



STRATENOTES

A National Newsletter for SIM Trainers

Volume 5, Issue 4 January 1997

SIM Trainer Requirements and Preservice Teacher Education

During the past 10 years, components of the Strategic Instruction Model have been woven into hundreds of teacher education programs throughout the United States and Canada. At the University of Kansas Center for Research on Learning, we refer to these efforts as preservice teacher education, or training provided to individuals before they begin classroom teaching. Preservice training contrasts with in-service teacher education, which is training provided to in-the-field teachers to help them meet current teaching demands.

Teacher education programs integrate SIM in a variety of ways. Some programs have developed courses specifically designed to introduce strategies and routines. Indeed, some programs have made components of SIM a central piece of their teacher education efforts. Other programs teach beginning teachers about developing or identifying good strategies and using the stages of strategy acquisition and generalization. Still others simply describe the philosophy and components of SIM to introduce prospective teachers to the concepts of strategic instruction. During the last few years, we have seen the variations of implementation increasing as general and special education faculty work together on behalf of sound teacher preparation.

During the past 15 years, the KU-CRL has hosted a variety of workshops and training options for preservice teacher educators. About 300 special and general education preservice teacher educators have attended SIM trainer workshops, including workshops designed exclusively for preservice educators. Many other preservice teacher educators have attended individual in-service workshop sessions on specific parts of SIM, usually sponsored by local school districts.

We have found that individuals who provide preservice SIM training and those who provide SIM training to classroom teachers require different preparatory experiences. The preservice teacher educator usually has a high degree of advanced professional training, demonstrated skills in teaching adults, and a great deal of

experience in teaching and coaching beginning teachers. In addition, preservice teacher educators face training demands at the college and university level that really differ from those encountered at the teacher in-service level. For example, as noted earlier, the focus of preservice teacher training may be to provide information about SIM as one among many instructional approaches. At the same time, the pressures to cover the curriculum and to teach more faster plague teacher educators as well as classroom teachers. As a result, most preservice educators provide training in only one or two components of SIM and are not expected to provide the intensive and continuing technical assistance required to implement SIM at the school district level.

Because we recognize these demands on preservice educators, we ask preservice educators who have participated in the preservice trainer workshops not to provide training at the in-service level unless they are committed to becoming a "user" of the SIM components in the same way as other trainers are expected to be. To reflect these considerations, we promote a set of SIM Trainer requirements and we confidently endorse preservice trainer implementation of SIM components for those who meet these requirements.

We believe the following requirements are minimally necessary to prepare a teacher educator to effectively implement the components of SIM as part of a preservice curriculum. An individual must

1. Successfully complete a minimum of 30 hours of a SIM Inservice or Preservice Trainer's workshop (or its equivalent) specifically designed to address SIM component implementation.
2. Develop and implement a plan for infusing SIM components and at least one learning strategy from the Learning Strategies Curriculum or at least one teaching routine from the Content Enhancement Series into coursework at his or her preservice training institution.
3. For a two-year implementation period, evaluate and describe implementation efforts and provide copies of syllabi for courses in which SIM components are being infused.

(Continued on page 2)

SIM Training Network



Requirements

(continued from page 1)

4. Maintain communication (at least once a year by sending course syllabi) with the KU-CRL for the purpose of developing a positive and collaborative professional relationship and support network.
5. Provide evidence of a commitment to maintain a high level of quality in preservice implementation of SIM components by either
 - a. Teaching (co-teaching, team-teaching) at least two learning strategies from the Learning Strategies Curriculum to adolescents or young adults who need the strategies for school success or using at least two teaching routines from the Content Enhancement Series over a period of several months with adolescents or young adults who need explicit content instruction and submitting to the KU-CRL written materials (such as progress charts, logs, journals, narratives, or completed devices) that document successful implementation of the SIM components in an applied situation.

OR

- b. Identifying an experienced teacher who has been trained and is successfully using SIM components and enlisting his or her support in co-teaching SIM components being introduced in preservice teacher education efforts.
6. For those who want to provide in-service training, complete requirement 5a and commit to continuing teaching and implementation experiences with teachers and students in classrooms where SIM components are being implemented.
7. Maintain a subscription to Strateworks.
8. Attend a SIM training update meeting at least once every two years.

Diversity Workshop Targets Teacher Educators

The University of Kansas Center for Research on Learning will offer another opportunity for teacher educators in May 1997.

Pedagogies for Diversity: Inclusive Teaching in the Secondary School Setting, scheduled for May 28-31, 1997, in Lawrence, Kansas, is designed to help teacher educators infuse their programs with methods that will help teachers respond effectively to the challenges found in middle and high school classrooms.

The workshop features five units. **Creating a Successful Learning Community** provides an overview of a community in which students as well as teachers are committed to learning and helping others learn. **Getting to Know Students to Promote Learning** focuses on understanding diversity, learning about students, and using the results to bolster teaching practices. **Planning Routines for Academic Diversity** offers methods for responding to academic diversity in planning courses, units, and lessons. **Enhancing Content Learning through Teaching Routines** shows how to use teaching routines to reach more students successfully. **Teaching Students How to Learn** focuses on infusing learning strategy instruction into general education classes at the secondary level.

College and University faculty members who have experimented with these units have been invited to share their experiences. In addition, workshop facilitators will use and model the methods described in the five units as they teach the workshop content. Participants will be given time to develop course plans, experiment with the methods included in the unit, and discuss such issues as diversity, course construction, and textbooks.

The cost of the workshop is \$420, which covers the cost of materials as well as refreshments, space, and a Saturday breakfast. Individuals interested in attending the workshop must apply by February 15, 1997. The KU-CRL will select participants at the end of February and notify applicants regarding space in the workshop by March 1, 1997.

For more information about the workshop or the application process, contact Gwen Flynn, Project Coordinator, or Keith Lenz, Project Director, by telephone at (913) 864-0625, through the StrateNET electronic mail system, or through Internet e-mail at gwen@eagle.cc.ukans.edu or klenz@quest.sped.ukans.edu.

These requirements have been in place since 1988, and we welcome your comments about them. As we move into revising SIM training requirements in the future to reflect the growth of SIM and the Training Network, we want to make sure that we take your experiences and concerns into consideration.

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StrateNET Provides Another Way to Reach the World

StrateNET, which has always been a great way to keep in touch with the Center for Research on Learning and to communicate with other members of the SIM Trainer's Network, now offers you a line to the wider world of the Internet.

Using the same FirstClass® software that underlies all StrateNET communication, you can now send e-mail to and receive e-mail from anyone who has an Internet address, regardless of whether or not they are participants in the StrateNET system.

To send mail to an Internet address, do the following:

1. Begin composing your message using the same method you would to send e-mail to a StrateNET participant.
2. Type the recipient's full Internet address in the **To:** field followed by a comma and the word Internet. Note that there are never any spaces in an Internet address. Figure 1 shows an example of an Internet e-mail message to StrateNET administrator, Wally Casquino. Notice that Wally has typed his personal Internet address, `wcasquino@stratenet.sped.ukans.edu`, followed by a comma and the word Internet.
3. Press Return/Enter. Continue typing the message and send it as you normally would.

Hint: The easiest way to obtain someone's Internet address is to call the person.

Usenet News through StrateNET

The expanded capabilities of StrateNET also offer you access to Usenet news groups on the Internet. This capability would allow you to participate in discussions in education-related news groups. Access to each news group must be configured individually. Therefore, if you are interested in this capability, we ask that you contact Walter Casquino at the KU-CRL. He may be reached by phone at (913) 864-4780, through StrateNET mail, or through Internet e-mail at `wcasquino@stratenet.sped.ukans.edu`.

To receive Internet e-mail, give your Internet address to the sender. Your address is in the following form:

firstinitiallastname@stratenet.sped.ukans.edu

For example, Wally Casquino's Internet e-mail address is `wcasquino@stratenet.sped.ukans.edu`. Notice that the e-mail addresses are lower case.

E-mail sent to you through the Internet will arrive in your FirstClass mailbox just like all StrateNET messages.

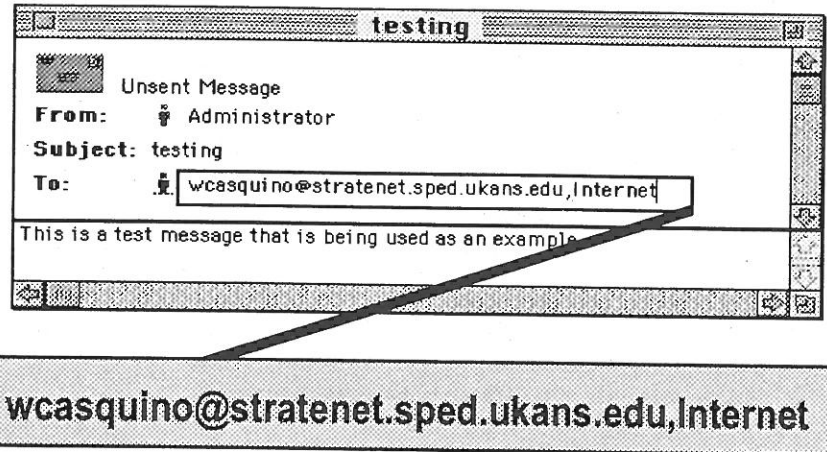


Figure 1

You can save the Internet e-mail addresses of people you e-mail frequently by creating entries for them in your address book. The following instructions guide you through the process of setting up an address book using FirstClass software, version 3.5. If you do not have this version of the software, see the instructions on page 4 for downloading and upgrading your software.

1. If you don't have an Address Book folder on your desktop already, select Address Book from the Service pull-down menu. The FirstClass software will automatically create an Address Book folder on your desktop and will open an Address Book window (Figure 2).

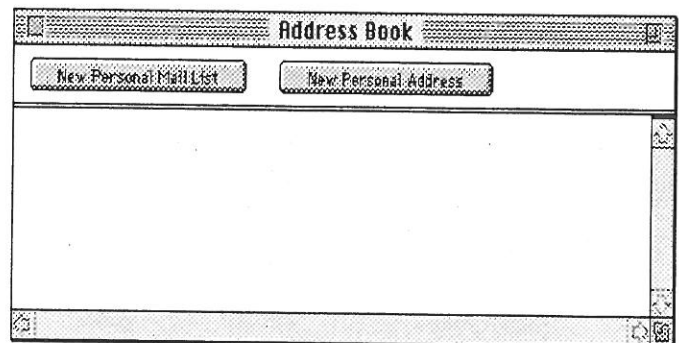


Figure 2

(Continued on page 4)

StrateNET Offers Improved Internet E-Mail Options

(Continued from page 3)

2. To add entries to your address book, click on the New Personal Address button. The New Personal Address window (shown in Figure 3) will appear.

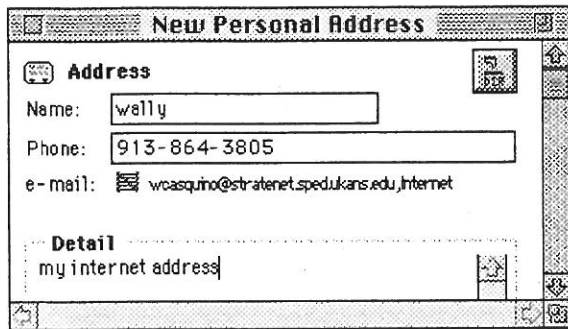


Figure 3

3. Your cursor will be positioned in the e-mail: field. Type the Internet e-mail address of the person you want to add to your address book. Make sure you type the comma and the word Internet after the e-mail address.

For example, add Walter Casquino by typing wcasquino@stratenet.sped.ukans.edu,Internet.

4. Press Return/Enter so FirstClass will accept your entry.
5. Use the up arrow to move your cursor to the **Name:** field and type a nickname or a word by which you will remember this person easily. In our example, the nickname is "Wally."

This nickname is important because the next time you want to send an e-mail to this person, you will type the nickname in the **To:** field of your message.

The **Phone:** and **Detail** fields of the New Personal Address form are optional.

6. Close the New Personal Address window. You will be prompted to save your changes (see Figure 4).

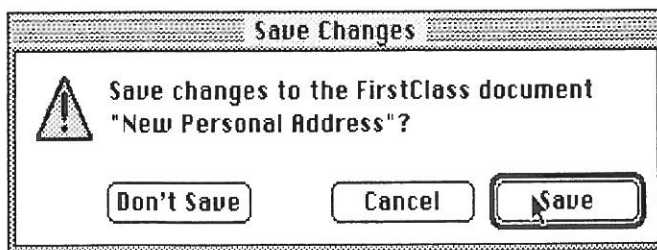


Figure 4

7. Click on the Save button. Your new entry will appear in your Address Book as shown in Figure 5.

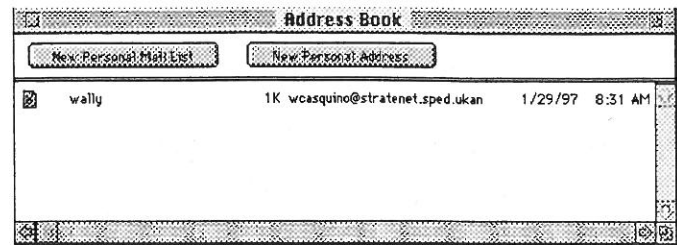


Figure 5

8. That's it. You are finished. Close the Address Book. You are now ready to send Internet e-mail to "Wally."
9. To test your new Address Book entry, compose a new message and type "Wally" (or the nickname of the individual you added to your address book) in the **To:** field.

Downloading, Upgrading your Software

The newest version of the FirstClass software, for both Macintosh and Windows, can be downloaded from StrateNET. The software is located in the StrateNET Info folder, which is inside the News folder on your desktop.

FirstClass Client is the graphical front-end software used to connect to the StrateNET network. To download the installer for either FirstClass Client 3.5 for MacOS (for the Macintosh) or FirstClass Client 3.5 for Windows, double-click on the attachment you need. The FirstClass Client 3.5 for MacOS installer will automatically install the appropriate FirstClass Client for either PowerPC or 68K-based Macs on any Macintosh with at least 4 MB of memory. The FirstClass Client 3.5 for Windows installer will automatically install the appropriate FirstClass Client for Windows 3.1, Windows for Workgroups, Windows 95, or Windows NT on any machine with at least 4 MB of memory.

After you are finished downloading the installer, install the software as you would any other software in your computer. If you have any questions, call Wally at (913) 864-4780.

Stratellite Connection Videotape Program 6 Available

Stratellite Connection Program 6, the latest in our videotape series, is now available to trainers. The program was completed in December and features a montage of highlights from last summer's conference in Lawrence, culminating in images of the fun had at Don Deshler's birthday party.

In a focus section, Keith Lenz from the University of Kansas in Lawrence, author of the Unit Organizer, and Carmen Cantrell of Shawnee Mission (Kansas) Public Schools, present information about preparing and using the Unit Organizer Routine. The focus section also contains experiences of teachers Eugene Simon, Redondo Union High School, Redondo Beach, California; Jerry Cormack, Shawnee Mission North High School, Shawnee, Kansas; and Cathy Spriggs, Turlock Junior High School, Modesto, California.

In another focus section, Ed Ellis from the University of Alabama at Tuscaloosa, author of the LINCS Strategy, and Irma Brasseur of Davison (Michigan) Community Schools discuss ways to teach LINCS to students.

The final segment of the tape features excerpts of the 1996 National SIM Trainers' Conference keynote address by Dr. Michael Pressley of the State University of New York at Albany.

Copies of the video have been mailed to study group participants. To receive a copy of this video free of charge, complete the form at the bottom of this page and mail it to Janet Roth, KU-CRL, 3061 Dole Center, Lawrence, KS 66045.

Free copies of Stratellite Connection Programs 4 and 5 also are still available. Copies of programs 1, 2, and 3 are available for \$15 each (including postage).

If you would like to form a study group, contact Janet Roth at (913) 864-4780.

Segment Index (hour:minutes:seconds)

0:00:30	Start of Program
0:02:20	Highlights of National SIM Trainers' Conference
0:11:20	Focus on the Unit Organizer
0:38:25	Focus on Lincs
1:00:45	Highlights of the Dr. Michael Pressley Address at the 1996 National SIM Conference
1:20:30	End of Program

Possible Study Group Topics

The following questions can be used as the basis of discussion for Stratellite Connection Program 6.

Unit Organizers

1. In what ways have you used organizers? What makes them work or not work?
2. Discuss the purpose of the Unit Organizer. From the student's viewpoint, does using the teacher's unit organizer become a way to remember and organize information the way the teacher wants the student to? Or is the use of the teacher's unit organizer a way for the student to learn to construct his/her own organizer? How do we help students to be able to do this?
3. Should the Unit Organizer always include sentence line labels? Initially, teachers construct the line labels. What experiences have you had with students successfully creating their own line labels? How much time and practice does this take?
4. Does it help the student to remember if he or

(Continued on page 6)

Stratellite Connection Request Form

Please send me a copy of Stratellite Connection Program 6.

Name: _____ Daytime Phone: _____

Address: _____

If all the free videos have been distributed, I am willing to pay \$15 for a copy: yes _____ no _____

Please send me a copy of the following Stratellite Connection programs: 1 2 3 4 5 6
(Circle the video(s) you want. Please enclose a check for \$15 for each copy of program 1, 2, or 3 ordered.)

Mail your completed form to Stratellite Connection, KU-CRL, 3061 Dole, Lawrence, KS 66045.

Stratellite Study Questions

(Continued from page 5)

- she constructs his or her own organizer? What if the line labels of the student-constructed organizer look different than the teacher-constructed organizer? What advantages or disadvantages might there be for the student to construct his or her own line labels? What are the advantages and disadvantages for the teacher to construct the line labels?
5. What are some of the ways that you can help teachers develop Unit Organizers even though they may find that the amount of time required to develop Unit Organizers may be a hurdle?
 6. How might YOU introduce a Unit Organizer?
 7. What might you do to ensure that Unit Organizers are used by the teachers that you train?
 8. What pre-steps (or guided practice steps) might you use with students to help them construct unit organizers? (For example, Jerry Cormack had students practice labeling and clustering key terms.)
 9. Why are line labels of "connection" difficult? How can we get better at being explicit?
 10. How can knowing too much be a barrier to explicit instruction?
 11. How can you make mapping a practical assessment tool?

LINCS

1. How do you explain why this strategy works? (If memory is a problem for students, how will students be able to recall a "key word"?) In other words, explain in your own words what this strategy does. (In the process, you most likely will touch on cognitive learning theory!)
2. What are some dangers in choosing key words?
3. When might students want to create their own cards and when might group construction be especially appropriate?

Content Enhancement Workshop

For classroom teachers who do not have access to SIM training, we are offering a new workshop on Content Enhancement Routines, scheduled for July 22 to 26, 1997, in Lawrence, Kansas.

Participants will attend a session on the overall philosophy and overview of the Strategic Instruction Model before studying the various routines. If enrollment is large enough, we will offer the Planning Routines, (Lesson, Unit, and Course Organizers), the Concept Routines (Concept,

Anchoring, and Comparison), the Quality Assignment Routine, the Survey Routine, and the Clarifying Routine.

Trainers who would like to attend one or two days of training will be charged a daily rate. For more information, please contact Janet Roth through StrateNET or by telephone at (913) 864-4780.

Now is the Time to Share

Could you present a breakout session or a poster at the National SIM Trainers' Conference in Lawrence, Kansas, in July 1997?

We appreciate trainers sharing the ideas they have found to be successful in training teachers or in teaching strategies and routines to students.

For the poster session, we will furnish many of the materials you need to present your ideas. We supply colored paper and other materials in the hope that you will be able to participate without bringing boxes of materials on a plane or in a car. You supply your charts and pictures or other specific material to display your ideas on our boards.

It is time to share your many talents with other trainers. Some very simple ideas make great posters. *Let us hear from you.*

For more information, contact Janet Roth through StrateNET or by telephone at (913) 864-4780.

Welcome, Pete!

The Center for Research on Learning welcomes Pete Mynsted as the new Service Representative to the SIM Network.

Pete's husband's job with IBM brought the family to Lawrence 17 years ago, and no better opportunities have come along to coax them away since. Pete taught high school business classes "m-a-n-y" years ago, raised two boys, and worked in retail before joining the Center.

Here, she takes care of all of the many responsibilities associated with our order desk. She takes your calls and fills your orders, making sure you get the materials you need when you need them. In her spare time, Pete enjoys reading and traveling.

And now, the answer to the question some of you are asking: Yes, Pete is a woman. Her first name is actually Karen, but in college she lived with another Karen. To avoid confusion, she was dubbed "Pete" from her maiden name, Petersen. The nickname has stuck with her ever since.

In Memorium

We are sad to report the death of Linda Patterson, a SIM Trainer from the Gulfcoast FDLRS in Pinellas County, Florida. Linda had been on a waiting list for a heart/lung transplant.

KU-CRL - Lodging and Transportation Information

Summer 1997 Meetings/Workshops - Lawrence, Kansas

HOUSING

Several hotels and motels have given us special rates for workshops this summer. When making reservations, **you must mention that you are attending the Center for Research on Learning Workshop** in order to receive these rates. Prices are quoted for single and double occupancy and do not include tax.

Christopher's House

(Bed & Breakfast)

643 Tennessee

(913) 841-9999

\$59 (Mon.-Thur.)

\$65 (Fri.-Sun.)

Continental breakfast during week, full breakfast on weekend.

Nine rooms, call early; 3 blocks west of Massachusetts Street.

Comfort Inn

740 Iowa

(913) 838-4242

Under construction

Days Inn

2309 Iowa

(913) 843-9100

\$52 May rate

\$66 Summer rate (Sun.-Thur.)

\$71 Summer rate (Fri.-Sat.)

Incl. deluxe continental breakfast, indoor pool, evening hospitality hour

Eldridge Hotel

(SIM Conference Hotel)

701 Massachusetts

(913) 749-5011

\$67-\$100

July SIM Meeting \$74,
single or double occupancy

Halcyon House

(Bed & Breakfast)

1000 Ohio

(913) 841-0314

\$45.00-\$85.00

Price reflects single and double room rates. Lower rate means sharing a bath. Call early as only 9 rooms are available.

Hallmark Inn

730 Iowa St.

(913) 841-6500

Rates vary from \$47.95 to \$70.95

Hampton Inn

2300 W. 6th St.

(913) 841-4994

\$60 flat rate

Holiday Inn Holidome

200 McDonald Drive

(913) 841-7077

\$79-\$89.00 for 1 to 4 people

Call for current rates. Ask about "Great rates"

Ramada Inn

2222 W. 6th St.

(913) 842-7030

\$54.00-\$74.00

Travelodge Motel

801 Iowa

(913) 842-5100

\$34.00-\$40.00

\$5 for each additional adult.

Westminster Inn

2525 W. 6th St.

(913) 841-8410

\$48.00-\$62.00

TRANSPORTATION

Plan to fly into Kansas City's Mid-Continent International Airport. Some travel agents will want to send you to Topeka, but transportation from the Kansas City Airport to Lawrence is much easier. The Kansas City Airport, located northeast of Lawrence, is approximately an hour's drive from Lawrence. You may want to rent a car or use one of the transportation services described below. If you are driving from the airport to Lawrence, take I-435 directed to Topeka and then I-70 west. Leave the turnpike at the east Lawrence exit if you are staying at the Christopher House, Eldridge Hotel, or the Halcyon House. For other hotels, the west Lawrence exit is more convenient.

The **A-1 City Cab Airport Shuttle Service** (call (800) 736-1090 or (913) 842-2432 for reservations). **You must make reservations at least one week in advance.** The cost is \$19 one way and \$38 round trip. The service makes 10 daily trips at intervals of an hour and fifteen minutes. The first trip begins at 8:30 a.m.; the last regular airport departure time is 11:00 p.m. The shuttle will deliver you to any address in Lawrence. However, it will pick up passengers only at the Eldridge Hotel, Days Inn Motel, Holidome, and the Kansas Student Union. **Be sure to mention the Center in order to get these rates.**

Rick's Airport Service (call (800) 331-6796 outside of Kansas or (913) 651-4649 in Kansas). This service provides door-to-door service 24 hours a day. The charge for one person is \$40 one way. Any additional riders are \$5. This may be a good alternative if you are traveling in a group or during irregular hours.

Within the city of Lawrence, taxicabs are available. Fares are between \$4 and \$7 depending on the distance of your ride. A-1 City Cab phone number is (913) 842-2432.

1996-97 Calendar of Events

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 Learning Disabilities Association Conference, Chicago, IL

February 27-March 1, 1997—Southeastern Region SIM Trainers' Update Meeting, Charleston, SC

May 28-31, 1997—Pedagogies for Diversity-Inclusive Teaching in the Secondary School Setting Workshop, Lawrence, KS

July 10-12, 1997—National SIM Trainers' Conference, Lawrence, KS

July 22-26, 1997—Strategic Instruction Model Workshop-Level I, Lawrence, KS

July 22-26, 1997—Strategic Instruction Model Workshop-Level II, Lawrence, KS

July 22-26, 1997—Strategic Instruction Model Workshop on Content Enhancement, Lawrence, KS

July 28-August 1, 1997—Workshop for Potential SIM Trainers, Lawrence, KS

Stratenotes

January 1997

In this Issue:

***SIM Trainer Requirements and
Preservice Teacher Education***

***StrateNET Provides Internet E-Mail
Capabilities***

***Stratellite Connection Program 6
Completed***

Content Enhancement Workshop

***Summer Workshop Lodging and
Transportation Information***

University of Kansas

STRATENOTES Volume 5-Issue #4

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FIRST CLASS