

Calendar

Week of January 4, 2000
SIM Learning Strategies
Workshop for Preservice
Educators
University of Kansas
Lawrence, Kansas

February 4-5, 2000
West Region Update
Tropicana Resort, Las
Vegas, Nevada

February 9-12, 2000
St. John Island SIM
Trainers' Conference
Maho Bay Camps

March 2-4, 2000
Southeast Region Update
Embassy Suites,
Charleston, South
Carolina

Week of May 30, 2000
Pedagogies for Academic
Diversity in Secondary
Schools Workshop
University of Kansas
Lawrence, Kansas

July 6-8, 2000
International SIM Trainers'
Conference
Lawrence, Kansas

July 17-19, 2000
Strategic Instruction Model
(SIM) Workshop Level I
University of Kansas
Lawrence, Kansas

July 20-22, 2000
Strategic Instruction Model
(SIM) Workshop Level II
University of Kansas
Lawrence, Kansas

(continued on page 2)

Many factors affect the success of strategic instruction in the classroom, and the Adaptation Phase of generalization is one essential training component. Generalization is as important in teacher training as it is for our students in the classroom. Deshler, Shumaker, and Lenz (1984) indicated that generalization should be thought of as a framework in which all instruction

is couched rather than a phase of instruction through which the student passes. The same principle applies to the Strategic Instruction Model training process.

During initial training, educators are absorbed in learning the concrete steps of a strategy and the scoring process. In reality, they don't remember the majority of details they are exposed to during a training session. Motivated teachers take the manuals back to their classrooms and learn the details of strategy instruction through an incremental learning process. The issue, however, is that these educators won't even open their manuals if they don't see the value of extending such efforts. The Adaptation Phase of the Generalization Stage can be emphasized as an essential component of any training session to ensure that teachers make appropriate connections between what is being taught to them and what they teach in the classroom. If educators leave our training sessions with an understanding of the applications of a strategy, the likelihood of implementation increases substantially.

Toward that end, I offer a strategy, the

Adaptation Strategy (see Figure 1), for use as part of the training process. In keeping with the SIM definition of a strategy, it is an approach—how we as trainers might think and act before, during, and after training. Consideration of this strategy also must be viewed in light of the bigger picture: Training should be a sustained process through which continuing practice, feedback, and self-reflection occur.

Adaptation

A key phase in training sessions

*Rosemary Tralli, SIM Trainer
Glastonbury, Connecticut*

The Adaptation Strategy

Acknowledge and appreciate current initiatives
Determine the fit
Adjust instruction to meet the fit
Portray credibility in background knowledge
Train to transfer

Figure 1

Acknowledge and appreciate current initiatives

How many times have we attended staff development sessions when the presenter had no understanding of our programs or our needs? Few issues have been more frustrating to

Did you know?

You must have a user ID and password to use StrateNet, an online bulletin board system exclusively for SIM Trainers. To obtain a StrateNet user ID and password, e-mail Julie Tollefson at jtollefson@ukans.edu or call her at the Center at (785) 864-4780. And check out the article on page 5 of this issue of *Stratenotes* to learn which SIM Trainer has taken StrateNet under her wings.

More calendar

July 17-21, 2000
Strategic Instruction Model (SIM) Workshop Content Enhancement
University of Kansas
Lawrence, Kansas

July 25-28, 2000
Strategic Instruction Model (SIM) Writing Strategies Workshop
University of Kansas
Lawrence, Kansas

July 31-August 4, 2000
Workshop for Potential SIM Content Enhancement Trainers
University of Kansas
Lawrence, Kansas

July 31-Aug. 4, 2000
Workshop for Potential SIM Learning Strategy Trainers
University of Kansas
Lawrence, Kansas

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me than attending a mandatory professional development session run by a trainer who gives no credence to work that has been accomplished by the staff members within that captive audience. The presenter bulldozes in with a new approach or program that is not connected to any realities of my school day. It is professionally frustrating and demoralizing. Conversely, I have been most impressed and enlightened by those staff developers who have done their homework and can articulate the impact of current school goals, plans, and initiatives on student learning. I appreciate those trainers who give positive recognition to the work that has been done within my school organization and don't discredit that work because it is different from that day's workshop agenda. During these staff development opportunities, I feel respected and I start to actively listen.

I'm suggesting that we reflect on our perspective in the planning, delivery, and evaluation of our training sessions. We need to view SIM as a part of a larger toolbox, not as a program to be taught in isolation. If we are training a large group of educators who come from various school districts, we need to take time at the onset of the session to acknowledge and recognize their current initiatives. When training within one school or district, we need to enter with an understanding of current goals and programs. As effective trainers, we facilitate change rather than force it. We encourage participants to bring information about their programs to the session. We assure them that SIM is not meant to replace all other programs. We help educators find ways to incorporate SIM with other vital school initiatives if our goal is long-term implementation.

Determine the fit

As trainers, we have a comprehensive knowledge base of SIM. We need to use that knowledge to help establish the

connections between SIM and other valued initiatives. We cannot assume that teachers will make these connections independently. We need to enter training sessions with ideas about how SIM fits within existing school structures to guide educators in making connections between their new learning and realistic classroom implementation. We need to couch instruction in the framework of generalization.

I have been most impressed and enlightened by those staff developers who have done their homework and can articulate the impact of current school goals, plans, and initiatives on student learning

Adjust instruction to meet the fit

As trainers, we might ask ourselves, "How does the strategy I'm presenting today fit with known goals and valued school initiatives?" For example, if I know that teachers encourage process writing and will have a difficult time understanding how PENS fits in with that process, I might illustrate the match by exploring the concept of writing fluency. The match between fluency development and the *Sentence Writing Strategy* is clear if analysis and discussion of that match is a part of the training process. The understanding of the connection allows teachers to see the usefulness of PENS within the current instructional setting.

Additionally, teachers can be encouraged to adapt the strategy steps to meet their needs. For example, to make the writing strategies fit into one district's writing process approach, participants added two initial steps to each of the strategies. Rather than PENS or WRITER, they teach DO PENS and DO WRITER to reflect the prewriting components of the writing process (see figure 2 on page 3). The DO steps are incorporated in all of the writing strategies.

Portray credibility in background knowledge

Effective SIM trainers demonstrate an understanding of the skills related to each strategy. Therefore, we need to study current research and related skill development initiatives that are useful in our schools. For instance, if I know little about the Writers' Workshop or can't articulate an understanding of the basic principles of writing, I will not be a credible trainer, even if I have a comprehensive understanding of PENS or WRITER. Educators rightfully expect us to have a substantial knowledge base of a skill area if we promote a strategy and approach in that domain.

Train to transfer

We need to train through use of strategic teaching behaviors if we expect that participants will reach levels of confidence and motivation sufficient to ensure sustained implementation. At the SIM Trainers' Conference in July 1998, Richard Lavoie stated during his keynote address, "The only thing that motivates people long term is success." We need to nurture educators and support them in our training sessions to ensure this success. We must incorporate teaching behaviors that develop intrinsic motivation:

- Encourage choices
- Advocate ownership
- Strive for relevance
- Set goals
- Encourage activity and interaction
- Model
- Provide an atmosphere for risk-taking
- Give constructive feedback
- Ensure multiple training and support opportunities

Conclusions

The amount of information we present to train one strategy is phenomenal.

Few of us could ever make immediate and meaningful connections between this information and our current instructional processes within the context of a single training session. Strategies and routines take time to

Sentence Writing Strategy Adaptation

Define the topic

Organize your thoughts

Pick a formula

Explore words to fit the formula

Note the words

Search and check

Figure 2

learn; we know from our personal learning experiences that educators need opportunities for practice and experimentation. Unfortunately, teachers don't have a lot of time given the demands placed on them within our schools. We must help them to find those connections through our training endeavors.

Through generalization, teachers can anchor their understanding of a newly learned strategy to meaningful applications within the classroom. Emphasis of the Adaptation Phase ensures greater application of SIM because it makes the model relevant to the setting demands of teachers' classrooms. As SIM trainers, we need to practice what we preach by modeling critical teaching behaviors that benefit all learners. It is a challenge I hope we are all ready to accept.

References

- Deshler, D.D., Schumaker, J.B., & Lenz, B.K. (1984). Academic and cognitive interventions for LD adolescents: Part I. *Journal of Learning Disabilities*, 17(2), 108-117.

SIM research update

Stephanie Carpenter, assistant professor at Johns Hopkins University, and **Peggy King-Sears**, associate professor at Johns Hopkins University, in Rockville, Maryland

- Carpenter, S.L., & King-Sears, M.E. (1997). Strategy instruction. In D.F. Bradley, M.E. King-Sears, & D.M. Switlick, *Teaching students in inclusive settings* (pp.283-321). Needham Heights, MA: Allyn & Bacon.

Charlie Hughes, professor at Pennsylvania State University at University Park

- McNaughton, D., Hughes, C., & Clark, K. (November/December 1997). The effect of five proofreading conditions on the spelling performance of college students with learning disabilities. *Journal of Learning Disabilities*, 30(6), 643-651.
- McNaughton, D., Hughes, C., & Ofiesh, N. (1997). Proofreading for students with learning disabilities: Integrating computer and strategy use. *Learning Disabilities Research & Practice*, 12(1), 16-28.
- Hughes, C.A. (1998). Effective instruction for adults with learning disabilities. In B.K. Lenz, N.A. Sturmski, & M.A. Corley (Eds.), *Serving adults with learning disabilities: Implications for effective practice* (pp. 27-43). Washington, DC: National Adult Literacy and Learning Disabilities Center.

SIM in California

Center for Research on Learning Director Don Deshler recently visited several SIM Trainers and other interested parties in Southern California to discuss the Strategic Instruction Model and its relation to the state's educational initiatives. Barbara Glaeser, assistant professor at California State University at Fullerton, organized the meeting.

Don met with about 30 administrators from Los Angeles, San Francisco, and other districts from around the state. He reports that SIM falls in line nicely with California's state standards, including its reading initiative. A representative from the Los Angeles area even requested that someone from the Center return soon to meet with additional administrators.

Although the reception he received from school officials was encouraging, Don says the challenge presented in California is that there is potentially enormous demand for SIM, but no time for staff development. Responding to this challenge, and similar challenges in other areas, will require a significant investment of energy and dedication from the collective SIM family.

SIM training in 2000

Strategic Instruction Model (SIM) Workshop Level I

July 17-19, 2000 (Monday-Wednesday)

\$350

Teachers who have had no training in SIM or perhaps have been trained in only one or two strategies will benefit from this week. The SIM Level I Workshop is designed for teachers of students who are at risk for school failure, including those who have mild disabilities. During the three days of training, teachers will become familiar with the Overview of SIM and be taught to implement the *SLANT*, *Sentence Writing*, *Word Identification*, and *Test Taking* strategies, and one Content Enhancement Routine. *Registration is due by May 12, 2000.*

Strategic Instruction Model (SIM) Workshop Level II

July 20-22, 2000 (Monday-Wednesday)

\$350

This workshop is for teachers who already have been trained in SIM procedures and have implemented some of the strategies or routines with students considered to be at risk for school failure. At this advanced training session, teachers may select six strategies or routines to learn from the following list: *Error Monitoring*, *Paragraph Writing*, *Visual Imagery*, *Self-Questioning*, *Vocabulary*, *Memory*, *Paraphrasing*, *Test Taking*, and *Assignment Completion* strategies and several Content Enhancement Routines. As part of the registration process, teachers will make their selections and submit these with their completed registration forms and payment for the workshop. *Registration is due by May 12, 2000.*

Strategic Instruction Model (SIM) Workshop Content Enhancement

July 17-21, 2000 (Monday-Friday)

\$395

This workshop is designed to provide an opportunity for teachers to learn new methods to teach large amounts of content to academically diverse classes in "learner-friendly" ways. In this hands-on workshop, participants will plan how to use Content Enhancement, a set of routines developed through research at the Center for Research on Learning, to enhance the ways they present content and improve students' ability to organize, understand, and remember critical information. During sessions, participants will learn routines from the Content Enhancement series (*Concept Mastery*, *Anchoring*, and *Comparison*; *Lesson*, *Unit*, and *Course Organizers*; *Survey*; and *Quality Assignment*) and then invent ways to implement the routines in their own courses. *Registration is due by May 12, 2000.*

Strategic Instruction Model (SIM) Writing Strategies Workshop

July 25-28, 2000 (Tuesday-Friday)
\$395

This workshop is designed to provide to teachers who teach in general education settings the tools necessary to incorporate the SIM writing curriculum into their courses. Participants will receive training in the *Sentence Writing*, *Paragraph Writing*, *Error Monitoring*, and *Theme Writing* strategies from the SIM Learning Strategies Curriculum as well as the *Course* and *Unit Organizer* routines from the SIM Content Enhancement Series. Sessions will be interactive, and participants will have time each day to practice and plan how to incorporate new information into their courses. The sessions are designed to be relevant for instructors at almost all levels (grade 3 to post-secondary), and people teaching English, Learning Strategies, Special Education, or other learning or communication courses will find this workshop practical and stimulating. *Registration is due by May 2, 2000.*

Workshop for Potential SIM Content Enhancement Trainers

July 31-August 4, 2000 (Monday-Friday)
\$510

Participants in this workshop will be selected through an application process. Individuals who have previously been trained in and have successfully implemented a variety of Content Enhancement Routines will be trained to begin the process of becoming Content Enhancement Trainers. Strategies are not taught at the workshop. The focus is on the training process. To become a certified trainer, a set of requirements must be met after the week of training during the year following the workshop. *Applications must be postmarked by April 14, 2000.*

Workshop for Potential SIM Learning Strategy Trainers

July 31-Aug. 4, 2000 (Monday-Friday)
\$510

Participants in this workshop will be selected through an application process. Individuals who have been trained in the strategies and have implemented strategy instruction will be trained to become potential trainers. Teachers need to have implemented at least four strategies; supervisors and coordinators must have implemented at least two strategies with at least one student. Strategies are not taught at the workshop. The focus is on the training process. To become a certified trainer, a set of requirements must be met after the week of training. *Applications are due by April 14, 2000.*

Other workshops

In addition to these workshops, the Center plans two workshops for preservice educators. The *SIM Learning Strategies Workshop for Preservice Educators* will be January 4-8, 2000, and the *Pedagogies for Academic Diversity in Secondary Schools Workshop for Preservice Educators* will be May 30-June 2, 2000. Complete descriptions of these workshops appeared in the September issue of *Stratenotes*.

Fees and Applications

Training fees cover the cost of materials provided with the training. Participants will be responsible for their own transportation, housing, and meals. For applications or registration forms, write to Workshops, KU-CRL, 3061 Dole, Lawrence, KS 66045 or call (785) 864-4780.

Rosemary Tralli on StrateNet!

We are please to announce that SIM Trainer Rosemary Tralli, Glastonbury, Connecticut, has agreed to take on StrateNet. Rosemary has taken responsibility for building and promoting the great potential of this bulletin board system to disseminate and accumulate useful information related to the Strategic Instruction Model. Rosemary already has proposed a number of exciting improvements, many of which you will be seeing soon. Her initial focus is on the needs of new and potential SIM Trainers.

"New trainers have their own needs and interests," Rosemary said. "They may be overwhelmed by the breadth of information during their first years and need to have a focused area that filters information for them."

To meet that need, we will set aside an area of StrateNet for all of the accumulated wisdom of more experienced (but certainly not old) SIM Trainers. Rosemary would like each experienced SIM Trainer to contribute at least one training tip to new trainers. Consider it a "gift" to new members of the SIM family.


To offer your "gift" to new trainers, write one training tip that you wish someone had given to you when you were new and inexperienced and send it to the Center for Research on Learning, 3061 Dole, Lawrence, KS 66045. You may e-mail your tip to Rosemary at trolleys@ntplx.net or jtollefson@ukans.edu. Tips will be forwarded to Rosemary, who will organize them into categories and place them on StrateNet.

Corrected Sentence Score Sheet

Proficiency in the Sentence Writing Strategy: Instructor's Manual, page 174

Sentence Score Sheet

Student Name: _____ Pretest/Posttest: _____
 Date: _____ Practice: _____

Sentence Type	Line Number															Totals
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Simple																
Compound																
Complex																
Compound-Complex																
Non-Sentence																
Total Sentence Attempts 																

Calculating the Scores

Percentage of Complete Sentences

$$\frac{\text{No. Simple + Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{}}{\boxed{}} \times 100 = \frac{}{}\% \quad \text{Mastery} = 100\%$$

Percentage of Complicated Sentences

$$\frac{\text{No. Comp. + Complex + Comp./Complex}}{\text{Total No. Sentence Attempts}} = \frac{\boxed{}}{\boxed{}} \times 100 = \frac{}{}\% \quad \text{Mastery} = 33\%, 40\%, \text{ or } 50\%$$

Percentage of Complete Sentences Punctuated Correctly

$$\frac{\text{No. Comp. + Complex + Comp./Complex Punc. Corr.}}{\text{Total No. Complicated Attempts}} = \frac{\boxed{}}{\boxed{}} \times 100 = \frac{}{}\% \quad \text{Mastery} = \text{at least } 66\%$$

Sharon Vaughn to speak at conference in 2000

We are pleased to announce that Dr. Sharon Vaughn, Endowed Professor at the University of Texas at Austin, will be the keynote speaker during the 2000 International SIM Trainers' Conference.

Sharon will deliver her keynote address, "Powerful Factors that are Associated with Improved Outcomes for Students with Learning Disabilities," on July 6. Sharon also will present a break-out session focusing on fluency and comprehension strategies that improve outcomes for students with disabilities in general education classrooms.

Sharon has a very distinguished list of publications and grant funding credits to her name. She was a member of the Joint Committee on Teacher Planning for Students with Disabilities, which developed "Planning for Academic Diversity in America's



Sharon Vaughn

Classrooms: Windows on Reality, Research, Change, and Practice," published in 1995 by the University of Kansas Center for Research on Learning.

New SIM Trainers

Welcome to the following newly certified SIM Trainers:

Learning Strategies Inservice Trainers

Connecticut: Sharon Eddy, Kc Nelson-Oliveria, Catherine Buchholz, Catherine MacDonald, Mary Pacinda Turner, Sonya Kunkel

Florida: Sandra Taylor-Ahota, Elizabeth McCabe

Illinois: Sheryl Sternau

Iowa: Norma Siverly

Manitoba, Canada: Linda Kohut

Maryland: Anne Hartig, Peggy Reushling, Janette DeFelice, Kirsten Merashoff

Michigan: Jim Lake

Minnesota: Elaine Mehdizadeh, Jeff Roland

Nevada: Kit-hung Lee

New York: Elizabeth W. Hall

Ohio: Jeannene Ward-Lonergan

Oregon: Jim Gmur

Pennsylvania: Kent Jackson

South Dakota: Karen Mortimer

Texas: Deanna Bridges

Utah: Annette Jerome

Virginia: Mabel Norton

Content Enhancement Inservice Trainers

Delaware: Laura T. Eisenman

Illinois: Sandra Chavez

Kansas: Kimberly Garrett, Lee Ann Brunson

Louisiana: Norman Terry

Virginia: Diane Gillam

New potential trainers

The following people have completed the initial training to become Strategic Instruction Model Trainers. Please join the Center for Research on Learning in welcoming and encouraging them in their efforts.

Learning Strategies Potential Trainer

Michigan: Kathy Alderman, Sarah Clark, Janette Cochran, Monica Harris, Shawn Herron, Rebecca Hoekstra, Kris Hull, Tanis Johnson, Pam Leitzell, Patricia Lewis, Melody Moeller, Amy Scheuermann, Rebecca Shankland, Sandra Sheridan, Rebecca Schultz, Sue Sims, Amy Somero

Virginia: Tanya Sheffield

Content Enhancement Potential Trainers

Florida: Shirley Cottle, Dwannette Jackson Dilworth, Lois Gregory, Karen Regan, Debra Rice

India: Lalitha Ramanujan

Michigan: Monica Harris, Patricia Lewis, Sandra Sheridan

Oregon: Joe Dimino, Beth Dorn

Saskatchewan, Canada: Jan Herring

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today

Award nomination information

We have received information regarding several awards given by professional organizations to people working in the learning disabilities field. Please take a look at the requirements and nomination information below and think about people you know who deserve to be considered for this award.

Teacher Education Division of the Council for Exceptional Children

The **TED Distinguished Service Award** honors individuals who have demonstrated exemplary service to the development and advancement of quality teacher education in special education. Nominees must meet the following criteria:

- a. Nominees cannot be current members of the TED Executive Committee.
- b. Nominees must be nominated by a member of TED.
- c. Nominees may or may not be a member of TED.

Nominated individuals may have demonstrated their commitment to personnel preparation through one or more of the following areas:

1. The acceptance of and outstanding service in leadership roles to advance the development and improvement of teacher education in special education (for example, offices in national or state organizations).
2. Active promotion and participation in activities

promoting quality teacher education in the field of special education (for example, conferences, symposia, academies).

3. Active participation in the government and political areas to promote and protect beneficial legislation to promote quality teacher education.
4. Active promotion and participation in school-university partnerships that have advanced teacher education in special education.

Send letter of nomination and nominee's recent vita to Dr. Lynne Cook, College of Education, California State University, Nordhoff Street, Northridge, CA 91330. E-mail: lynn.cook@csun.edu.

FIRST CLASS

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