



STRATENOTES

A National Newsletter for SIM Trainers

Volume 4, Issue 9 - Summer, 1996

Trainer Requirements for the Content Enhancement Component of the Strategies Intervention Model

Over the past three years, we have been defining the process whereby an individual could become a Content Enhancement Trainer. This past summer at the SIM National Trainers' Conference, a set of trainer requirements was discussed by our current Trainer of the Trainers group. This set of requirements will be used this year to admit candidates to any CE Trainer Workshops to be held next summer or through the end of 1997. These requirements will be reviewed over the course of this year, and revisions will be made at next summer's Trainers' meeting. In the meantime, comments and questions regarding these requirements should be addressed to Keith Lenz. These comments will be used as the basis for clarification of the requirements that will be included in future issues of *Stratenotes* and for future revision of the Trainers' requirements.

Requirements for Workshop Admission

In order to be admitted to a five-day workshop to become a Content Enhancement (CE) Trainer, a person must submit to the Content Enhancement Trainer of Trainers the following products:

(1) A letter of support from a SIM Trainer (who is currently conducting training in CE Routines and using CE Routines in teaching and has "active" status within the Network) indicating the individual has been observed using the CE Routines successfully, has the energy and spirit required for a good trainer,

and has communication skills that would be effective in teaching adults and providing a commitment by the SIM Trainer to "sponsor" the CE Trainer candidate and assist the individual in meeting post-workshop trainer requirements;

(2) A letter from the individual's employer indicating the training candidate, when he/she completes the trainer requirements, will be given ongoing opportunities to train others and will be supported in efforts to gain wide-spread, long-term implementation success;

(3) A letter from the candidate indicating that he/she wishes to become a Trainer, has been using CE Routines for at least two years, understands the requirements for both the initial training and for remaining a CE Trainer, and understands the **spirit of quality assurance** that these requirements represent (i.e., in these requirements we are trying to communicate what we think **might** be indicators for high quality implementation and commitment to becoming a trainer; however, we hope candidates will work with us in a **spirit** of professional commitment and cooperation that may go beyond the simple requirements that we have defined in this document.) The letter will also specify;

(4) A portfolio that includes teacher-generated copies of an integrated set of CE devices including at least **one** Course Organizer, **four** Unit Organizers, **two** Concept Diagrams, **two** Concept Anchoring Tables, and **two** Concept Comparison Tables and other evidence (e.g., course syllabus, journal, letter explaining implementation) that together show course-wide implementation of CE Routines and the development of a strategic classroom (for a total of 11 devices created by the teacher); and

(5) Devices for any four of the Routines listed above (in #4) that have been completed by both high achieving and low-achieving students (for a



total of **eight** devices completed by students).

(Note: As additional routines are added to the Content Enhancement Series, the required contents of the portfolio will be modified to represent the full range of CE devices.)

Requirements for Initial Certification

Once the person completes the workshop and workshop assignments, he/she has one year to complete post-training workshop requirements that include:

- (1) Submitting to the sponsoring SIM Trainer for review a portfolio showing training plans and session evaluations that resulted from the co-training a series of CE workshops (consisting of at least one overview and three routines) with an "active" SIM Trainer, and
- (2) At least five samples of different CE devices developed by teachers as a result of participating in each of the workshops. After being certified, the individual will be able to order CE guidebooks and SIM support materials from the Center for Research on Learning and Edge Enterprises and offer and deliver CE workshops independently.

Requirements for Sponsors

A SIM Trainer who sponsors an individual as a candidate for a CE Trainer has the following responsibilities:

- (1) Write a letter of support indicating the candidate has been observed and is using the CE routines successfully, the individual has the energy and spirit required for a good trainer, the candidate has communication skills that would be effective in teaching adults, and that the SIM Trainer is willing to make a commitment to "sponsor" the CE Trainer candidate and assist the individual in meeting post-workshop trainer requirements;
- (2) Co-plan/teach CE training sessions with the candidate after the initial trainer's workshop;

(3) Evaluate the candidate's planning, teaching, and follow-up skills related to CE workshops at least twice during the year following the initial trainer's workshop;

(4) Review the candidate's portfolio, and, when the candidate has met all CE Trainer requirements, submit the portfolio, with the sponsor's written evaluations and recommendation for approval as a CE Trainer to the CRL for certification.

Requirements for Continued Certification

To maintain certification as a CE Trainer, the candidate must complete the following requirements:

- (1) Pay a yearly recertification fee (currently \$35.00 which is already included in the initial trainer's workshop registration fee and pays for the year following the trainer's workshop) that includes all the benefits of Strateworks publications and services;
- (2) Complete **one** of the following to ensure the completion of activities to maintain current regarding additional Content Enhancement developments:
 - (a) Take and pass a written content "test" for each new routine published after the candidate attended the trainer's workshop within two years after it is published, or
 - (b) Attend a national or regional trainer's conference at least once every two years, or
 - (c) Submit a portfolio showing implementation of each new CE Routine published since the candidate attended the trainer's workshop that follows the portfolio submission guidelines described above for admission to the initial CE Trainer workshop.



Peggy Showalter Retires from KU-CRL

Peggy Showalter has been the "den mother" in the front office of the KU-CRL since February 1978. On August 9, 1996, she officially retired. We want to thank her for all she has contributed to the SIM Network and the KU-CRL. Not only is she very skillful and efficient in her work, she has provided a wonderful friendly atmosphere and found ways to meet the needs of the staff members and the many persons coming to the CRL in person or via phone. We wish her much happiness as she continues to use her numerous talents to serve others. If you would like to submit a card to be included in a book of retirement messages to be given to Peggy at her retirement dinner, send it to Jean Schumaker at the KU-CRL.

The 1996 National SIM Trainers' Conference

Comments from those attending the 1996 National SIM Trainers' Conference in Lawrence indicate that this SIM conference was the best ever for many of those attending. One hundred and two SIM Trainers from 25 states came together to "Reach For the Stars," the theme of this year's conference. Dr. Michael Pressley from the State University of New York at Albany was the featured speaker for the beginning of the conference. He challenged the audience to be more assertive in spreading the word about SIM. Some of the many interesting ideas included in his talk were addressed in *Stratenotes* Vol. 4, Issue 8.

In addition to renewing friendships and making new ones, Trainers were involved in a poster session, swap shop, regional meetings,



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crackerbarrel sessions, breakout sessions including ones on the recently published manuals (*Paired Associates* and *Concept Comparison Routine*) and on manuals to be published in the coming months (Survey Routine, and Quality Assignment Routine). The highlight of the conference for many was the surprise birthday party for Don Deshler at the newly refurbished Lawrence Union Pacific depot. The real talents of numerous participants were displayed in skits, poems, and songs written to commemorate this half-century milestone for Don who was a wonderful sport.

Each year at the recognition luncheon, presentations are made to newly certified trainers, The SIM Leadership Award winners, and the Gordon R. Alley Partnership Award honorees. Also five-year and ten-year pins were awarded to those who have attended the appropriate number of National SIM Trainers' Conferences.

Newly certified Inservice Trainers receiving recognition were Wallis Gertner, IA; Alice Henley, Deborah Mule, and Lucy Petrella, CT; and Eugene Simon, CA.

The SIM Leadership Awards were given to Gail Cheever, Dallas, TX, formerly of Bakersfield, CA; the team of Janet Jones and Shari Schindele, Osseo Area Schools, Brooklyn Park, MN; Joe Rogan, College Misericordia, Dallas, PA; and Kim Short, Wake County Public School System, Cary, NC.

Michael Pressley, SUNY at Albany, and Charles Hughes, Pennsylvania State University, University Park, PA, received the **Gordon R. Alley Partnership Award** which is given to acknowledge the outstanding contributions of individuals for their work in enabling the KU-CRL to fulfill its mission. A key value of the Center Staff is that of "collaborative research." Both individuals receiving the awards have made outstanding contributions to the "collaborative research" conducted by KU-CRL Staff. Providing unlimited inspiration and ideas, Michael has served as a consultant for various grants for the CRL for the past eight years. Charlie has worked collaboratively with Center researchers for more than 10 years, conducting research and writing research articles and strategy manuals to

learning strategy research at CRL. Perhaps he is best known to the SIM Trainers as the first author of the Test Taking Strategy and Assignment Completion Strategy manuals. Congratulations and thanks goes to these outstanding individuals.

Persons recognized for at least five years of attendance were Patricia Burns, Carmen Cantrell, Beverly Colombo, Joquetta Dove, Connie Gentle, Susan Jorgensen, Cindy Krause, Diane Litton, Barbara Millikan, Sue Nolan, Judy Peterson, Pona Pickarski, Joyce Rademacher, Susan Reiman-Garland, Carl Skordahl, LuAnne Todd, Mary Whitaker, Janel Wilbern, Rose Winegardner, and Judy Wollberg. Persons honored for ten years of attendance were Gail Cheever, Fran Clark, Ann Millea, Shari Schindele, and Sue Vernon in addition to members of the KU-CRL staff.

WELCOME to the 1996 Class of Potential SIM Trainers

During the last week of July/first week of August, Fran Clark, with the help of trainers Jean Schumaker, Carmen Cantrell, Mike Hock, Nancy Meyers, and Don Deshler, directed a week of training for 18 new potential trainers. This most recent group of Potential Trainers includes: Teri Bornstein, Mt. Prospect, IL; Vlacia Campbell, Reading, PA; Barbara Carruthers, North Carolina Department of Public Instruction, NC; Celeste Corey, Grenada, MS; Tama Daniel, Ansted, WV; Anita Friede, Highland Park, IL; Pat Gildroy, KU-CRL; Mary Higgs, Conroe, TX; Candice Hollingsead, Shawnee, KS; Andi Ivey, Scottsdale, AZ; Deborah Jackson, Ormond Beach, FL; Rebecca Martinez, Houston, TX; Paula Mehochko, KU-CRL; Kimberly Paulsen, Las Vegas, NV; Helen Waldron, Litchfield, CT; Darlette Winck-Hall, South Daytona, FL; and Beth Young, Scottsdale, AZ. We want to welcome the members of this class to the SIM Network.

Experiences in Implementing PIRATES and PENS

In her written application for the 1996 Potential Trainers' Workshop, Darlette Winck-Hall, South Daytona, FL, wrote that she has taught the Test-Taking Strategy and Sentence Writing Strategy with much success to her students in a

High School Competency Test Lab. Her class size averages approximately 12 high school general education and exceptional students per class and may be any combination of freshmen, sophomores, juniors, and/or seniors. PIRATES has been very important to these students because it helps them with the high-school competency test that they are required to pass in order to graduate. She feels that PIRATES has given her students the confidence that they need to be successful on this state-mandated test. Also, the freshmen have greatly benefited from the strategy instruction because it helps alleviate their test-taking anxiety and prepares them to know what to expect in high-school where they face new challenges in passing classes and the competency test in order to graduate.

PENS has enabled Darlette's students to do better on the communications section of the high-school competency test. When she teaches the Sentence Writing Strategy, she incorporates a reward that is theirs once they have learned the strategy. Students are given the opportunity to write their own books to illustrate their knowledge of the strategy. Usually they work in pairs or in a group of no more than four to illustrate, write, and construct the book with materials and glue. Their books are donated to a local day-care center so the students are careful to select suitable subjects for their stories. She feels that she has found a way to keep the students actively working on the strategy without their recognizing what is happening. When Darlette points out that they have been using the Sentence Writing Strategy, they are really amazed. Darlette shared a couple of the students' books with us, and they are very special.

What a great way to bring students through the Generalization Stage!

Congratulations To These SIM Trainers!

SIM Trainers have been receiving awards right and left. Some of them are: Bonnie Barnes, Sun City, CA, was awarded the Resource Specialist of the Year for 1995- 1996 by the Inland Empire Chapter of California Association of Resource Specialists.

Larry Bemish, Ypsilanti, MI, will be awarded the

Eastern Michigan University National Alumni Association Award for Teaching Excellence on October 26th at the university homecoming. He was nominated by the members of his department and chosen by the Selection Committee of the Alumni Association.

Margaret K. Carmean, Mississippi College, Clinton, MS, was recognized at the Mississippi Learning Disabilities Association State Conference for service to the organization and for contributions in training teachers of learning disabled students.

Vicky Day, University of Hartford, East Hartford, CT, was awarded the Ten+ Years Service award by the Comprehensive System of Personnel Development (CSPD) in Special Education.

Eva Mitchener and the Summit Parkway Middle School, Spartanburg, SC are to be congratulated! The school was named a Blue Ribbon winner in February. One of the areas that was highlighted in the report was the special education department and the strategies used by the students to help them be successful in all their classes. This is a school where strategies are being taught throughout the school, especially in Language Arts classes.

Susan Reiman-Garland, Omaha, NE, co-authored and was awarded a \$300,000 Excellence in Education Grant from the Nebraska lottery. The Social Skills Curricula and sections of the Learning Expressways Portfolio are incorporated in the grant.

Carl Skordahl, Director of Special Education of the Osseo Area Schools, Maple Grove, MN, and Kate Maguire, Principal of Brooklyn Junior High, Brooklyn Park, MN, received The Options Plus Grant for the Osseo Area Schools to provide personalized services to students with learning disabilities in the regular education classrooms and to provide staff members with the necessary staff development to facilitate participant success in the mainstream setting.

Terry Slockett Freese and Neosho R-5 School District, Neosho, MO, are to be congratulated on their obtaining the resources to implement district-wide SIM instruction in grades 5-12. At the

National SIM Trainers' Conference, she reported that they are off to a great start.

Gwen Swoope, Hickman Mills, Missouri, received the 1996 Mayor's High Five Award given to the most outstanding secondary education teacher in the greater Kansas City area. The presentation was made by the Mayor at the City Council meeting. Also, she received the 1996 Teacher of the Year Award for Hickman Mills School District. What a wonderful year for Gwen!

Carla Thompson, Concord, CA, received the "You Make a Difference Award."

Tony Van Reusen, The University of Texas at San Antonio, was presented a Community Partnership Award by the Northside Independent School District in San Antonio for 1996.

Becky Wetzel, Simi Valley, CA, was presented the 1996 Award for Educational Leadership by the Association of California School Administrators.

Deborah Wickwire, Dover, PA, developed a transition-to-work program for high school low functioning LD and MR students where students worked on functional and social skills and worked at a variety of community services. The class was nominated as Youth Volunteer of the Year by the Dover Area YMCA.

SIM LEADERSHIP AWARDS

This award is for individuals who have shown leadership within the SIM Network by helping educators to become strategic teachers and, as a result, students to become strategic learners. The honorees are also very active contributors to the SIM Network. Three of this year's honorees met the criteria in the following ways:

Certified as a SIM Trainer in June 1987, Gail Cheever has served as a consultant, trainer, teacher, and inspiration to many teachers, trainers and school districts in the nation. She is a leader in her extensive efforts to establish Strategic Instruction in community colleges, notably Bakersfield College, CA. Presently she is involved in promoting SIM instruction in migrant and bilingual education projects in Kern County.

Gail does 40-50 SIM workshops a year, is a regional leader for the Far West Region, writes and submits articles for *Strategram* and *Stratenotes*, developed the VOCAB strategy, presents workshops at national and regional conferences each year, and much more. In a support letter written by Debbie Shin-Cantrell was this statement, "Throughout the extensive training I have received from Gail, she has consistently reinforced the teaching methodology of the learning strategies. She believes in them, and is a zealous supporter for them. She truly has the unique ability to 'make a difference'. In fact, I heard our college president address an audience at a workshop I attended. His five-minute introductory speech included, '**We must teach our students HOW to learn,**' I quietly sat there and thought, 'Gee, that sounds like Gail Cheever talking,' and I strongly suspect it was from Gail that he first heard those words. Her ability to influence people and promote change is phenomenal."

The team of Janet Jones and Shari Schindele has made a large impact on the teachers and students of the state of Minnesota. With Janet and Shari becoming Trainers in 1986 and 1987, they have trained over 1,000 general and special education teachers in grades 4-12 in SIM methods, serve as adjunct lecturers at various universities in the Twin Cities, have made presentations at local, regional, national and international conferences, serve as regional leaders for the North Central Region SIM Trainers, co-chaired the January 1996 North Central SIM Trainer's Meeting in Minneapolis, have written articles and presented ideas to *Strategram*, chaired a Stratellite Connection study group, and continue to teach strategies to students. Their programs in the junior high and senior high schools where they teach have served as models for many visitors. In their district a new senior high school is opening with a strong emphasis on use of the Content Enhancement Routines, and they are involved with setting up that model and training. In a support letter for their nomination, Sandy VanPelt, SIM Trainer in the Osseo Area Schools, wrote, "Both Janet and Shari believe in the strategies and lobby for them in all disciplines. They complement one another as they train staff; they respect one another as they facilitate training

sessions. It is through this joint effort that the SIM has flourished. Because of their belief in the strategies and their love for education, the two have given their time to promote SIM. Not only have they willingly taught each new strategy, they have brought credibility to each strategy because they spend their days in the classroom with students. This has also enabled them to further research, modify, and create activities within each strategy while maintaining the integrity of the program. The work Shari and Janet have done as a team has had an enormous impact on the way new and veteran teachers present material."

Read about Joe Rogan and Kim Short, SIM Leadership Award Winners, in the September issue.

1996-97 CALENDAR OF EVENTS

October 11 & 12, 1996- **Midwest Region** SIM Trainers' Update Meeting, St. Louis, MO.

Contact Persons: Bev Columbo or Mary Ellen O'Hare, (314) 569-8259 or 569-8429.

November 8-9, 1996- **Northeast Region** SIM Trainers' Update Meeting, Rensselaerville, NY. Contact Person: Ed Pieper, (518) 454-5123 (5267).

February 21-22, 1997- **Far West Region** SIM Trainers' Update Meeting, Las Vegas, NV.

February 21-22, 1997- **North Central Region** SIM Trainers' Update Meeting in conjunction with LDA, Chicago, IL.

February 27, 28 & March 1, 1997- **Southeastern Region** SIM Trainers' Update Meeting, Charleston, SC.

July 10-12, 1997- **National SIM Conference**, Lawrence, KS

NORTH CENTRAL REGIONAL MEETING NEWS

Last spring, a survey was sent to the SIM Network members in the North Central Region to determine where and when the next meeting within this region might be held. Since a majority of the persons responding wanted to attend an update meeting in Chicago in February or March, the decision was made to meet at the Palmer House on Feb. 21 and Feb. 22 in Chicago. Participants who attend this SIM Update meeting are also encouraged to register and attend the LDA meetings during that week. (February 21-22, 1997)

In order to register for LDA, persons should contact the LDA office at 4156 Library Road, Pittsburgh, PA, 15234 via mail or phone 412-344-1515 to request the preconference program book which contains information regarding program, registration, etc. Registration for the LDA Conference is \$110 per LDA member or \$135 per nonmember.

Registration for the Feb. 21 and 22 SIM Update Meeting will be handled independently from LDA and will be paid and sent to the KU-CRL. Registration packets for the Trainers' Update Meeting will be sent to all North Central Region members, as well as to others who request information by phoning KU-CRL at 913-864-4780.

Anyone wishing information on room rates or to make reservations to stay at the Palmer House, 17 East Monroe St., Chicago, IL 60603, may write or phone 312-726-7500 and request information on reservations for the Learning Disabilities Association Conference.

SENTENCE WRITING MANUALS

These manuals have now been published with the new "Reach for the Stars" covers. The insides of the manual are the same and trainers should not have to buy new manuals or training packets.

STRATEGIES

By Debbie Jackson and Darlette Hall
Potential Trainers August 1996
Volusia County, Daytona Beach, FL

**When the strategies first start,
It's all in the teacher's heart;
After the teacher does a pretest,
There is no time for any rest.**

**An instructor knows when the time has
arrived
When she starts the section called describe.
The teacher will need to model,
So make sure she does not waddle.**

**The verbal practice needs to go fast,
This section just doesn't last;
Verbal rehearsal can rap
...so your students won't nap.**

**Controlled practice is fairly easy,
Make sure it doesn't become queasy.
Feedback is always great;
It makes students feel first rate!**

**Now is the time for the teacher
To give up being the preacher.
Independence is the teachers' goal
So the students need to learn their role.**

**Don't forget to do stage six,
It's the one part you cannot nix;
If you skip advanced practice and feedback,
The student will always feel the lack.**

**Posttest is done and all is through;
The students start his life anew.
With strategies upon his back,
He knows his life will never lack.**

**He'll generalize all through his life,
He'll probably teach his wife;
For strategies have made him free,
To be the man he always wanted to be.**

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Note: Due to the increase in shipping rates, our minimum shipping charge will now be \$4.00 rather than \$3.00.

University of Kansas
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FIRST CLASS