroom Teachers
Part 1
Lawrence, Kan.

Jan. 17-19, 2012

Instructional Coaching Institute
Level 1: Progress Through
Partnership
Lawrence, Kan.

Feb. 6-26, 2012

Virtual Update Conference for
SIM Professional Developers

Feb. 27-28, 2012

Southeast Update for SIM
Professional Developers
Charleston, S.C.

Feb. 27-28, 2012

Creating an Impact School
Lawrence, Kan.

March 19-20, 2012

Workshops that Make an Impact
Lawrence, Kan.

April 9-10, 2012

Translating the Common Core
Standards into Practice
Lawrence, Kan.

April 23-May 13, 2012

Virtual Update Conference for
SIM Professional Developers

May 29-June 1, 2012

SIM Learning Strategies for
Preservice Educators
Lawrence, Kan.

May 29-June 1, 2012

SIM Content Enhancement
Routines for Preservice Educators
Lawrence, Kan.

June 19-21, 2012

Fusion Reading Performance
Academy 1
Lawrence, Kan.

July 10-12, 2012

2012 International SIM
Conference
•NEW SCHEDULE: TUESDAY-
WEDNESDAY-THURSDAY•
Lawrence, Kan.

Aug. 6-8, 2012

Instructional Coaching Institute
Level 1: Progress Through
Partnership
Lawrence, Kan.

Aug. 9-11, 2012

Instructional Coaching Institute
Level 2
Lawrence, Kan.

Aug. 13-14, 2012

Translating the Common Core
Standards into Practice
Lawrence, Kan.

Oct. 8-10, 2012

Instructional Coaching Institute
Level 1: Progress Through
Partnership
Lawrence, Kan.

Oct. 11-13, 2012

Instructional Coaching Institute
Level 2
Lawrence, Kan.

Oct. 15-17, 2012

Seventh Annual Instructional
Coaching Conference
Lawrence, Kan.

Oct. 18-19, 2012

Instruction that Makes an Impact
Lawrence, Kan.

**More information and a complete calendar
of coming events at <http://kucrl.org>**



SIM PROFESSIONAL DEVELOPERS'
2011/2012 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: _____

Choose your virtual conference session:

- ☐ Feb. 6-26, 2012; webinar dates March 1 and 2
☐ April 23-May 13, 2012; webinar dates May 17 and 18

REGISTRATION DEADLINE: JAN. 20, 2012
REGISTRATION DEADLINE: APRIL 6, 2012

Design your conference below.

Choose Two Strands:

- ☐ **Designing Professional Learning to Have an Unmistakable Impact** Strand Leader: Jim Knight
☐ **Learning Strategies and Writing** Strand Leaders: Jean Schumaker, Mary Black, and Beverly Colombo
☐ **Integrating the New “Three R’s” into Your Content Enhancement Routines: Reading, Writing, and Reasoning**
Strand Leaders: Jan Bulgren and Keith Lenz
☐ **Helping Schools Move to a Better Place Through a Process of Thoughtful Engagement** Strand Leaders:
Don Deshler, Susan D’Aniello, Ken Geisick, Ann Hoffman, Donald Latham, Pam Leitzell, Jerri Neduchal, Jean Piazza,
and Sue Woodruff
☐ **Strengthen Your SIM Core** Strand Leader: Patty Graner

Choose Four Sessions:

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

- | | |
|---|--|
| <input type="checkbox"/> Close Encounters with SIM Authors: The Question Exploration Routine with Jan Bulgren and The Word Mapping Strategy with Monica Harris | <input type="checkbox"/> The Genius Model: Disciplinary-Specific Writing Strategies for the Common Core Standards Initiative —Ed Ellis and Rachel White |
| <input type="checkbox"/> Closing the Gap Between Professional Development Sessions and Classroom Implementation: What Can Professional Developers Do to Partner with Administrators? —Ken Geisick and Barbara Millikan | <input type="checkbox"/> Listening and Note-Taking —Gwen Berry |
| <input type="checkbox"/> Countdown to the New GIST 2.0 —Keith Lenz and Sherri Wagner | <input type="checkbox"/> Literacy Leadership Team: One of the Keys to Successful Blast-Off —Sue Woodruff |
| <input type="checkbox"/> The EDIT Strategy —Sheri Fiskum | <input type="checkbox"/> The New Stratepedia: Coaching, Data, and Collaboration in the Cloud —Aaron Sumner and Amber Nutt |
| | <input type="checkbox"/> SIM and Common Core Standards —Latricia Bronger |

(Continued on next page)

- ☐ **SIM for Preservice Educators**—Barbara Duchardt and Joyce Rademacher
- ☐ **SIM Overview Make and Take**—Patty Graner
- ☐ **Speaking with Power**—Sue Vernon
- ☐ **Strategic Math Series: Addition with Regrouping and Subtraction with Regrouping**—Bradley Kaffar

- ☐ **The Virginia Project: A Six-Year Journey to Implement the CLC**—Diane Gillam, Kendall Hunt, Jeff Crook, Ian Shenk, Cathy Guillena, Frances Warnick, Donald Latham, Julie Dauksys, Jamie Talbott, Dana McCaleb, Tim McClung, Joni Poff, and John Busher
- ☐ **Using Content Enhancement to Support Writing and Reading**—Jan Bulgren

Payment Information

Make check or P.O. payable in full to: KUCRL (University of Kansas Center for Research on Learning)

I want to use my credit card

Visa or MasterCard # _____

Date of expiration: _____

☐ **Personal card** OR ☐ **Name of Institution:** _____

Billing address (required): _____

Authorization Signature: _____

Send to:

University of Kansas Center for Research on Learning

Attn: Pete Mynsted

Joseph R. Pearson Hall

1122 West Campus Rd, Room 517

Lawrence, KS 66045-3101

pmynsted@ku.edu

Phone 785-864-0617

Fax: 785-864-5728

Refund Policy: If you cannot participate in this conference, you must notify KUCRL no later than 14 days before the starting date to receive a refund of your registration fee. **There will be a cancellation fee of \$25 for all cancellations.** We will be unable to issue refunds for cancellations received **after Jan. 23, 2012, for the virtual conference beginning Feb. 6** or for cancellations received **after April 9, 2012, for the virtual conference beginning April 23.**

Amount Enclosed:

Registration \$375 (U.S. funds) _____

(Your registration fee includes DVDs of two strands and four sessions. You may purchase additional DVDs at a cost of \$15 each.)

Additional sessions _____ @ \$15 each _____

Strateworks membership renewal (optional) \$35 _____

☐ *Check here to receive your Stratenotes newsletter by email (e-Stratenotes)*

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!**

It's time to renew *Strateworks* for 2011-2012!

Remember, you must maintain a current *Strateworks* membership to be considered an active member of the International Professional Development Network. Your membership also gives you access to Stratedirectory Online (<http://directory.kucrl.org>), *Stratenotes*, SIMville, and Stratepubs. Membership forms are available online:

<http://kucrl.org/sim/forms/strateworks>

StrateReaders

StrateReaders is open to anyone—SIM Professional Developers, SIM educators, book study groups—interested in reading, learning, and contributing. StrateReaders members read a new book every three months from September through May. Each reading period wraps up with a conference call discussion of the book.

The following are the featured books for 2011-2012:

- September-November: *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction* by Jim Knight.

Conference call: Nov. 29.

- December-February: *Switch: How to Change Things When Change Is Hard* by Chip Heath and Dan Heath. Conference call: Feb. 28.

- March-May: *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education* by Diane Ravitch. Conference call: May 29.

To join StrateReaders, log onto www.stratopedia.org, then click on StrateReaders to contribute your thoughts and ideas.

SIM & KUCRL on Facebook

“Like” us on Facebook to get news, announcements, and fun SIM- and KUCRL-related stuff delivered right to your Facebook news feed.

SIM on Facebook: <http://www.facebook.com/kucrl.sim>

KUCRL on Facebook: <http://www.facebook.com/kucrl>

Stratopedia on Facebook: <http://www.facebook.com/stratopedia>

CRL Learns on Facebook: <http://www.facebook.com/crllearns>

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

<http://www.kucrl.org/classes>

SIMville

User name: Network

Password: strategic

CRL News

<http://www.kucrl.org/news>

CRL Learns

<http://crllearns.kucrl.org>

CRL Project Profiles

<http://www.kucrl.org/profiles>

CRL Multimedia Archives

<http://media.kucrl.org>

CRL Publication List

<http://www.kucrl.org/research>

CRL Divisions

Advanced Learning Technologies

<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>

INSIDE:

- SIM virtual conference, 1
- 2011 SIM Impact Award, 3
- Janet Roth Spirit Award, 11
- KUCRL calendar, 12
- Virtual conference registration, 13

A Moment in SIM History

The first issue of *Stratenotes* appeared in September 1992. From the introduction to the issue:

"We are excited to begin a new publication by University of Kansas Institute for Research in Learning Disabilities. *Stratenotes* is a publication expressly for trainers in our National Training Network. Its purpose is to keep you updated on some of our recent work and thinking as well as to inform you of some important upcoming dates and events. Each issue of *Stratenotes* will be kept to 1-2 pages—easy for you to read and easy for us to write!"

Things have changed in the SIM world in the last two decades, haven't they?

The first issue also included a registration form to attend a one-day SIM Trainers' Meeting as part of the 14th International Conference on Learning Disabilities in Kansas City. Did you attend this SIM meeting? If so, stop by the SIM Facebook page and share your memories.

ADDRESS SERVICE REQUESTED

Lawrence, Kansas 66045-3101
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Joseph R. Pearson Hall

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