

Calendar

January 26-27, 2001
West Regional Update Meeting
Las Vegas, Nevada
March 8-10, 2001
Southeast Regional Update Meeting
Charleston, South Carolina
March 21-23, 2001
Virgin Islands Update Meeting
Maho Bay, St. John Island
July 19-21, 2001
International SIM Trainers' Conference
Lawrence, Kansas

In a touching closing session during the 2000 International SIM Trainers' Conference, KU-CRL Director Don Deshler drove home the importance of the SIM International Training Network and the work we have yet to do in inspiring and heartbreaking stories of real challenges faced by real students in today's schools.

SIM update meetings frequently concentrate on how to present individual strategies and routines. This year's conference, which was held July 6-8 in Lawrence, Kansas, emphasized "The Rest of the Story," including such issues as how to obtain money for SIM programs, how SIM fits with standards-based school improvement, and what constitutes effective professional development. Don's closing message wove in another facet of the story: The strengths and qualities of the SIM Network and KU-CRL that make us stand out in the education field.

One of our strengths—one that drives us beyond the bounds of traditional education research—is our belief that the Strategic Instruction Model is important in the lives of students who are at risk and therefore should be implemented on a broad scale rather than just in pockets.

Educational research generally conforms to a three-stage cycle: determining what question to ask, conducting the research, and disseminating the results of the research, usually through journal articles. This cycle produces results that are statistically significant, but very little of this research addresses social significance, the "So what?" questions. This leaves a gap between research that explores methods of improving education for students and actual practices in the classroom.

"What's different about our collective effort is that we are interested in bridging the gap between research and practice," Don said. "How we define the research process is quite different from most educational researchers."

In initial attempts to build a bridge between research and practice, CRL researchers added a product development stage to the research cycle. We soon learned, however, that producing manuals describing how to teach Learning Strategies or use Content Enhancement Routines was not enough to get good practices ➤

The Rest of the Story 2000 International SIM Trainers' Conference

Don't miss...

- ☞ CRL on the move 2
- ☞ LINCS: New order for steps means changes to manual, training packets 3
- ☞ A rubric for evaluating special education programs 5
- ☞ A new CD lets you get interactive with organizers 5

Strategies presentations CD

A newly completed Strategies Presentations CD-ROM, now available from the Center for Research on Learning, contains PowerPoint presentations for Learning Strategies, Cooperative Thinking Strategies, Motivation Strategies, and Teaming Strategies as well as many supporting materials in PowerPoint format. The CD was distributed during the 2000 International SIM Trainers' Conference and is now available for purchase. See the order form on page 6.

New on the Web

- **SIMville**, resources especially for SIM Trainers. Announcements and downloads added recently:

- evaluation rubric for special education programs (see page 5)

- information about beta testing for a new organizer CD-ROM (see page 5)

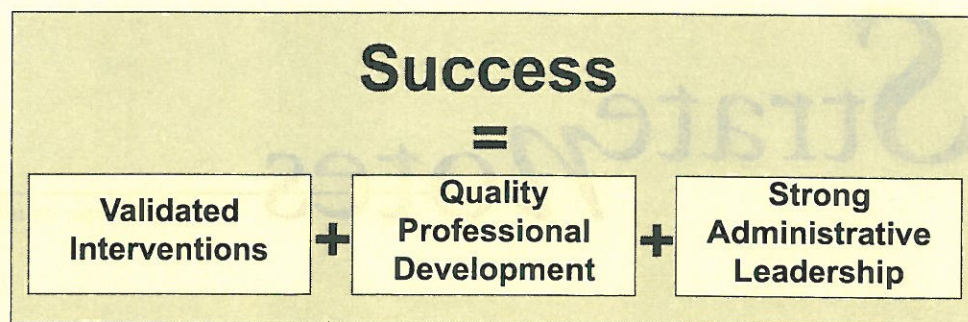
- regional meetings list for 2000-2001

- **2000 conference highlights.**

www.ku-crl.org

STRATENOTES is published eight times from September through May and once every summer as part of Strateworks of the International Training Network by the Center for Research on Learning, 1999-2000, cost \$35.00. Permission to reproduce any or all parts of *Stratenotes* to support training activities is hereby given.

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B. Keith Lenz
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into the classroom. Thus, stage 5, the SIM International Training Network was born. But even that was not enough, so we added a sixth stage, a system of regional and national meetings, study groups, and newsletters designed to keep all of us in the loop and up to date. This expanded research and development cycle has produced outstanding results and improved the lives of countless students. It also has provided a common base on which to build our collective efforts. We have developed an efficient language for talking about our work and standardized presentations for reaching out to students, teachers, and administrators. This commonality makes it easier to work toward our goals, but it can also inhibit growth, if we allow ourselves to become complacent.

"All of these things—efficiency, language, standardization, routinization—on one hand help," Don said. "On the other hand, they help firmly plant our feet in a bucket of concrete!"

Don challenged the audience to remain focused on what is *best* for students and open to new ideas and new solutions that will benefit students, instead of thinking of SIM and its components as the *best* solution.

"These are reasonable solutions," he said. "They are not necessarily the best solutions."

In regard to remaining open to new ideas, Don raised three areas of concern for consideration by members of the SIM Network: our historical assumption that validated interventions equal success, a concept called disruptive technologies, and the affective realm of student life.

The Success formula. Historically, the pitch of SIM has been that validated

interventions equal success for students.

"I would argue that's been a faulty assumption," Don said. "I just don't think that is the whole story."

Two other key elements to the success formula sometimes take a back seat to our efforts to teach others about SIM:

1. Validated interventions don't get implemented the way they should without quality professional development.
2. Even with quality professional development, the probability of success is very low without strong administrative leadership.

Disruptive technologies. Disruptive technologies are innovations and ideas that organizations may initially dismiss, finding that they do not fit the "way we've always done it." These technologies, as described in "The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail" by Clayton M. Christensen, hold the potential to radically alter the way organizations function. Rejecting them puts organizations themselves at risk of failure.

"I think this whole notion of disruptive technologies is a powerful one that is worthy of our consideration," Don said. "When I

CRL on the move

During the first week of August, the Center for Research on Learning will be moving across campus. All of our phone numbers should remain the same. Our new address will be

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read this, it really had a profound impact on my thinking and the risk we run of becoming stuck too much in concrete."

Instead of rejecting these technologies, Don said, we need to embrace them, learn about them, and allow them to push us to another level in our thinking about how to fulfill our mission. One example of a potentially disruptive technology in our field is the concept of online education.

Converting SIM training to an online format seems counterintuitive to all of the work we have put into building the SIM Network and to our emphasis on certifying individuals to provide quality professional development. However, it is an avenue we are exploring in two current projects: Reading Strategies Online and Open Door. We don't want fear of the unknown or complacency with the way things are now to prevent us from seeing the value in new technologies and ideas. That doesn't mean we are abandoning the successful structures already in place. We see new technologies as an opportunity to augment current methods and strengthen the quality of work we do. The diagram below shows how we see the old and the new combining to make a better, stronger, more comprehensive system in the future.

Affective concerns. Another area in which the rest of the story is still unclear is the affective, emotional, visceral part of improving the results of students who are at risk. It is important, Don said, to recognize that although these elements are built in to the interventions, the focus is heavily on

the cognitive, academic aspects of a student's life. Case studies undertaken as part of a current research project, the Institute for Academic Access, have highlighted the need for greater attention to the emotional side of student life as they reveal few interactions—and even fewer positive interactions—between students who are at risk and their classmates in the general education setting.

The Rest of the Story. Keeping these areas of concern in mind and watching for signs that we are becoming stuck in concrete are all part of the rest of the story of helping students learn to learn and achieve success. The SIM Network is a vital part of bridging the gap between the work begun at the Center and only fully realized when the results are tangible in the form of a successful learner.

"We need to keep our eyes focused on what is special, what is compelling about this organization, this effort we're involved in. Let's not lose sight of that. Let's remain committed to the goodness of that," Don said. "This is a group that is filled with individuals who have truly magical powers."

Notes

- The softcover edition of *"The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail"* by Clayton M. Christensen was published by HarperBusiness in 1997.
- For more information about current KU-CRL research projects, visit the CRL Web site, www.ku-crl.org.

LINCS revised

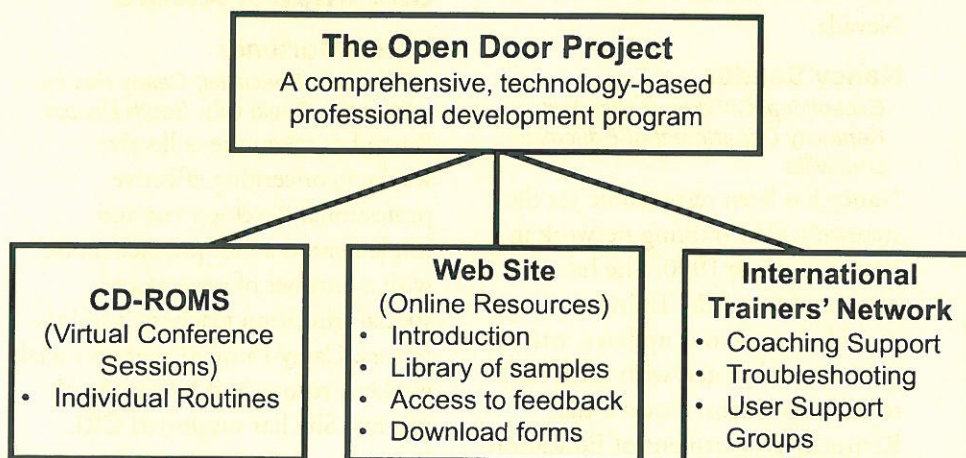
The manuals for *LINCS: A Starter Strategy for Vocabulary Learning* have been changed significantly. New overhead masters are now available, and the new books will be ready this fall.

Ed Ellis, the author of *LINCS*, has written a Content Enhancement Routine so general education teachers can teach *LINCS* in their classrooms. The steps in the new routine have been reordered to more accurately reflect the cognitive links students naturally make. Because it wouldn't make sense for the strategy and the routine to be different, the strategy has been updated to match the routine. The following is the new order for the steps:

1. List the parts
2. Indicate a reminding word
3. Note a LINCing story
4. Construct a LINCing picture
5. Self-test

The three middle steps replace imagine a picture, note a reminding word, and construct a LINCing story.

The strategy manual (available from Edge Enterprises) has been modified to conform to the new steps. New training packets are available from KU-CRL (see the order form on page 6).



Awards honor work toward SIM mission

Each year, the Center for Research on Learning honors outstanding individuals and groups who have contributed greatly to our overall mission through their dedication and hard work. This year, 10 special people received awards during the annual recognition luncheon of the International SIM Trainers' Conference.

For more information about the awards and this year's recipients, visit the 2000 Conference Highlights section of our Web site: www.ku-crl.org/2000con/awards.html.

Gordon R. Alley Partnership Award

Douglas Eicher

Executive Director of Instruction and Curriculum with the Lawrence Public School District, Lawrence, Kansas
Doug has been a champion of the Center's research and development work within Lawrence schools. To that end, he paved the way for us to gain access to school settings, forged relationships between CRL researchers and district personnel, and played an active role in conceptualizing proposals, bringing a rich perspective of the realities in today's classrooms to the process.

John Emerson

Director of Education, Casey Foundation, Seattle, Washington
John has enhanced the excellent working relationship CRL has enjoyed with the Casey Foundation for several years. He has been innovative in looking for ways to merge the goals of the Casey Foundation, which works largely with foster children and brings a social work perspective to the partnership, and the goals of the Center, which approaches the needs of the same children from an education perspective.

SIM Leadership Award

Melissa Clarke

Consultant, Area Education Agency 7, Cedar Falls, Iowa
Melissa's work has brought SIM to a wide audience: More than 1,400 educators have attended her workshops, she has written numerous grants, led sessions for entire faculties, presented to professional organizations, and led a study group in her area.

Susan Peterson Miller

Professor, University of Nevada-Las Vegas
Susan is co-author of the Strategic Math Series and has developed three strategies-based courses that are now required for all students who want to acquire the Special Education Generalist Endorsement to teach in Nevada.

Nancy Sander

Exceptional Children Consultant, Kentucky Department of Education, Louisville
Nancy has been responsible for the statewide SIM training network in Kentucky since 1990. She has mentored new SIM Trainers, provided numerous updates, written grants, collaborated with CRL staff to develop videos, ensured that Kentucky Department of Education

conferences included sessions on SIM components, and collaborated with the Kentucky Writing Project to infuse Learning Strategies into statewide training.

Ann Valus

Consultant, Mississippi Bend Area Education Agency No. 9, Bettendorf, Iowa

Ann has attended all but two national conferences, has contributed to *Strategram*, served as mentor for new trainers, and was instrumental in obtaining a grant to support new trainers, trips to the international conference, and training. Ann received this award in 1999 but was unable to attend the conference that year to accept it.

SIM Administrative Leadership Award

Thurma DeLoach

Former Assistant Superintendent for Special Services, Wentzville R-IV School District, Wentzville, Missouri
Thurma has been instrumental in creating a strategic learning environment for students and teachers that has significantly improved the performance outcomes for many students. Her tightly focused work has been intense, ranging from providing SIM awareness-level and strategy-specific training to reaching out to the general education community.

SIM Impact Award

Karen Mortimer

Education Specialist, Casey Family Program, Rapid City, South Dakota
Karen has taken the collective wisdom concerning effective professional development and implemented a best practice model with a number of general and special education teachers, administrators, Casey Family Program social workers, tutors, and home school parents. She has supported CRL

(continued on page 5)

Review, feedback requested on program evaluation rubric

Working with a national advisory team and representatives of the Blue Valley (Kansas) School District, the KU Center for Research on Learning has designed a Secondary Program Self-Evaluation Rubric (SPSRS) to help schools evaluate the

effectiveness of their special education programs. Schools will be able to use the rubric to collect baseline and formative evaluation data and refer to it as a guide for program development.

SPSRS has five domains: Program Design, Staff Skills, Student Foundational Skills, Student Strategic Learning Skills, and Independent Adult Skills. For each domain, the development team specified a number of factors, called quality indicators, that should be present to enable students with high incidence disabilities to succeed in general education classes, graduate from high school, and make successful transitions into post-secondary education and adult life.

For each quality indicator, the team specified four levels of achievement. If a school program's description matches the description for the "1" rating for a given quality indicator, the school receives one point toward a total score. If it matches the "4" rating, the school receives four points toward the total score. A great program would be

likely to receive "3" and "4" ratings.

We would like to hear what you think about the rubric. To download a copy in pdf format, visit the SIM Trainer Resources portion of the Center's Web site (www.ku-crl.org/htmlfiles/trainer.html). You will be able to view or print the rubric using Adobe Acrobat Reader, available as a free download from www.adobe.com.

The following are some specific questions you might consider as you review the rubric:

- Have we included all the domains that should be present?
- Have we included all the quality indicators needed under each domain?
- Have we included all the needed subcomponents under each quality indicator?
- Does the flow and sequence for the ratings related to each subcomponent make sense?

Send your feedback to KU-CRL, 521 Joseph R. Pearson Hall, 1122 West Campus Road, Lawrence, KS 66045 or e-mail your feedback to crl@ukans.edu.

Awards...

research and been tireless in her efforts to be a good partner with CRL.

SIM Innovation Award

Ronald K. Wolf

Marshall University, Charleston, West Virginia

Ron is a truly committed educator who fights for the underdog. As such, he has developed a working relationship with Robert Daquilante, principal at the West Virginia Industrial Home for Youth, a maximum security facility for young offenders. Together, Ron and Bob have set high expectations for children and have insisted on quality instruction. The results of their caring have been phenomenal, as reflected in the doubling of their students' ACT scores.

Robert Daquilante

Principal, West Virginia Industrial Home for Youth, Industrial, West Virginia

Robert is the co-recipient of the SIM Innovation Award. The work that has been done under his leadership has been most impressive. Not only have the SIM interventions become an integral part of the West Virginia Industrial Home for Youth, but the achievement of at-risk students also has been significant.

Technology project seeks volunteers

A new KU-CRL technology project needs volunteers to help shape a tool designed to make developing Course Organizers, Unit Organizers, Lesson Organizers, and Question Exploration devices easier. The Organizer CD will allow users to interactively develop these Content Enhancement devices using a computer. To participate in the field test, go to www.contentenhancement.org and use the form on that page to sign up for Beta testing. The CRL development team expects to have the test version ready by the middle of August. They will need feedback before October 1, and they hope to have the final version ready by November or December. The final date will be contingent on feedback during Beta testing; the more changes required, the longer the final version will take to complete.

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Inservice Training Issues:

Trainer's Notebook Updated 2000 \$25.00

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Planning for a Strategic Environment:

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(Handouts & Overheads Only)

Assignment Completion Strategy

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Clarifying Routine Trainer's

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Concept Mastery Routine Trainer's

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Trainer's Guide \$4.50

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Revised 2/99 \$4.90

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Framing Routine Trainer's Guide

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Trainer's Guide New 1998 \$8.50

InSPECT Trainer's Guide

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Trainer's Guide \$5.10

Title # Price Total

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Guide Rev. 7/99 \$15.00

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Slant Trainer's Guide

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| | Content Enhancement: Survey Routine* (New 1997) | \$10.00 | |
| | Error Monitoring Strategy: Instructor's Manual* (Revised 1987) | \$15.00 | |
| | Fundamentals in Sentence Writing Strategy: Inst. Manual* (New 1998) | \$13.50 | |
| | Paired Associates Strategy: Instructor's Manual* (New 1996) | \$15.00 | |
| | Paragraph Writing Strategy: Instructor's Manual* (Revised 1993) | \$24.00 | |
| | Paraphrasing Strategy: Instructor's Manual* (Revised 1993) | \$13.50 | |
| | Proficiency in Sentence Writing Strategy: Instr. Manual* (Revised 1999) | \$18.00 | |
| | Self-Questioning Strategy: Instructor's Manual* (New 1994) | \$13.50 | |
| | Visual Imagery Strategy: Instructor's Manual* (New 1993) | \$13.50 | |
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| | Enhancing Strategic Instruction: Critical Teaching Behaviors (Videotape) | \$25.00 | |
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| | Modeling the FIRST-Letter Mnemonic Strategy (Videotape) | \$25.00 | |
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| | Teaching Younger Students to Master Learning Strategies (Videotape) | \$25.00 | |
| | CD: Introduction to Strategic Instruction (New 1998) | Not available | |
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CRL notes...

- Because of increasing costs, the Center for Research on Learning and Edge Enterprises have had to increase the price of almost every item we sell. The price increases were effective July 10, 2000. New order forms are available from KU-CRL and from Edge.

KU-CRL Order Desk:

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Edge Enterprises:

(785) 749-1473 or toll free (877)

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Suite 107

Lawrence, KS 66044

- The Center for Research on Learning has produced a new video, Stratellite Connection #14: SIM Overview for Administrators. Vince Glaeser videotaped Don Deshler talking to a group in California, then compiled an excellent video for use by SIM Trainers. You may want to use portions of the video in your presentations, or you may want to give copies to administrators and others who have requested more information about the Strategic Instruction Model. The video was distributed during the 2000 International SIM Conference and is available for \$15 through KU-CRL.

- KU-CRL has had to say goodbye to several staff members this summer. Although we hate to see them go, we wish them the best of luck in their new ventures:
 - Sean and Paula Lancaster moved to Michigan.
 - Ginger Fisher has taken a position with the Lawrence School District.
 - Pat Gildroy moved to Oregon.

FIRST CLASS

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