Strate$n$otes

SIM to the rescue?

Maybe...maybe not!

Don Deshler, Director
Center for Research on Learning

Calendar

February 16-17, 2001
Northeast Regional
Update Meeting
Baltimore, Maryland

March 8-10, 2001
Southeast Regional
Update Meeting
Charleston, South
Carolina

March 21-23, 2001
Virgin Islands Update
Meeting
Maho Bay, St. John Island

May 29-June 1, 2001
Pedagogies for Academic
Diversity in Secondary
Schools Workshop for
Preservice Educators
Lawrence, Kansas

June 13-15, 2001
Strategic Instruction
Model: Writing Strategies
Workshop
Lawrence, Kansas

June 18-22, 2001
Strategic Instruction Model
(SIM) Workshop: Content
Enhancement

June 20-23, 2001
Strategic Instruction Model
(SIM) Workshop Level I
Lawrence, Kansas

June 20-23, 2001
Strategic Instruction Model
(SIM) Workshop Level II
Lawrence, Kansas

June 21-23, 2001
California Update Meeting
Buena Park, California
All SIM Trainers welcome

More calendar on page 2

In a large school district in the Northeast, school administrators recently concluded, after reviewing state assessment results, that the area of greatest need in their district was their ailing middle schools. Large percentages of the students are failing state tests, and they are clearly on the road to dropping out of school altogether. After one district administrator had read a journal article on some Strategic Instruction Model intervention research, she was convinced that this was exactly what her middle schools needed. In desperation, she called the Center for Research on Learning for help. As the discussion unfolded, it became clear that she wanted each of the teachers in the middle schools to be trained to use the interventions described in the article (in this case it was a set of learning strategy interventions)—and she wanted it done now! As schools are under increased pressure to respond to the growing challenges of low achievement, educators are in search of the "magic widget." As much as there isn't a Santa Claus or an Easter Bunny, neither is there a magic widget when it comes to dramatically affecting student achievement.

The reality is, it would be highly unlikely that training all of the teachers in those middle schools to use the strategies described in the article would result in the hoped for outcomes by that desperate school administrator. Why would that be? While we all probably know the answer to that question, it is well for all of us to be reminded that there are at least five factors that are required to bring about the kinds of changes that will result in meaningful, long-lasting change. The administrator who called the Center ▷

Answers inside!

*M*ore Calendar

Workshop information

For a complete list of SIM workshops, including descriptions, fees, and registration information, visit our web site, **www.ku-crl.org**. The workshop information page, **www.ku-crl.org/htmlfiles/workshops.html**, contains links to supplemental materrials, including registration forms, that may be downloaded.

was talking about only one part of one of the factors listed below. As we talk with others about SIM, it is important that we keep these five factors foremost in mind.

1. Multiple components from SIM

Generally speaking, no one intervention within SIM is sufficiently powerful to put an at-risk student in a position to be successful in school. Similarly, if a school staff is trained in the use of only a limited number of interventions from SIM, many student needs will not be addressed across the school and the amount of change realized probably will fall far short of expectations. Thus, highly significant change within individual students and across entire schools only occurs when teachers are armed with numerous intervention strategies and procedures. Hence, within a school staff, different teachers should be prepared to use various learning strategies, content enhancement routines, cooperative strategies, etc. Only when teachers are armed with a broad array of interventions can meaningful gains be made for at-risk students. Again, no one intervention or even a small grouping of interventions is sufficient. Finally, in the selection of interventions, it is important to remember that other intervention strategies, besides SIM, have been validated and might be considered as a part of an overall intervention program. Remember, our goal is to improve student outcomes, including making students more independent. Anything that has a strong track record of research validation that can help educators meet this goal should be considered seriously.

2. The "right" conditions for quality implementation

If SIM is to have an effect on the performance of students, its implementation can't occur in a vacuum. In other words, the "right"

kind of conditions must be present for teacher planning/coordination and for implementation. Teachers must be afforded sufficient time every week to plan what they are going to teach and plan how they are going to teach in a strategic fashion. In addition, teachers must have an opportunity to work with other teachers for the purpose of coordinating instruction across classes and settings to ensure that critical strategies and behaviors are prompted and reinforced. Student progress occurs when instruction is carefully orchestrated to be practiced and reinforced multiple times throughout the day.

The "right" kinds of conditions for implementation include such things as student/teacher ratios that enable students to have sufficient opportunities to practice and receive feedback on the skills or strategies they are trying to master. Additionally, it is critical that interventions be taught and reinforced across multiple classes throughout the course of the day. In short, effective SIM instruction does not occur unless the conditions are "right" for teachers to effectively plan, coordinate, and teach in a way that promotes intensive instruction across classes and teachers.

3. Several service delivery mechanisms

To meet the highly diverse needs of students who are at risk for failure, a well-designed and coordinated service delivery system that involves several settings and educators must be in place. Interestingly, the emphasis on inclusion in recent years has resulted in educators focusing on the general education classroom as the sole venue for service delivery to at-risk students. Clearly, the needs of a large proportion of students who are at risk (especially those with significant disabilities) necessitate a broader array of services than can be provided within the general education class. Thus, students need to have opportunities to receive intensive ▶

learning strategies instruction in a setting in which the teacher/student ratio is small. The service delivery system that has emerged from the work of KU-CRL is referred to as the Supported Inclusion Model. It is a service delivery system in which many at-risk students are enrolled in general education classes while their work in those classes is supported through a variety of mechanisms. This service delivery system consists of three components:

1. individualized assessment and personalized plans;
2. general education classroom instruction; and
3. intensive personalized instruction (see Hock, Schumaker, & Deshler, 1998).

The system has been designed in such a way that the instructional goals and strengths of each professional and his or her role relative to educating students who are at risk for failure have been taken into account.

4. Proper professional development

Most importantly, professional development must be viewed as a continuous process in which everyone in the school engages. Instead of participating in "one-shot" sessions about a variety of topics, teachers need to participate in a planned sequence of learning sessions that pertain to them and their roles in the educational mission. The professional development sequence must involve at least four phases:

1. initiation (to give basic information to potential implementers to help them determine the degree of appropriateness and alignment between the attributes of an innovation and existing instructional needs);
2. learning and implementation (to give in-depth explanations, models, and practice and feedback);
3. follow-up support (to support

implementation efforts through coaching, troubleshooting, support-team meetings, and implementation refinement); and

4. maintenance (to routinize use of the innovation within the system).

Additionally, teachers must be given the materials they need to support their instruction (for example, progress charts, lessons, and supplementary materials). Those materials need to be organized and ready to use. Teachers must be afforded opportunities to meet together regularly as support teams for the purpose of reviewing the new methods, sharing ideas, and solving problems. They must develop a set of policies and procedures for ensuring the efficient delivery and management of instruction. They must be provided specific, immediate feedback on the effectiveness of their implementation of a newly learned instructional procedure by showing them videotapes of their performance and discussing that performance. Finally, professional development sessions must be conducted within a new paradigm that Jim Knight of the KU-CRL has developed founded on the notion of Partnership Learning (Eisler, 2000), a method for planning and delivering ⊳

E-SIM SIMville

- **Conference registration form**

  Preconference registration form

  Call for presentations form

  www.ku-crl.org/htmlfiles/ announcements/conference.html

- **Advanced Trainers' Workshop registration form**
  www.ku-crl.org/htmlfiles/ announcements/advanced.html

- **Workshop information and registration forms**
  www.ku-crl.org/htmlfiles/ workshops.html

Iowa group seeks feedback

A group of SIM Trainers in Iowa would like your help in planning an update meeting in their state during the 2001-2002 school year. Specifically, they would like to know:

1. Would you be interested in attending an update in Eastern Iowa during the 2001-2002 school year?
2. What month would you prefer to attend an update in Eastern Iowa?

To help them plan, e-mail your answers to Karen Koskovich at **kkoskovich@aea1.k12.ia.us** or call her at (319) 556-3310. You also may e-mail your answers to Janet Roth at **jroth@ukans.edu** or mail them to her at KU-CRL, 521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045. **Please respond by February 21.**

CEC seeks success stories

The Council for Exceptional Children's annual Budget Book, officially known as the *Federal Outlook for Exceptional Children,* is looking for stories that show benefits students have received under IDEA or the Javits Act. Stories should be short and should include the student's full name, age, city and state, and school or district. You may e-mail stories to Jacki Bootel at jackib@cec.sped.org or send them to her at the Council for Exceptional Children, Suite 300, 1110 N. Glebe Road, Arlington, VA 22201-5704. Contact Jacki if you have any questions regarding the Budget Book.

professional development sessions in which meaningful conversations take a central role. Partnership Learning embodies several core principles, including equality, choice, dialogue, praxis, and voice. (See the ***Web links*** box at the bottom of this page to learn more about Partnership Learning.)

5. Strong administrative leadership

School administrators play a key role in ensuring that each of the factors described above takes place. They can put the weight of their office behind the implementation of each factor in a variety of ways. First, they can ensure that funds are appropriated for the needed staff who will be involved in the service delivery system and for the needed professional development sequences, and they can set priorities and restructure how their budget is spent. Second, they can ensure that research-based interventions are the focus of professional development activities, they can structure the professional development sequence, and they can attend all professional development activities. Third, they can take an active role as instructional leaders by visiting classrooms, taking part in support team meetings, insisting that interventions be implemented, and ensuring that each staff member is accountable for student outcomes. Finally, they can help staff specify and maintain their roles within the service delivery system and document policies and procedures for institutionalizing components of the service delivery system.

Summary

Can SIM come to the rescue of students or schools that are falling far short of expectations? It can if the five factors are in place. However, if these factors are not in place, the chances are very remote. One of the most important roles that we as professional developers play is to help those who want SIM

training to understand the five factors listed above. A failure to do so is to set them up for failure because SIM won't be a part of the hoped for solution.

References

Eisler, R. (2000). Tomorrow's children: A blueprint for partnership in the 21st century. Boulder, CO: Westview Press.

Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1999). Closing the gap to success in secondary schools: A model for cognitive apprenticeship. In S. Graham, K. R. Harris, & M. Pressley (Series Eds.) & D. D. Deshler, K. R. Harris, & S. Graham. (Vol. Eds.), Advances in teaching and learning, Teaching Every Child Every Day: Learning in Diverse Middle and High School Classrooms, (pp. 1-52). Cambridge, MA: Brookline Books.   ☒

Web links

Teacher-Guided Professional Development and Partnership Learning articles

All of the following articles by Jim Knight are available in the SIM Spotlight section of the CRL's web site.

- Open conversations: The art and practice of Partnership Learning
  www.ku-crl.org/archives/1998/298spot.html

- Seeking first to understand: Using interviews to make professional development sessions more successful
  www.ku-crl.org/archives/2000/0500spot.html

- Seeking first to understand, part 2: Reporting back on interviews to make professional development sessions more successful
  www.ku-crl.org/archives/2000/0800spot.html

- Dynamic Planning: A process structure from Teacher-Guided Professional Development
  www.ku-crl.org/archives/2000/1100spot.html

The Road to the Final Four
Travel with us during International Conference

As members of the International Training Network, the road we travel can be long and arduous. But the benefits we find along the way—from the light in a successful student's eyes to the camaraderie of other SIM Trainers—inspire us to continue. As we plan for the 2001 International SIM Trainers' Conference, we've turned our focus to the triumphs of SIM Trainers and the training network. Our theme, "The Road to the Final Four," emphasizes four foundational goals that have served us well on our journey thus far and will continue to guide us as we continue to work on behalf of students with disabilities.

As you prepare for the conference, reflect on the ways your experience and knowledge could further the goals of the network. This issue of *Stratenotes* contains a Call for Presentations form on page 8. Please consider presenting a session, a poster, or a kaleidoscope mini-session during the conference.

Conference dates
July 18-20, 2001
Note: The conference will begin on Wednesday and end on Friday.

Conference theme
The Road to the Final Four

1. Helping students become independent and interactive lifelong learners
2. Improving the quality of instruction in schools
3. Integrating SIM with best practices
4. Creating real access to the general education curriculum for all students

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disabilities. This year's conference will feature two of the newest strategies, *Strategic Tutoring,* a way of addressing students' long-term needs to learn strategies while meeting their short-term needs to finish assignments, and *Talking Together,* a program that provides a blueprint for discussing diversity, respect, kindness, and building a safe, supportive classroom community.

to support the extraordinary effort that these tough programs require.

Integrating SIM with best practices

Of the many signs along our road, one we may be seeing more frequently is "merge." A large part of our work involves bridging the gap between KU-CRL research and classroom practices. Often, the schools and teachers we work with already have a variety of programs in place and look to us to provide explicit guidance for integrating SIM components effectively. As Don Deshler writes in his page 1 article in this issue, SIM alone may not meet every need in every school. Thus, members of the network must look for ways to creatively weave together SIM and other practices to build effective educational programs that meet the needs of students with disabilities and help schools meet their responsibilities, including meeting state standards.

Helping students become independent and interactive lifelong learners

From the beginning, we have relied on the experience and expertise of each other to help us reach our goals. Knowing when to be independent and when to rely on others serves us well as successful individuals. It's a mindset we want to foster in students who have disabilities to help ensure they will be successful in school and beyond.

Strategies, researched and validated by KU-CRL, have fueled our journey toward meeting this goal for many students with

Improving the quality of instruction in schools

From Muskegon to Baton Rouge, from Seattle to Orlando, and around the world, SIM-based programs are bringing real system-wide change to whole schools and districts. Increasingly, we hear reports from members of the network who are instrumental in finding support for and energetic in implementing these programs that improve instructional quality and in turn lead to improved educational experience for students.

The road before us is lined with opportunities to continue to expand these programs, to learn from those who have been there before us, and

Creating real access to the general education curriculum for all students

Although real access to the general education curriculum doesn't always mean learning in the general education classroom, we know that more students with disabilities can be served in these settings if teachers take certain steps. KU-CRL's Content Enhancement Routines provide maps for effective instruction. This year's new routine for teaching vocabulary in the general education classroom is one example and will be featured at the conference.

Keynote speaker

The keynote speaker for the 2001 International SIM Trainers' Conference will be Russell Gersten, professor in the Department of Educational Leadership, Technology, and Administration and Director of the Eugene Research Institute at the University of Oregon. Among Dr. Gersten's interests are innovation and change, professional development, and strategies for translating research into practice. He has written extensively on instructional issues, bilingual education, and professional development. Dr. Gersten's opening-day address will be "What the Research Really Says about Factors that Lead to Sustained Change in Classroom Teaching."

Kaleidoscope

The 2001 International SIM Trainers' Conference again will feature the popular kaleidoscope session. During this session, participants move through several stations, hearing short presentations at each one. If you have an idea that doesn't lend itself well to a poster, consider presenting it during the kaleidoscope session.

Posters

The conference poster session is a valuable way to share your ideas and accomplishments with other members of the SIM Network. Our poster session coordinator will work directly with you to ensure you have the materials you need. Please be thinking of ideas you can share in this way.

Creating SIM Schools: An Update on Pathways to Success

This preconference workshop, which will be July 17, 2001, will focus on lessons learned in the *Pathways to Success* project. *Pathways* uses a variety of methods to implement SIM on a large scale. Participants at this workshop will learn about the following:

- *Teaching Routine:* a new way to teach learning strategies in general education classrooms
- *Reading Strategy Modifications:* significant changes made to learning strategies so that there is a minimum amount of time committed to grading and a maximum amount of time committed to student learning
- *New SIM Readings:* new materials that have been developed as student readings for teachers to use when they teach the *Paraphrasing* and *Visual Imagery* strategies.
- *Telementoring:* a program that has enabled hundreds of *Pathways to Success* students to learn with mentors online
- *Teacher-Guided Professional Development:* specific professional development strategies SIM Trainers can use to facilitate the development of SIM schools
- *Possible Selves:* the results obtained when more than 650 students completed the Possible Selves program
- *Data:* the results achieved in a school district when more than 1,000 students learned *Sentence Writing,* more than 1,000 students learned *Paraphrasing,* all low-achieving students were taught the *Word Identification Strategy,* and more than 130 teachers taught components of the Strategic Instruction Model

Registration Form for Preconference Workshop

July 17, 2001
Holidome, Lawrence, Kansas

Name: _____

Social Security Number *(required)***:** _____

Work Address: _____

_____**Work Phone:**_____

Home Address: _____

_____**Home Phone:** _____

E-Mail Address:_____

Registration Fee

☐   **Preconference Workshop $30** $ _____

            Total Enclosed: $ _____

Make check payable to KU-CRL

Mail to The University of Kansas Center for Research on Learning
Attn: Preconference Workshop
517 Joseph R. Pearson Hall, 1122 West Campus Road
Lawrence, KS 66045

Your receipt for registration will be available at the workshop.

International SIM Trainers' Conference

Registration Form
July 18-20, 2001
Holidome
Lawrence, Kansas

Name: _____

Social Security Number *(required)*:_____

Work Address:_____

_____ Work Phone:_____

Home Address: _____

_____ Home Phone: _____

E-Mail Address:_____

I give permission for CRL to include my name, address, and phone number in a listing to be distributed to conference participants: _____ **yes** _____ **no**

How many previous International SIM Trainers' Conferences have you attended?__

Registration Fee

☐ **All 3 Days**
   Wednesday-Friday, July 18-20
   Early Bird: **$90**
   Registrations postmarked after May 1: **$100** $ _____

☐ **2 Days**
   ☐ Wednesday, July 18
   ☐ Thursday, July 19
   ☐ Friday, July 20
   (Please check the days you plan to attend.)
   Early Bird: **$70**
   Registrations postmarked after May 1: **$80** $ _____

☐ **1 Day**
   ☐ Wednesday, July 18
   ☐ Thursday, July 19
   ☐ Friday, July 20
   (Please check the day you plan to attend.)
   Early Bird: **$45**
   Registrations postmarked after May 1: **$55** $ _____

                Total Enclosed: $ _____

Make check payable to KU-CRL

Mail to
The University of Kansas Center for Research on Learning
Attn: International Conference
517 Joseph R. Pearson Hall, 1122 West Campus Road
Lawrence, KS 66045

Conference info

Trainers who plan to attend the conference may request sessions on specific topics (see the Call for Presentations form on page 8). These requests should be made now, while we are planning the program.

Events & materials: Your three-day conference registration fee includes the following:
• Recognition luncheon
• Social, including snacks
• Saturday continental breakfast
• training materials

One- or two-day registration fees cover training materials and special events occurring on the days for which you are registered.

Hotel: Rooms are available at the Lawrence Holidome for $67 per night plus 10.9 percent tax. Reservations may be made with the hotel by calling (785) 841-7077. Please specify that you are with the **National SIM Trainers' Conference** to ensure special group rates. A block of rooms will be held for SIM Trainers until June 20, 2001. After that, reservations will be taken on a space-available basis, and the hotel cannot guarantee the special rate.

Transportation from Kansas City International Airport:
• Superior Shuttle Service, 888-795-3914. Make reservations 12 to 24 hours in advance. $24 one way, $45 round trip.
• Midwest Limousine Services, 888-467-3729. Rates begin at $60 per trip for a limo holding 4; groups are welcome to split fares.

Call for Presentations
International SIM Trainers' Conference
July 18-20, 2001
Lawrence, Kansas

We offer three ways for you to share your ideas during the 2001 International SIM Trainers' Conference: one-hour presentations, poster session, or kaleidoscope session. If you would like to present, please complete the application form below and return it by **May 1, 2001,** to KU-CRL, Attn: International Conference, 517 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045.

Important: If you need CRL to supply any equipment for your presentation, you **must** notify us now so we can arrange to have this equipment available. Please be specific with your requests. Also, please give us a phone number or e-mail address at which we can contact you in case we have any questions.

Name: _____

Phone:_____

E-mail:_____

Conference Meetings

I would like to meet with the following CRL staff members:

Staff member: _____

Topic: _____

Staff member: _____

Topic: _____

Staff member: _____

Topic: _____

Staff member: _____

Topic: _____

Strategies, routines, or topics I would like to have included on the conference agenda:

_____
_____
_____
_____
_____
_____
_____
_____

Presentation

Title: _____

Equipment requested:

Overhead projector   LCD projector

Computer   TV   VCR   Internet   Flip chart

Description *(No more than 150 words; attach another page, if necessary.)*: _____
_____
_____
_____

How much time do you need for this presentation?

Poster Session

Title: _____

Equipment requested:

Overhead projector   LCD projector

Computer   TV   VCR   Internet   Flip chart

Description *(No more than 150 words; attach another page, if necessary.)*: _____
_____
_____
_____

Kaleidoscope Session

Title: _____

Equipment requested:

Overhead projector   LCD projector

Computer   TV   VCR   Internet   Flip chart

Description *(No more than 150 words; attach another page, if necessary.)*: _____
_____
_____
_____

Advanced Trainers' Workshop: Teacher-Guided Professional Development

A three-day workshop in July will provide advanced skills that certified trainers can use to become forces for improvement in schools. The Advanced Trainers' Workshop: Teacher-Guided Professional Development, facilitated by Jim Knight, will adopt a problem-solving and highly interactive format, enabling participants to work on real problems as they learn.

Participants will
- build presentations shaped around partnership principles and learning structures
- learn and practice skills required for successful one-to-one professional development
- learn and practice process structures that they can use with groups who need to solve problems or create a plan for implementation during training

Teacher-Guided Professional Development is a democratic approach now being used in the Center's *Pathways to Success* project, directed by Jim. Trainers who are interested in a more teacher-centered, partnership-based approach to professional development should benefit from this workshop. See the ***Web links*** box on page 4 for more information about Teacher-Guided Professional Develoment.

Registration Form for Advanced Trainers' Workshop

July 30-August 1, 2001
Holidome, Lawrence, Kansas

Name: _____

Social Security Number (required)**:** _____

Work Address: _____

_____

Work Phone: _____

Home Address: _____

_____

Home Phone: _____

E-Mail Address: _____

Registration Fee

☐ **Advanced Trainers' Workshop $90** $ _____

              Total Enclosed: $ _____

Make check payable to KU-CRL

Mail to The University of Kansas Center for Research on Learning
Attn: Advanced Trainers' Workshop
517 Joseph R. Pearson Hall, 1122 West Campus Road
Lawrence, KS 66045

Your receipt for registration will be available at the workshop.

SIM Leadership Award nominations

Now is the time to nominate an outstanding certified inservice trainer or preservice trainer for the SIM Leadership Award. This award recognizes individuals who have shown exceptional Strategic Instruction Model leadership by helping educators become strategic teachers and, as a result, students become strategic learners.

Nominees should be active members in the SIM International Training Network who regularly attend update training sessions; maintain *Strateworks* memberships; share knowledge with other members of the network through *Strategram,* trainer reports, or presentations at national, regional, or state conferences; and participate in such SIM opportunities as regional committees or preservice studies.

Please make nominations either verbally or in writing by **March 10, 2001**, to Janet Roth, KU-CRL, 521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045, (785) 864-4780. You may e-mail your nominations to Janet at jroth@ukans.edu. Be sure to include your name and a reason you are nominating the person.

This issue of *Stratenotes* has been sent to all trainers, active and inactive. Trainers must meet the following criteria to maintain an active status:

1. Attend an update training session every two years. See the calendar on pages 1 and 2 for a list of the meetings planned for 2001.
2. Maintain a membership in *Strateworks. Strateworks* is a collection of different tools produced by CRL to communicate with the SIM Network on a continuing basis:
   • *Stratenotes*—a newsletter designed to present ideas on current trends in education relevant to strategic instruction as well as information about new material releases and training sessions (published nine times a year)
   • *Strategram*—a publication aimed at practicing teachers that contains hands-on classroom implementation ideas (published six times a year)
   • *StrateDirectory*—an annual listing of all trainers who complete the Directory Information Form.
   • *StratePubs*—recent articles

describing research of interest to SIM Trainers, distributed annually.
   • *SIMTRAINER-L*—an e-mail discussion list designed to facilitate

communication among members of the International Training Network
   • *SIMville*—web-based resources for SIM Trainers

Strateworks Renewal 2000-2001

Name: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: _____

Work Address: _____

_____

City: _____ State: _____ ZIP: _____

Work Phone: _____

Please indicate at which address you prefer to receive mail:

_____home   _____work

E-mail address: _____

Mail completed form and your payment of $35 (U.S.) to KU-CRL, Attn: Order Desk, 521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045.

Make check payable to Strateworks-KU-CRL