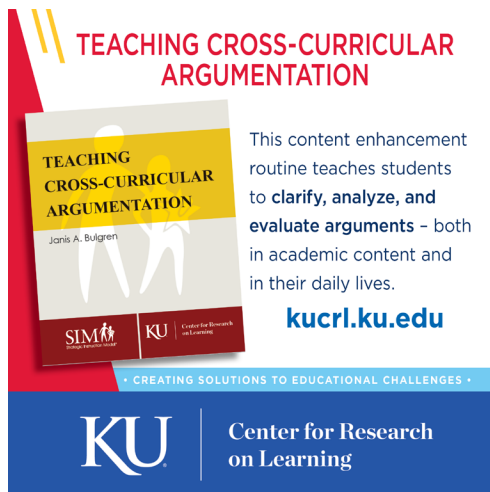


# Stratenotes

The University of Kansas Center for Research on Learning • Jan | Feb 2021 • Volume 29, Issue 3



## Introducing the newest SIM Content Enhancement Routine: Teaching Cross-Curricular Argumentation by Dr. Janis Bulgren, KUCRL Research Professor

Is it Arguing or Argumentation? "I'm right." "No, I'm right." How many times have we heard people arguing about who won the game, who said what yesterday, and how business should be conducted? In many cases, the arguers have already come to a conclusion and have little left to add except their firm conviction that their claims are true. This is where we can begin to differentiate arguing and argumentation. If our students understand the difference they can go beyond the "yes,

it is, no, is isn't" arguing we often hear. To do this, students need to understand the different parts of a good argument that require higher order thinking and reasoning; these are found in Teaching Cross-Curricular Argumentation.

[Read the full Teaching Cross-Curricular Argumentation article on pages 4-5](#)



## Introducing Strategic Tutoring for Parents

by Dr. Tonya Eberhart, KUCRL Senior Research Assistant

We would like to share a new area of research and development at the Center for Research on Learning (CRL) building on the Strategic Tutoring approach that was created previously by Hock, Deshler, & Schumaker, 2000. We are currently developing a parent version of the original manual, a website and other resources to support the parent tutoring program.

[Read the full Introducing Strategic Tutoring for Parents article on pages 6-7](#)

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## SIM Announcements

- **SIMposium Summer 2021**

[Registration is now online for the 2021 SIMposium.](#)

This year's SIMposium will be wholly online, and we're excited to welcome an international educator as our keynote. An exciting bonus of this year's conference: Strateworks is included in the conference registration fee for SIM Professional Developers. This means [active status benefits and resources](#), will last for two years, until the next conference requirement, and eliminates the need to pay for StrateWorks separately. We hope you'll join us this summer!

- **2021 Award Nominations**

Know someone outstanding and want to celebrate their accomplishments? Nominate them today for the [SIM Leadership Award](#), [SIM Administrative Leadership Award](#), [SIM Impact Award](#), [SIM Profile School](#), or the **NEW SIM Initiative Award!** Click here to [learn more about the awards and access the 2020 Awards Booklet](#).

- **SIM Leadership Opportunities**

There are many pathways to leadership roles within the SIM Network. The SIM workgroups and cadres have been working on a few. Take some time to look them over.

- » **2021 Virtual Content Literacy Leadership Institute for Prospective SIM Professional Developers** (formerly PPDI)
- » Learn how to [Become a SIM PD Leader](#) in SIMville
- » **Xtreme Reading Micro-credentials** Awareness of and participation in badging, or micro-credentialing, continues to grow nationwide. [Read more about the new Xtreme Reading Micro-Credentials](#) and how people are using them on pages 8-10.

### SIM Tools

- [SIM Alignment With Other Practices Website](#)
- Xtreme Reading and Learning Strategies Comparison Table is available in SIMville

Check out more **Group Progress Highlights** on the [SIM Work Groups and Cadres website](#) (click and scroll down to the Progress Highlights section)



## SIM in the Field

While we've been busy at KUCRL, everyone in the network has been working their tails off too and we want to celebrate it! Here are a few highlights of work going on in the field.

- **Student Voice** - Thanks to the UCA Mashburn Center for bringing us Cora's story as part of their [most recent newsletter](#)! It's always great to hear firsthand how SIM is impacting student's lives.



Cora is a seventh-grade student at Pulaski Heights Middle School in Little Rock who learned the Fundamentals in Sentence Writing Strategy in 2020 during online schooling.

- **Recent Publications by Network Members**

- » Michael Faggella-Luby, Endia Lindo, Jo Beth Jimerson, Kim Payne, Lauren Keaney, and Katie Buckley, Aug. 2020 - [A University-Lab School Writing Partnership Project: Benefits of Curriculum-Based Measures and Intervention for Students With Learning Differences](#)
- » Candice Dowd Barnes, EdD, Patty Kohler Evans, EdD, and Rachel A. Wingfield, MS, Dec. 2020 - [Are we Effectively Teaching Today's College Student?](#)
- » Jean B. Schumaker, PhD, Dec. 2020 - [The Effects of Computerized Sentence and Paragraph Strategy Instruction for Struggling Adolescent Writers](#)
- » Jean B. Schumaker, PhD, Lisa D. Walsh, PhD, Joseph B. Fisher, PhD, and Patricia Sampson Graner, PhD, Jan. 2021 - [The Effects of Computerized Versus Collaborative Professional Development on Teachers' and Students' Performance Related to the Concept Anchoring Routine](#)
- » Irma F. Brasseur-Hock, Whitney Miller, Jocelyn Washburn, Alyson J. Chroust, Michael F. Hock, Jan. 2021 - [The effects of a comprehensive and supplemental middle school reading program](#)
- » Stefanie Sorbet, EdD and Patty Kohler-Evans, EdD, Feb. 2021 - [How Educational Leaders Can Initiate Mentoring Relationships to Support Their Newest Faculty Members](#)

## Upcoming SIM Events

- **June-Oct., 2021**

[Content Literacy Leadership Institute for Prospective SIM Professional Developers](#)  
(formerly PPD)

- **July 13-14, 2021**

[SIMposium Virtual Update Conference](#)

- **June 21 - July 12:** Asynchronous conference videos and activities will be online (think flipped classroom)
- **July 13-14:** Synchronous online conference
- **July 15:** Optional post-conference day

- **Online PD**

No sessions listed at this time- if you have an open session, please let us know and we'll add it!

## Covid Resources

Google SIM™ Teacher Resource Folders available in SIMville

## Resource Links in SIMville

Q&A from the Network  
Report your PD Online  
Research Publications  
SIM Educator Newsletter Archives  
StrateNotes & Strategram Archives

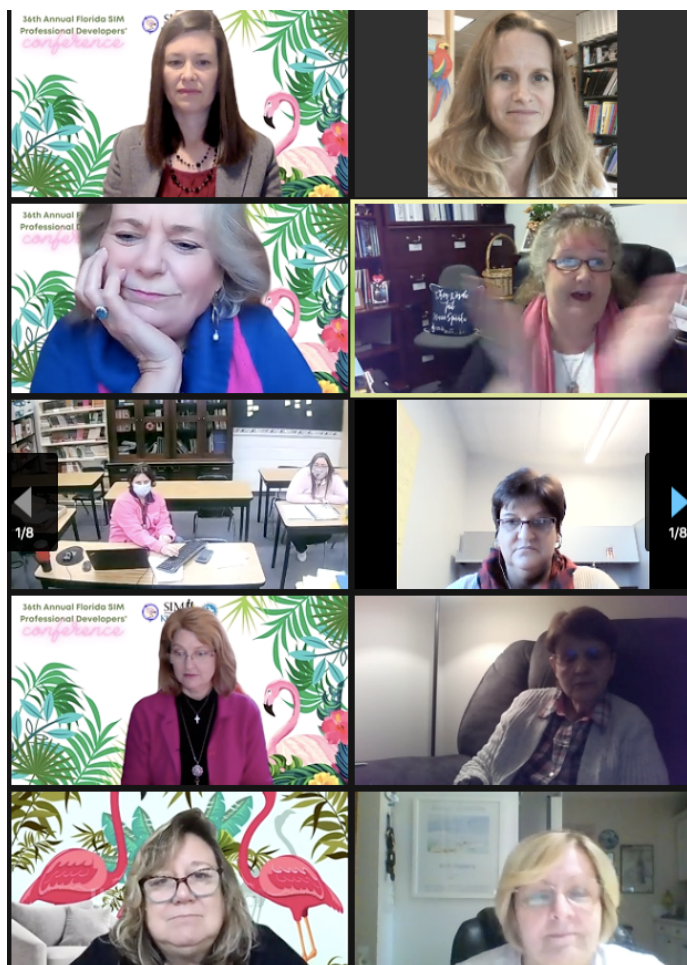
## Connect with Others

### DOING ONLINE PD?

With everything happening in the world of education, the ability for teachers to attend virtual PD is in high demand. So, please let us know if you're conducting virtual PD that's open to the public and we'll get it listed on the SIM Events page OR we'll add you to our list of PDers providing one-on-one virtual PD. Email: [simpd@ku.edu](mailto:simpd@ku.edu)

### VIDEOS TO SHARE?

Do you have videos you've made from online PD Sessions that we can share with others in SIMville? If so, please email [simpd@ku.edu](mailto:simpd@ku.edu). We're also happy to help connect people who may be doing similar sessions for collaboration or to share things you've developed with others in SIMville.



Thanks to everyone who facilitated and participated in the 2021 Florida Virtual Conference and congratulations to Florida Awardees, Peg Sullivan & Fawnia Schultz!





## Teaching Cross-Curricular Argumentation

by Dr. Janis Bulgren, KUCRL Research Professor

**Is it Arguing or Argumentation?** “I’m right.” “No, I’m right.” How many times have we heard people arguing about who won the game, who said what yesterday, and how business should be conducted? In many cases, the arguers have already come to a conclusion and have little left to add except their firm conviction that their claims are true. This is where we can begin to differentiate arguing and argumentation. If our students understand the difference they can go beyond the “yes, it is, no, is isn’t” arguing we often hear. To do this, students need to understand the different parts of a good argument that require higher order thinking and reasoning; these are found in *Teaching Cross-Curricular Argumentation*.



**Why Cross-Curricular Argumentation?** The ability to engage in higher order thinking and reasoning is a critical skill for all students across curricula and grade levels. Use of the basic components of cross-curricular argumentation in different subjects and content areas provides students with the ability to use core components of argumentation in all classes, while setting the stage for some teachers to introduce refinements of argumentation unique to a specific subject.

**Where is argumentation needed?** Many educational standards specify that students should be able to evaluate whether a claim is supported by evidence and reasoning. Today, students encounter claims within their academic classes across many different grade levels. They also encounter claims through a variety of everyday sources: social media, newspapers, popular books, television, billboards, and movies – in addition to their friends and families. Thus, the purpose of the *Teaching Cross-Curricular Argumentation* is to help teachers guide students to clarify, analyze, and evaluate arguments, both in school and daily lives.

**What is the basic process of argumentation?** Students across all content areas must be able to carefully examine a claim and engage in the process of argumentation. Argumentation is the *process* of making a claim, identifying evidence, and explaining the reasoning as to why the evidence supports the acceptance of the claim. Therefore, an argument begins with a *claim*, a statement that something is true. Second, facts and other *evidence* are presented to support the claim. Third, in a good argument, *reasoning* is presented to show how the evidence supports the claim. Thus, understanding a claim and its argument using evidence and reasoning is the basis for engaging in argumentation.

**What more is there to argumentation?** To fully engage in analyzing a claim, students must also (a) judge the quality of evidence and strength of reasoning presented in the claim, (b) consider other evidence for or against the claim, and (c) make a decision to accept or reject the claim, and explain *why* that decision was made. Therefore, after clearly understanding the argument itself using the first three steps, students can be guided to engage in three more steps. These steps require even higher order reasoning such as evaluating, judging, and making a decision.

**Why do we have two Cross-Curricular Argumentation Guides?** The *Teaching Cross-Curricular Argumentation* guidebook is one of a series of Content Enhancement Routines focusing on Higher Order Thinking and Reasoning. The centerpiece of the routine is a guide, also known as a visual device or graphic organizer. While most Content Enhancement Routines feature one guide, this guidebook features two. The first is the Cross-Curricular Argumentation Guide A (CCAG-A) and the second is the Cross-Curricular Argumentation Guide B (CCAG-B). The two guides were developed to give teachers choices as they respond to the differing needs of diverse groups of students or for students at different grade levels. In addition to the guides, the guidebook provides other supports common to Content Enhancement Routines such as instructional procedures and an embedded cognitive strategy.

**Cross-Curricular Argumentation Guide A**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Topic:** Lunar Phases (sample background on following page)

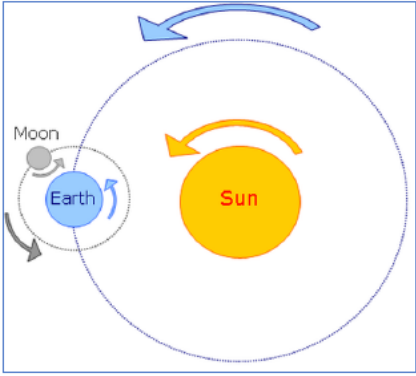
|  |  |   |
|--|--|---|
| <p><b>1. Clarify the claim with any qualifier and define key terms. The cyclic pattern of lunar phases can be observed and predicted.</b></p> <ul style="list-style-type: none"> <li>cyclic pattern - a pattern that recurs at regular intervals</li> <li>lunar phases - the shapes of the directly sunlit portion of the Moon as viewed from Earth</li> </ul> | <p><b>3. Analyze the reasoning.</b></p> <ul style="list-style-type: none"> <li>Since the Earth rotates on its axis in approximately 24 hours, there is the cyclic pattern of day and night.</li> <li>Since the Moon revolves around the Earth in approximately 29 days, the position of the Moon relative to the Earth and the Sun changes daily.</li> </ul> | <p><b>2. List the evidence.</b></p> <ul style="list-style-type: none"> <li>The Earth rotates on its axis in approximately 24 hours.</li> <li>The Moon revolves around the Earth in approximately 29 days.</li> <li>During the Moon's revolution around the Sun is reflected off the Moon's surface.</li> <li>The portion of the Moon's surface that is lit depends on the relative position of the Moon, Earth, and Sun.</li> </ul> |
|--|--|---|

**4. Identify other arguments for or against the claim. I have observed different lunar phases each month.**

**5. Make a judgment about the quality of evidence. The evidence presented is good because the evidence to the claim is logical.**

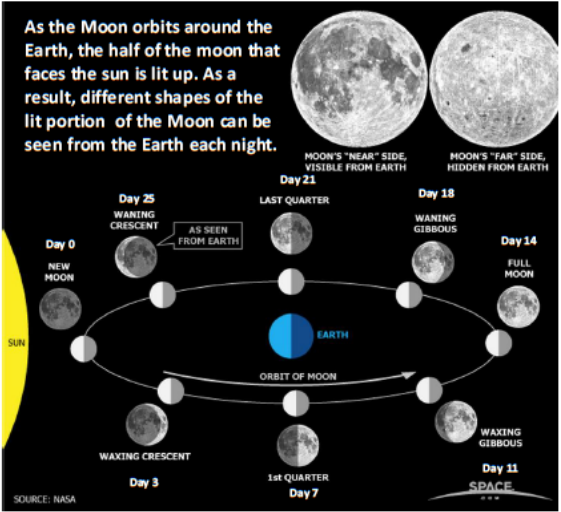
**6. State why you accept or reject the claim. I accept this claim because the evidence is good.**

**Use these models of the Sun-Earth-Moon system to respond to the claim on the previous page**  
**"The cyclic pattern of lunar phases can be observed and predicted."**



**Model 1. Motion of the Earth-Moon-Sun System**

- Earth rotates (spins) on its axis in about 24 hours.
- Moon revolves (orbits) around the Earth in about 29.5 days.
- The Earth-Moon System revolves around the Sun.



**Model 2. Lunar Phases**

**How are the two Cross-Curricular Argumentation Guides similar and different?** The two guides are similar in key ways. First, each contains six steps on the graphic organizer. Second, embedded in the steps for both versions is the cognitive strategy that students can use to analyze and evaluate arguments. Third, the guidebook also contains instructional procedures that teachers can use to help their students acquire the skills of argumentation. The guides differ because Guide B provides more terms for some of the six basic steps on Guide A; these additions provide ways of more carefully describing claims, evidence, reasoning, and other arguments, and ways to explain how each of these were judged.

# Introducing Strategic Tutoring for Parents

We would like to share a new area of research and development at the Center for Research on Learning (CRL) building on the **Strategic Tutoring** approach that was created previously by Hock, Deshler, & Schumaker, 2000. We are currently developing a parent version of the original manual, a website and other resources to support a parent tutoring program.



Every day there are new reports that student learning loss continues to grow as schools remain closed or partially closed and students experience either hybrid or fully online learning. Some experts predict that by the end of spring semester 2021, students will have five to nine months of learning loss (Dorn, et al., 2020). The consensus among researchers is that there will be large learning losses that need to be addressed and will need new solutions in the near and distant future.

*Is this something many parents see or hear?*

A well-known, successful approach to learning is one-to-one and small group tutoring (Bloom, 1984). Some educators see tutoring as a solution to learning loss caused by the pandemic. Whether tutoring is done by teachers, college graduate students, or volunteers, when done properly student outcomes improve (Nickow et al., 2020; Slavin, et al., 1980, 1989, 1993, 2011).

Given the challenges we face with providing students the academic support many need and the call for support by parents who are now teaching and tutoring their children at home, we believe a parent version of strategic tutoring might respond to both student and parent needs. Therefore, our goal is to develop and provide parents access to the research, materials and training that support the best tutoring practices available.

## Our Plan

**First**, we are currently working on a new tutoring manual titled *Learning at Home: Teaching Strategies for Parents and Tutors*. The manual will include information on high impact teaching strategies and tutorial practices in easy-to-understand language. It will include worksheets and checklists to make tutoring easier to practice and to provide additional tips for at-home learning. *Learning at Home: Teaching Strategies for Parents and Tutors* is for parents of students who have difficulty completing homework assignments and may lack some of the skills necessary complete assignments.

In contrast to traditional tutoring that can foster dependence on the tutor to complete assignments, the new approach may help students meet long-term learning goals associated with learner independence. Strategic Tutoring is designed to both help students complete their assignments and more importantly, to **teach them strategies they can use in the future to complete similar assignments on their own**. Strategic tutoring is about helping students “*learn how to learn*” as we assist them with their homework and assignments in school.

**Second**, we will simultaneously launch the website, at *strategiclearningcenter.com* that will provide tutors and parents with resources, newsletters, tips and videos about best tutoring practices. We will add the results of our research to our website and newsletters.

We plan to release the manual and launch the website in March, 2021. We will do initial research on the program and will recruit parent-and-student(s) volunteers – one-to-one up to one-to-three to participate in single case experimental design studies. **Please contact Dr. Tonya Eberhardt, Ph.D., [teberhart@ku.edu](mailto:teberhart@ku.edu)**, for more information or if you or anyone you know would be interested in getting the manual and materials at no cost and participating in our research. Also, contact Tonya to be added to the newsletter list, website launch announcement list, or for additional information.

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## Introducing Xtreme Reading Micro-credentials

Awareness of and participation in badging, or micro-credentialing, continues to grow nation-wide. A micro-credentialing program is a digital version of a long-standing value for demonstrating mastery at one's craft. Not all programs are alike; some offer only the opportunity to earn participation-type badges (e.g., attendance in a conference session), whereas other badging systems, like the one for SIM and now Xtreme Reading, include both participation-type and skill mastery-type badges. Micro-credentials represent a personalized and results-oriented PL structure that creates opportunities for feedback, encouragement, and support (Crow, 2016). Using a service called BadgeList.com, the KUCRL can issue micro-credentials to recognize different levels of knowledge and skills.

In the July 2015 StrateNotes, Volume 23, Issue 8 (available in SIMville), micro-credentialing was introduced broadly to the SIM Network. Since then, potential uses for SIM micro-credentialing have been evolving. As of January 1, 2021, more than 2900 badges have been awarded, and over 1800 more badges are in process. As Badge Earners build portfolios of evidence-based skills and practices, their achievements are documented for posting on various social media platforms, resumes, and web pages to publicly demonstrate expertise. For wide-spread initiatives, micro-credentials support local capacity building, shared leadership responsibilities, and sustainability.

### **SIM Network Highlight**

The Florida State Personnel Grant (SPDG) has been working with teachers implementing the Xtreme Reading Program throughout Florida for the past two years through on-going professional development and coaching. There are currently 9 teachers in Cohort 1, and fourteen teachers in Cohort 2. The new Cohort teachers and any teachers who would like a refresher receive professional development four days in the summer, and four days throughout the rest of the year. Throughout the school year, the teachers in both cohorts also have the option of attending monthly Community of Practice sessions and quarterly Facilitated Planning sessions where they have opportunities to work with each other and Xtreme Reading coaches in problem solving, sharing best practices, developing videos, analyzing data, or planning for implementation. Cohort I teachers Nancy Jacobs, Laura Lofton and Deidre Pervis are teaching Xtreme for the second year, and they are working towards certification in the Fidelity of Instruction Micro-Credentialing Badge. All three of these teachers have been delivering Xtreme Reading virtually and face-to-face with students, using different technology and unique ways to deliver instruction. This year, they have been documenting their journey along the way, receiving feedback from coaches, and uploading their evidence on the Badge List Xtreme Reading Fidelity micro-credential. They've been working with coaches Bonnie Palasak, Janet Atallah and Kristin Hope. Their goal is to complete the fidelity badge by May 2021 and begin working on their XR Professional Developer badge. All three will be involved with the SPDG Xtreme Reading Professional Developers in the planning and delivery of Xtreme Reading and coaching to the new Cohort III teachers this summer and throughout the 2021/2022 school year. Cindy Medici, the Project Manager, is hoping that these teachers will lay the groundwork and build the capacity to continue the work in Xtreme Reading throughout the state when the SPDG grant ends. For more information, contact Cindy Medici at [medici@pcsb.org](mailto:medici@pcsb.org).

SIM and Xtreme Reading micro-credentialing allow individuals to earn badges for achieving varied levels of proficiency, such as Professional Learning (PL), Implementation with Fidelity (FI), Specialist (SP), Professional Developer (PD), and Professional Development Leader (PDL). Educators can begin





working toward their credentials at whichever badge/level they feel most meets their needs or work through the badges/levels in progression. The newly launched Xtreme Reading micro-credential offerings are similar in most ways to the SIM micro-credentialing structure; however, there are few differences that are highlighted in the questions below:

### **Who may seek the XR Professional Developer micro-credential?**

There are several entry points to become an XR Professional Developer: XR Teachers, SIM LS Professional Developers, and Instructional Coaches/Coordinators. An XR Professional Developer will be certified by the CRL to lead XR Institutes for teachers.

XR Teachers may wish to instruct other teachers, yet they do not have the interest, knowledge, nor skills related to other LS strands needed in order to become SIM LS Professional Developers. The XR Professional Developer micro-credential provides a leadership path for XR Teachers so that schools, districts, regions, and states may build capacity locally.

### **What if I'm a SIM LS Professional Developer already working with Xtreme Reading?**

Currently, SIM LS Professional Developers are available to instruct teacher(s) in Xtreme Reading and this is not changing; however, a SIM LS PDer may desire to boost their knowledge and skills to deliver the most effective XR professional learning and support possible. In this case, earning the XR Professional Developer badge would add to their resume and be helpful to understanding XR more completely before instructing others.

SIM LS PDers will be exempt from collecting evidence for several items because they will have already done so during their process to become certified as a SIM LS PDer. Additionally, they will not be required to attend the entire leadership institute to become an XR PDer because some of the content will be the same as their former PPDl experience. Nonetheless, they will be invited to all institute sessions, so they may focus solely on experiences that enrich their specific knowledge and skills related to XR including, for example, evidence of the differences between teaching an LS in isolation and teaching LS embedded and interwoven throughout XR. *To be clear, SIM LS PDers may continue to instruct teachers on XR without earning this badge.*

### **Why isn't there an XR Specialist badge?**

One key difference between the set of XR micro-credentials and the SIM micro-credentials is that there is **not** a Specialist badge. The reason is that the current SIM Specialist micro-credentials are for single LS or CERs whereas in order to instruct teacher(s) in XR, one would need to instruct teachers in seven LS and the overall program lessons, organization, and integration of the individual LS. This breadth and depth of knowledge and skills are more consistent with the role and responsibilities of a professional developer; thus, once individuals have demonstrated fidelity of implementation with XR, they may opt to become an XR Professional Developer.



## Who may mentor those earning XR micro-credentials and who may approve XR micro-credentials?

- **XR PL:** Micro-credentialed XR Professional Developers and LS PDers who are currently providing PD in XR may approve XR PL badges.
- **XR FI:** If a XR Professional Developer is providing coaching support, then they may mentor Badge Learners and approve the XR FI badge.
- **XR PDer:** Current XR Professional Developers may provide mentorship to those earning the XR PDer badge through evidence collection, but an XR PDL will be the final reviewer of evidence and recommend certification to be approved by the CRL. XR PDer Badge Earners will attend the Leadership Institute for Becoming an XR PDer and complete post-institute requirements.
- **XR PDL:** Currently, XR PDLs are the XR PDers who were part of the initial design of XR and field-testing and have taken on leadership within the network to teach LS PDers about XR before the XR PDL micro-credential existed. XR PDers who wish to broaden their leadership scope and provide instruction during the Leadership Institute for Becoming an XR PDer will soon be able to work towards this badge with the support of a current XR PDL.

View the credentials online at:

<https://sim.ku.edu/xtreme-reading-micro-credentials>

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### Editors:

Peony Allen, Mona Tipton, Jocelyn Washburn

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