

Almost 35 & still growing Two new KUCRL divisions study health & disability policy, transition issues

KUCRL Staff

Meet our two newest divisions: the **Institute for Health and Disability Policy Studies (IHDPs)**, under the direction of Jean Hall, associate research professor, and the **Transition Coalition**, directed by Mary Morningstar, associate professor.

IHDPs, which conducts research on health and disability policy issues, is a newly formed collaboration between the Center and the Health Policy Management Office at the KU Medical Center. The Transition Coalition addresses topics related to the transition from school to adult life for youth with disabilities.

Our new divisions join six existing divisions (full list follows). Together, our 150 researchers, program developers, and support staff pursue multiple lines of research in support of our Center's four-fold mission of research, product development, dissemination/system change, and professional development.

We have grown from a single project—the Institute for Research in Learning Disabilities—to one of the largest of the 11 designated research centers at KU.

Since our inception in 1978, our primary R&D focus has been the design and validation of intervention programs and technologies for improving outcomes for struggling adolescent learners, including students with disabilities, and strategies for restructuring secondary schools to raise the literacy level of all students. Now in our 35th year, we have successfully completed in excess of \$200 million of contracted R&D, and we remain committed to ensuring

that teachers and students benefit from the products, tools, and methods we develop.

To this end, our researchers collaborate with teachers and school systems to ensure products and technology supports are practical and meet their needs, and you as a member of the International Professional Development Network are a key part of that effort. Your expertise at working with schools to develop comprehensive plans for improving instruction and support for all students, and especially for students with disabilities, is vital to help us fulfill our goals.

Here's a list of our eight divisions, their directors, their missions, and their websites.

ADVANCED LEARNING TECHNOLOGIES (ALTEC)

Director: Marilyn Ault

<http://altec.org>

The ALTEC mission is to design, develop, and evaluate the effective use of educational technologies in K-12 instruction and to use evolving telecommunication technologies to connect and engage learners. ALTEC resources—consisting of educational games, web-based instructional resources, scaleable online assessment, and assistance for those with special needs—are accessed more than a million times a month. ALTEC's professional development providers address the challenges of implementing technologies in the classroom through on-site professional development, instructional coaching, and program support.

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DIVISION OF ADULT STUDIES (DAS)

Director: Daryl Mellard

<http://das.kucrl.org>

The vision of the Division of Adult Studies is a world that values and respects people by fostering equal and continuing opportunities for all to fully participate in society. To contribute to that vision, DAS conducts research, evaluates programs and projects, disseminates findings, and provides assistance to individuals or organizations that seek to improve services for people with disabilities or disadvantages. Through its work, DAS cultivates improved policies, systems, and practices.

E-LEARNING DESIGN LAB

(a joint effort with KU's Information and Telecommunication Technology Center)

Co-directors: Ed Meyen and James Miller

<http://elearndesign.org>

The mission of the e-Learning Design Laboratory is to explore new uses of

technology to enhance learning environments that meet the educational and training needs of society. This involves the study, development, and research of new designs, principles, practices, tools, and policies that contribute to the pedagogy of e-learning.

INSTITUTE FOR HEALTH AND DISABILITY POLICY STUDIES

Director: Jean Hall

<http://health.kucrl.org>

IHDPS conducts research on health and disability policy issues with the goal of improving access to and quality of care for all people, particularly those with disabilities and chronic illnesses.

INSTITUTE FOR RESEARCH ON ADOLESCENT LEARNING

Director: Mike Hock

<http://iral.kucrl.org>

The Institute for Research on Adolescent Learning develops and researches instructional practices, strategies, and programs that sig-

nificantly enhance the achievement of adolescents who struggle with learning.

KANSAS COACHING PROJECT

Director: Jim Knight

<http://www.instructionalcoach.org>

The Kansas Coaching Project conducts research on instructional coaching, or on-site professional development intended to teach educators how to use proven instructional methods. The project offers several opportunities throughout the year to learn more about coaching, including an annual fall conference featuring international experts in instructional coaching.

PROFESSIONAL DEVELOPMENT RESEARCH INSTITUTE

Director: Patricia Graner

<http://pdri.kucrl.org>

The Professional Development Research Institute seeks new ways to deliver quality learning opportunities, conceptualize models of professional development, and provide support to teachers and other school personnel. The ultimate goal of our research and development activities in this area is improved student achievement through effective teaching practices.

TRANSITION COALITION

Director: Mary Morningstar

<http://transitioncoalition.org>

The Transition Coalition develops and offers online and in-person information, resources, and professional development on topics related to the transition from school to adult life for youth with disabilities.

SIM Leadership: After the Award & Gordon R. Alley Award

Among the highlights of the 2012 International SIM Conference was the presentation of the 2012 KUCRL awards. Last month, we profiled three outstanding SIM Professional Developers—Ann Hoffman, Diane Gillam, and Beth Lasky—who received SIM Leadership Awards. This issue profiles the Dubuque Community School District, recipient of the Gordon R. Alley Partnership Award, and Cathy Spriggs, past recipient of the SIM Leadership Award who was honored for her continued leadership and exceptional achievements in the decade since she received the award. Profiles begin on page 8.

Register now for 2012/2013 Virtual Conference

Registration is open for the 2012/2013 virtual conference. We have scheduled three opportunities for you to participate.

- Registration is closed for the first virtual conference (**Oct. 15-Nov. 5**).
- The second virtual conference will run **Jan. 14-Feb. 4, 2013**, with concluding webinars on Feb. 6 and Feb. 7.
- And we've just added a third opportunity, **April 23-May 13, 2013**, with concluding webinars on May 15 and May 16.

Content for the 2012/2013 virtual conference is drawn from sessions presented during the 2012 International SIM Conference, which celebrated the spectrum of connections that have made the Strategic Instruction Model™ an enduring fixture on the education landscape. The conference featured two keynote speakers:

- **Ed Ellis**, professor of special education and multiple abilities at the University of Alabama, focused on instructional practices and 10 indicators of a successful education in his keynote address, *Beyond Test Scores—Indices of a Successful Education*.
- **Jim Knight**, director of the Kansas Coaching Project at KUCRL, explored the benefits of and the practices that promote professional learning in *Learning Adults for Learning Students*.

WHAT IS THE SIM VIRTUAL CONFERENCE?

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 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.

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 2012 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 both keynotes, both strands, and four of the five sessions you select 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 *Stratworks* membership.

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 your first virtual conference.

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HOW MUCH DOES THE VIRTUAL CONFERENCE COST?

The cost is \$400. 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 **Ed Ellis**, professor of special education and multiple abilities at the University of Alabama, *Beyond Test Scores—Indices of a Successful Education*.
- DVD: Keynote speech by **Jim Knight**, director of the Kansas Coaching Project at KUCRL, *Learning Adults for Learning Students*.
- DVD: **Strand** (you choose two):
 - *The Buttons to Push to Change Student Outcomes in a Major Way*
 - *The Perfect Match: Common Core State Standards and Content Enhancement Routines*
 - *Unmistakable Impact and the*

Strategic Instruction Model

- Writing Within the Context of the Common Core State Standards
 - DVD: Choice of **five** additional sessions (see list on the registration form)
 - Online content: Handouts from the 2012 International SIM Conference, SIM online resources webquest, 2012 KUCRL awards
 - Webinar to discuss sessions and lessons learned. We have scheduled two webinars for each virtual conference; you need only participate in one. Webinars are scheduled for Feb. 6 and Feb. 7 for the winter virtual conference and for May 15 and May 16 for spring. Your virtual conference materials will include instructions for registering for the webinar.
- (Descriptions for all sessions are available on the 2012 International SIM Conference website, <http://sim.conference.kucrl.org>.)

SIM VIRTUAL CONFERENCE DEADLINES

JAN. 14-FEB. 4, 2013 SIM VIRTUAL CONFERENCE

The registration deadline for the winter virtual conference is Jan. 7, 2013. Materials will be mailed to participants the week of Jan. 7, and you will be expected to complete all activities and evaluations for your conference sessions by Feb. 4 to receive credit for attending an update. You also must participate in one of the concluding webinars on Feb. 6 or Feb. 7.

APRIL 23-MAY 13, 2013 SIM VIRTUAL CONFERENCE

The registration deadline for the spring virtual conference is April 15, 2013. Materials will be mailed to participants the week of April 15, and you will be expected to complete all activities and evaluations for your conference sessions by May 13 to receive credit for attending an update. You also must participate in one of the concluding webinars on May 15 or May 16.

Space is limited. Register early.

See registration form on pages 5-6.

SIM & KUCRL Online Resources

www.kucrl.org

Strategic Instruction Model

<http://kucrl.org/sim>

Content Literacy Continuum

<http://clc.kucrl.org>

SIM Workshops and Updates

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

SIMville

User name: Network

Password: strategic

KUCRL News

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

CRL Learns

<http://crllearns.kucrl.org>

Project Profiles

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

Publication List

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

KUCRL 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 Health and Disability Policy Studies

<http://health.kucrl.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>

Transition Coalition

<http://transitioncoalition.org>



SIM PROFESSIONAL DEVELOPERS 2012/2013 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:

- ☐ Jan. 14-Feb. 4, 2013; webinar dates February 6 and 7
☐ April 23-May 13, 2013; webinar dates May 15 and 16

REGISTRATION DEADLINE: JAN. 7, 2013

REGISTRATION DEADLINE: APRIL 15, 2013

Design your conference below.

Choose Two Strands:

- ☐ **The Buttons to Push to Change Student Outcomes in a Major Way** Strand Leaders: Don Deshler, Diane Gillam, Patty Graner, Pam Leitzell, and Barbara Ehren
☐ **The Perfect Match: Common Core State Standards and Content Enhancement Routines** Strand Leaders: Janis Bulgren and Keith Ben-Hanania Lenz
☐ **Unmistakable Impact and the Strategic Instruction Model** Strand Leader: Jim Knight
☐ **Writing Within the Context of the Common Core State Standards** Strand Leaders: Jean Schumaker and Peggy Graving

Choose Five Sessions:

Note: Your conference registration includes DVDs of your choice of five of the following sessions. You may purchase additional sessions at a cost of \$15 each. Session descriptions and speaker bios: <http://sim.conference.kucrl.org>.

- | | |
|--|--|
| <input type="checkbox"/> 360 Degrees of Technology in Professional Development —Amber Nutt, Jim Black, Jana Craig Hare, Elizabeth Hardman, Amber Roland, and Aaron Sumner | <input type="checkbox"/> Energize Oral Language and Social Skill Instruction with the Interactive Multimedia Programs <i>Speaking with Power</i> and <i>Socially Wise</i> —Sue Vernon |
| <input type="checkbox"/> All Aboard the Professional Developer's Train! —Jana Craig Hare and Amber Rowland | <input type="checkbox"/> Feeling a Little Wordy —Paula Lancaster |
| <input type="checkbox"/> Bug-in-Ear Coaching —Marti Elford | <input type="checkbox"/> Linking SIM Professional Development to Instructional Frameworks and Teacher Evaluation —Debbie Cooke |
| <input type="checkbox"/> Dear Mona, Can You Tell Me How to Get to SIMville? —Patty Graner | <input type="checkbox"/> The Listening and Note-Taking Strategy Study Project —Gwen Berry and Patty Graner |
| <input type="checkbox"/> Dubuque, Iowa: Our Journey to Sustain Fusion Reading —Irma Brasseur-Hock, Mike Hock, Lynn Helmke, Brenda Konrardy, Jennifer Elbert, Joanne Loeffelholz, Lisa Putschio, and Julie Spahn | <input type="checkbox"/> Literacy Leadership Team: Finding Direction —Sue Woodruff |
| | <input type="checkbox"/> The Main Idea Strategy —Dan Boudah |

☐ **The New GIST 2.0**—Keith Ben-Hanania Lenz, Peter Lenz, and Sherri Wagner

☐ **A Phone, a Closet, and a Tennis Ball: Tools for Designing Effective Slide Presentations**—David Gnojek

☐ **Resources for the Listening and Note-Taking Strategy**—Gwen Berry

☐ **RTI and the Strategic Writing Program: Effective Practices that Work Together**—Suzanne Robinson, Bev Colombo, Diane Larson, Shari Schindele, and Jean Schumaker

☐ **Sharing the Research: Cause and Effect, Decision Making, and Argumentation**—Janis Bulgren

☐ **Some Routine Rules for Adapting, Shrinking, and Expanding Content Enhancement Devices**—Janis Bulgren and Keith Ben-Hanania Lenz

☐ **Strategic Math Series: Addition with Regrouping and Subtraction with Regrouping**—Bradley Kaffar

☐ **STRUCTURE Your Reading**—Barbara Ehren and Melissa Malani

☐ **Teaching Essential Understandings of Complex Content Standards**—Ed Ellis and Elizabeth Long

AMOUNT ENCLOSED:

Registration

\$400 (U.S. funds)

\$ _____

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

Additional sessions

_____ @ \$15 each

\$ _____

Strateworks membership renewal (optional)

\$50

\$ _____

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

Total \$ _____

PAYMENT INFORMATION

☐ **Check** (made payable to KUCRL)

☐ **Credit card** (Visa or MasterCard) # _____

Expiration date: _____ 3-digit security code (req.) _____

☐ Personal card OR ☐ Name of institution: _____

Billing address (req.): _____

Authorization signature: _____ Phone: _____

Email for paid credit card receipt: _____

☐ **P.O. #** _____ **Name of institution issuing P.O.:** _____

*Mail or fax completed form and your payment to
KUCRL, Joseph R. Pearson Hall, 1122 West Campus Rd, Rm. 517,
Lawrence, KS 66045-3101*

Fax: 785.864.5728 • Email: pmynsted@ku.edu

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 Dec. 31, 2012, for the virtual conference beginning Jan. 14, 2013,** or for cancellations received **after April 9, 2013, for the virtual conference beginning April 23, 2013.**

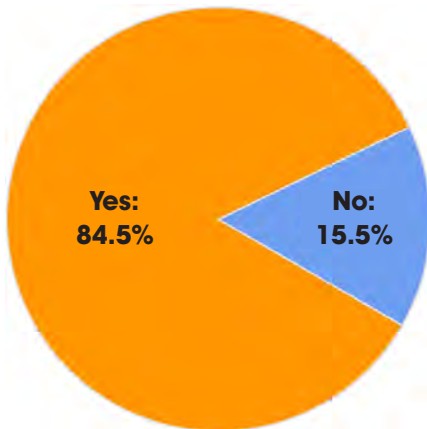
Please make a copy of this information for your records before returning both pages of the form to us.

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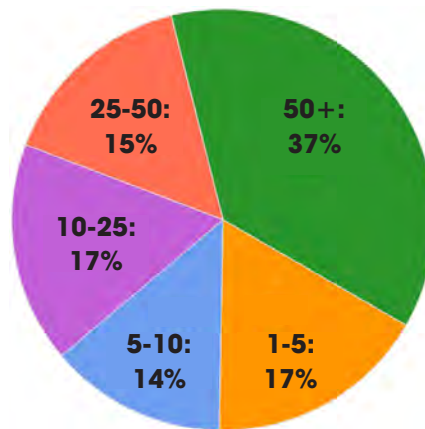
SIM STATISTICS

Here are results of our recent surveys of educators who attended SIM professional development sessions in 2012. We received survey responses from educators in Arizona, California, Florida, Georgia, Illinois, Iowa, Michigan, Minnesota, Missouri, Ohio, and Virginia.

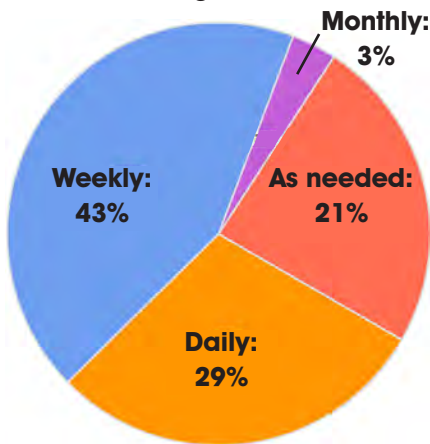
Have you implemented any of these SIM strategies or routines?



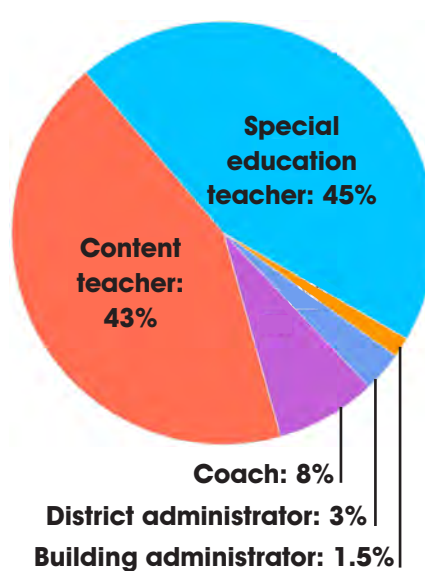
How many students are you using this strategy or routine with this year?



How often are you using this strategy or routine?



Describe your position.



RESPONDENTS' WORKPLACES

- 65% = Middle/Junior High School
- 32% = High School
- 25% = Elementary School
- 3% = College/University
- 3% = Charter Schools

SESSIONS ATTENDED

CONTENT ENHANCEMENT ROUTINES: TOP 5

- Framing
- Content Mastery
- Course Organizer
- Concept Anchoring
- Unit Organizer

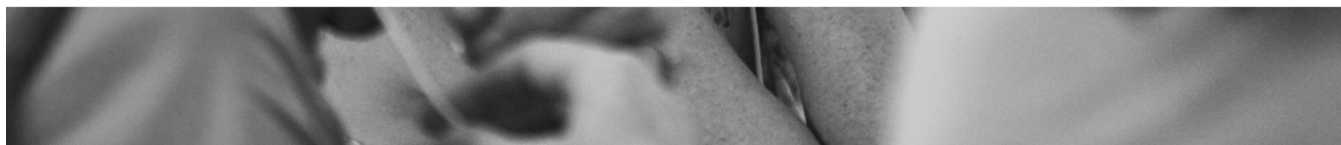
LEARNING STRATEGIES: TOP 5

- Fundamentals in the Sentence Writing Strategy
- LINC's Vocabulary Strategy
- Proficiency in the Sentence Writing Strategy
- Paraphrasing Strategy
- Inference Strategy



CATHY SPRIGGS

2002 SIM Leadership Award Update



THE STORY CONTINUES

what happens to SIM leaders after they receive the award?

Cathy Spriggs leads with grace, humor, and a deep knowledge of the Strategic Instruction Model and systems change. In the 10 years since she received the SIM Leadership Award, she has tackled more and bigger projects, where her leadership skills and SIM expertise have made a difference for hundreds of teachers and thousands of students.

Teachers like Toby, who six years ago participated in a year-long professional development seminar on learning strategies. Last summer, Spriggs saw Toby again as part of a new workshop series.

"She wanted me to see that she still

knew the kinesthetic hand routine to help students memorize the helping verbs and that I had made a difference for her as a teacher and for her students," Spriggs says.

And students like Chris, a junior high school student who had multiple learning challenges. Chris learned several strategies and, by the time he left junior high school, had become a more effective and efficient learner. Three years later, Spriggs ran into him again at a party where she was a guest and he was a server.

"He approached me and with confidence introduced himself and told me that he was using all the

strategies that I had taught him and was successful in school and able to hold down a part-time job," she says. "This encounter warmed the cockles of my heart."

THE WORK GOES ON

Spriggs is in her sixth year of working with Alameda Unified School District, a project she counts as one of the highlights of her SIM work from the past decade. Alameda, recipient of the 2008 SIM Impact Award, has focused its efforts on improving special education across the district. They've laid the foundation with Content Enhancement in general

education and Fusion Reading as a Tier II intervention.

She also works with Keppel Unified School District, a K-8 district focused on delivering Learning Strategies as Tier II interventions for fourth- through eighth-graders.

"I have thoroughly enjoyed working with elementary teachers, and the kids are delightful," Spriggs says. "I visited a classroom where the teacher introduced the *Word Identification Strategy* by 'dissecting' a toy panda bear and pulling out an alphabet rope with the letters DISSECT. The kids were mesmerized."

Another highlight is the Fusion Reading work she has conducted with KUCRL's Mike Hock and Irma Brasseur-Hock.

"Five years ago, I began this journey with them in Alameda, rolling out one of the first versions," she says. "It has been exciting to watch

the evolution of the program and see it published."

Other exciting developments she's noted: The introduction of the Content Literacy Continuum and the focus on literacy as a way to contextualize SIM work; the examination of how SIM tools can support response to intervention; conversations about systems change; the introduction of lessons-based strategies; and the integration of technology and SIM in the electronic age.

LIFELONG LEARNING

One of the reasons Spriggs continues to be a leader among leaders in the network is her willingness to continue learning herself. Jim Knight's Partnership Learning principles, a method for planning and delivering professional development sessions in which conversations take a central role, challenged her to think about



how she delivers workshops.

"I had to ask myself, do I effectively engage my audience? The answer was a resounding 'no,' which meant I had to go back and rethink my structure for delivering professional development," she says. "Today, I talk for no more than 10 minutes before giving the audience something to do."

Her favorite moments as a SIM Professional Developer are a balance between the serious, important work of changing education (such as participating in one of the first CLC projects), continued opportunities for learning (meeting nationally recognized thought leaders Richard Elmore and Michael Fullan), and fun (especially the "goofy skits" performed during international conference "untalent" shows).

"Gail Cheever was always the ring leader," she says. "She would write silly songs and have us all dancing around."

By the numbers

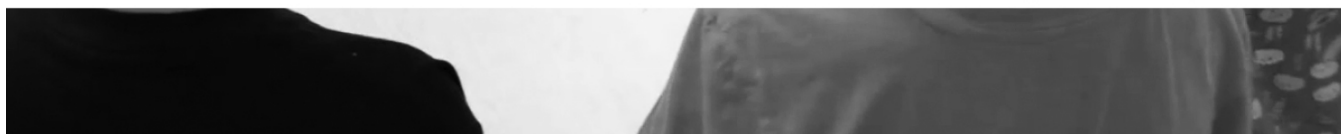
Ask Cathy Spriggs how many students' and teachers' lives she's changed through her work with SIM, and you get the mother of all math test story problems:

$$\begin{array}{l}
 16 \text{ years as a special education teacher} \times 35 \text{ students per year} \\
 + \\
 16 \text{ years collaborating with general education teachers} \times \text{a minimum of } 150 \text{ general education students per teacher per year} \\
 + \\
 10 \text{ years delivering professional development} \times (50 \text{ teachers per year} \times 30\% \text{ estimated implementation rate}) \\
 + \\
 10 \text{ years teaching Content Enhancement through California's Beginning Teacher Support and Assessment program} \times 25 \text{ teachers per year} \\
 + \\
 12 \text{ years coordinating school site projects} \times (100 \text{ teachers per year} \times 30\% \text{ estimated implementation rate}) \\
 = \\
 \text{Several hundreds of teachers and thousands of students}
 \end{array}$$



DUBUQUE COMMUNITY SCHOOL DISTRICT

Gordon R. Alley Partnership Award



Three years ago, the University of Kansas Center for Research on Learning and the Dubuque Community School District in Iowa formed a partnership to study and refine Fusion Reading, and adolescent struggling readers nationwide will reap the rewards.

Dubuque teachers and administrators have worked closely with the Center's Fusion Reading team to fine-tune the curriculum and develop an effective professional development model adapted to the unique aspects of Fusion.

"Through our partnership with them, we've been able to come up with a program that's stronger," says Mike Hock, associate director of the Center and one of the Fusion developers. "They made a commitment

from the district level and through all of their middle schools to help us pilot, further refine, and conduct research with Fusion Reading with middle school students who have reading disabilities."

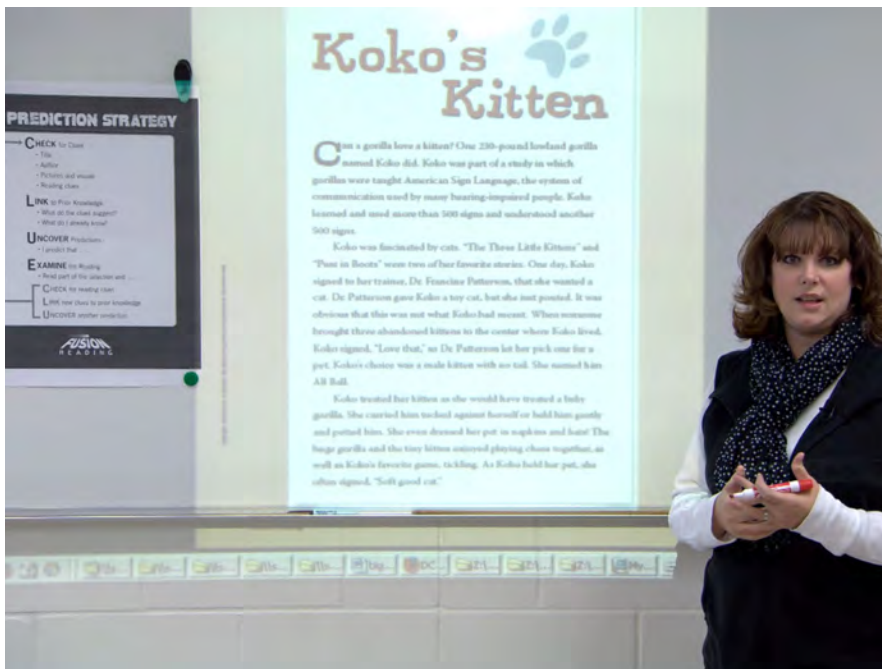
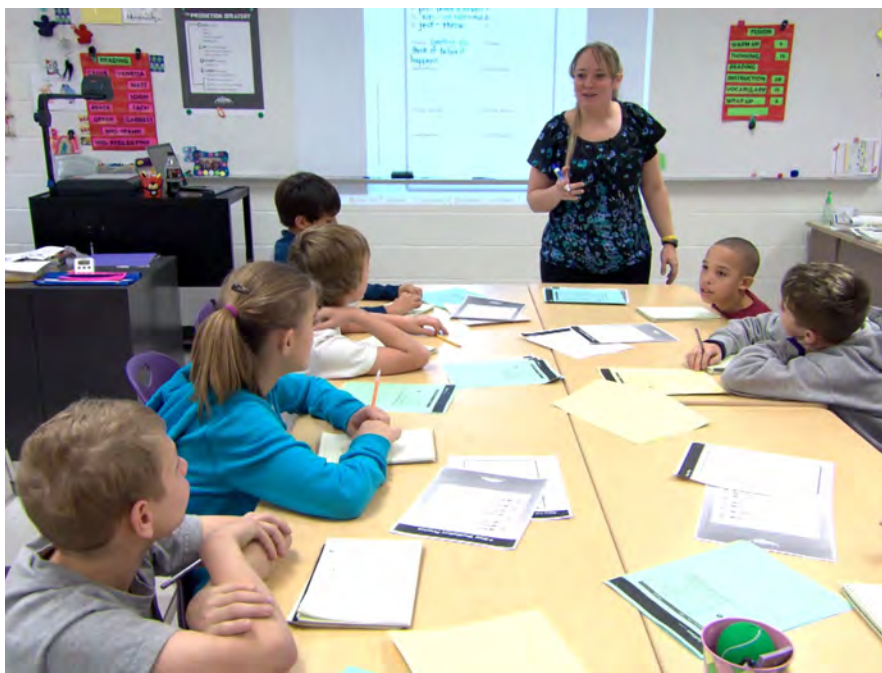
Because of its commitment to working with the Center, the Dubuque Community School District is the recipient of the 2012 Gordon R. Alley Partnership Award, which recognizes the vital role of partnership in successfully conducting large-scale research and development efforts. The award honors the legacy of Alley, one of the Center's founders and 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. Alley passed away in 1997 from complications from a serious accident he had had several years earlier.

BUILDING ON A SUCCESSFUL HISTORY

The Center's relationship with the Dubuque district began nearly three decades ago, when its teachers were among the first in the country to try Strategic Instruction Model Learning Strategies in their classrooms. Hock was a teacher in Dubuque when the Center partnered with the district to conduct research on the *Paired Associates Strategy* in his classroom at Hempstead High School in the 1980s.

"The district had a real strong buy-in from the get-go with SIM," Hock says. "When Irma [Brasseur-



Hock] and I visited there the last few years, we found evidence that they're still using these strategies in middle school and high schools."

So teachers and administrators in the district of 12,000 students on the eastern edge of Iowa were already familiar with SIM in 2009 when Donna Shaw, the district's special education coordinator (now retired), expressed concern about a

dip in scores when students made the transition from elementary to middle school. At the same time, Brenda Konrardy, then special education department chair for the district's largest middle school, wanted to find materials to reach the school's struggling, disengaged students. They found Fusion Reading.

"I have never experienced something in education make such a

strong impact on a culture in such a short time," Konrardy says. "Fusion Reading absolutely revitalized special education support and services in our schools."

Teacher Jennifer Elbert says Fusion brought a sense of community to her classroom that allowed students to feel comfortable taking risks, to be accepting of each other's challenges, and to serve as coaches for their peers.

"The program is strategy focused but covers all of the core concepts that students need to be able to master to be a good reader in all aspects of life and in all content subjects," she says.

The transformation for students was astounding. Students who had never read a book were now getting in trouble in other classes for sneaking in reading when they were supposed to be doing other work, Shaw says.

"Students were asking their parents to go to the book store and purchase books for them to read. Some of the students formed a book club outside of school and discussed the novel they read as they went between classes, ate lunch, and rode the bus to and from school," she says. "We had never seen our adolescent struggling readers become so motivated about reading."

FUSION: A PERFECT FIT

About 20 Dubuque teachers signed on to use Fusion in the first year and a couple of administrators in the district's central office became strong advocates, giving the Center the unusual opportunity to conduct several studies involving hundreds of students.

In one study, typical of the results achieved in Dubuque, students in the Fusion Reading class showed reading gains of one-and-a-half years in just five-and-a-half months of instruction. Students in the comparison class showed little gain.

“Fusion is a perfect fit for adolescent struggling readers,” says Konrardy, who is now the district’s special education coordinator. “You don’t find programs that have the components of teaching classroom expectations and addressing student motivation in connection with the best in reading strategies. Fusion does that and does that well.”

As Hock and his colleagues analyzed results from the Fusion studies, they modified the reading program to address the challenges students and teachers were confronting in their classrooms.

“Our partnership with the Dubuque schools has been invaluable in helping us shape a reading program that is effective for adolescents who struggle in that area,” says Don Deshler, KUCRL director. “In addition, as a direct result of the input from Dubuque teachers and the successes we’ve seen with their students, we have developed a reading program that appeals to educators across the country.”

Education publisher McGraw-Hill recently acquired the rights to publish Fusion Reading and distribute it to schools nationwide.

PARTNERSHIP AND SUSTAINABILITY

Recently, Dubuque has opened its schools to other districts that want to see how Fusion works in the classroom and they’ve allowed cameras into the classrooms so the Center can capture footage of how Fusion should be taught and what good instruction is all about.

“They’ve become kind of a light-house for the Midwest,” Hock says. “Districts from around the Midwest travel to Dubuque and watch Fusion in action, get a sense of what it’s really about, and walk away thinking that it’s a really good program.”



The district has also taken steps to ensure that Fusion continues to thrive by nurturing in-house professional developers, like Elbert and other top Fusion teachers.

“Next fall, they’ll start their third cohort, and Irma and I are no longer involved with that,” Hock says. “They’re a really nice model of how partnership results in sustainability and district ownership.”

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KUCRL CALENDAR 2011-2012

Oct. 14, 2012

Seventh Annual Instructional Coaching Conference: Preconference
Lawrence, Kan.

Oct. 15-17, 2012

Seventh Annual Instructional Coaching Conference: A Global Summit on Coaching
Lawrence, Kan.

Oct. 15-Nov. 5, 2012

2012/2013 SIM Virtual Conference

Dec. 6-7, 2012

Ohio Update Conference
Toledo Conference Center of Lake Erie West, Toledo, Ohio

Jan. 14-Feb. 4, 2013

2012/2013 SIM Virtual Conference

Feb. 21-22, 2013

West Region Update Conference for SIM Professional Developers
University of Nevada, Las Vegas

Feb. 26-27, 2013

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

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