Stratenotes

FIRST SIM™ Profile School Announced

Christy Henry
SIM CEPD & Instructional Coach
Wallace Middle School, Kyle, TX

Laura Belle Wallace Middle School in Kyle, Texas is KUCRL's first named SIM Profile Showcase School. The SIM footprint is clearly evident in this school; it has become a part of the school culture and is observable daily. You can view evidence of their SIM footprint in this YouTube video, featured on the school's site.

Teachers implement Content Enhancement Routines (CER) in all core content classes and in most elective classes. SIM devices are collected on a shared drive for collaboration across faculty; student notebooks and binders contain CER devices co-constructed and used in classes; the Paragraph Writing Strategy is embedded into core content classes as well as being integrated with an expository writing strategy used by the District. Learning Strategies are taught in a reading intervention course and student folders and data are available for viewing. A Region 13 SIM coach works with strategies teachers to support implementation with fidelity. *Xtreme Reading* will be implemented in the 2016-17 school year.

The school is implementing four of the five levels of the Content Literacy Continuum (CLC), and Levels 1-3 are being implemented with a high level of fidelity and quality. The principal and SIM coach have discussed implementation of Level 5 and are investigating ways to integrate the Speech Language program.

SIM reaches beyond this school. The Hays Community Independent School District (CISD) uses SMARTER as a lesson-planning template for planning and instruction and in Professional Learning Community (PLC) meetings. Visitors can observe PLCs and witness the SMARTER template in action to create integrated Unit Organizers.

Results
An examination of the last three years of data tells a happy story. Each year, an increasing number of students have met or exceeded the state standards, and the students' scale scores across all three grades showed a positive trajectory. The teachers examined their class data and learned that, across the past three years, there was notable growth in student achievement in their courses – more students were successful and the level of success had increased.

In comparison to other district schools, Wallace has a larger number of 8th graders complete Algebra, and the 2016 passing rate was 93%! The State of Texas Assessments of Academic Readiness (STAAR) test results show that 82% of Wallace Middle School students were successful in math and 88% were successful in Reading.

What Teachers Say
• *"The learning strategies helped my students [to] be more organized about how they read a passage and figure out the vocabulary and answer questions."*
• *"Possible Selves was one of my favorite strategies because it let me listen to my kids hopes and dreams and really get to know them."*
• *"SIM allows me to focus on the content that I know I can deliver to my students in a very easy way that they can then go back and review to enhance what some of the kids may not already know and build upon it."*

CONTENTS

What Students Say

• *"I really feel like the course organizer helped me in all of my classes because it helped me to …see where I was and what I need to improve on."*
• *"I think the FRAME helped me the most this year, mostly because it was easy to remember how to fill it out and it helped me to organize the details. "*
• *"The comparison table helped me find the definitions of the words and helped me remember what they meant."*
• *"I think the paragraph diagram really helped me out this year because it was really simple…it organized everything for me."*
• *"The clarifying table was really helpful for me because I'm bilingual. It'll help you break down what you need and don't need and really be successful."*
• *"Frame is easy for me to organize my thoughts and go over and review or study later on for a test."*
• *"I like UO because it's fun to see what we're going to learn throughout the unit."*

From the Administrators

• *"The Strategic Instruction Model is research based and it has done nothing but wonderful things for the students that use it. Personally as a teacher and administrator, I've seen the value of it. Most students will tell you that it helps them organize what their thoughts are, the content specific things that are important, as well as cut away things they don't need."*

Christy Henry, SIM Professional Developer and Instructional Coach, led the effort to gather and submit the evidence for this recognition. The effort included people from throughout the school and across the district. To also be recognized are:
• Susan Maxey, Director of Professional Development
• Lucio Calzada, Assistant Superintendent of Secondary School Performance
• The Literacy Leadership Team – Jenna Crail (Science), Lindsey Crain (Math), Jennifer Cude (ELA), James Davis (Science), Rudy Gonzalez (Assistant Principal), Tina Hansen (Social Studies), James Noble (GTT – Gateways to Technology), Jennifer Patterson (Assistant Principal), and Lacy Tambunga (Learning Strategies)
•Rachelle Hill, Rachel Gomez and Kim Pena

What is Your School's SIM Profile?

SIM implementation varies from school to school. Some schools may implement a number of Content Enhancement Routines (CERs) and integrate the routines across classes and content areas. Some schools implement many Learning Strategies (LS) implementation and others may implement various SIM elements. Still others have established the levels of the Content Literacy Continuum at their sites.

We invite you to submit your school for recognition as a SIM profile school. The full form can be found in SIMville.

SIM School Profile Showcase
(SIM Elements Featured)

School Name: PD(s):   *School Contact:
                            email: Contact Title:
Address: Contact Phone: Contact email:

☐ **Learning Strategies**   Check all that are being implemented

Word Identification	FIRST-Letter Mnemonic	EDIT
Visual Imagery	Paired Associates	Test Taking
Self-Questioning	LINCS Vocabulary	Essay Test Taking
Paraphrasing	Listening & Note-taking	Assignment Completion
Fundamentals of Para. & Summ.	Fundamentals Sentence Writing	
Word Mapping	Proficiency in Sentence Writing	Math Strategies
Inference	Paragraph Writing	Motivation Strategies
Understanding Academic Text	Fundamentals of Theme Writing	Cooperative Thinking Series
	Error Monitoring	Community Building Series

☐ **Content Enhancement**   Check all that are being implemented

Course Organizer	Question Exploration	Cause & Effect	Framing
Unit Organizer	Concept Mastery	Survey	Clarifying
Lesson Organizer	Concept Anchoring	Quality Assignment	Vocabulary LINCing
Teaching Cause & Effect	Concept Comparison	Recall Enhancement	ORDER
		Scientific Argumentation	Integrated Routines

☐ **Content Literacy Continuum**   Check all that are being implemented

Level 1: Content Enhancement
Level 2: Embedded strategies
Level 3: Learning Strategies
Level 4: Intensive Literacy Instruction
Level 5: Therapeutic Focus - SLP

SHOWCASE IMPLEMENTATION What will help a person who may or may not know SIM 'see' the features you want to highlight?)

Who implements CE or LS? How? How can I tell?

Is the school implementing the 5 levels of the CLC? How can I tell? Which levels if not all?

What are the data/results?

What do teachers say?

What do administrators say?

What do students &/or parents say?

*We are asked where to see SIM in action. This person will be the first point of contact at the school site or district.
Email completed form to simpd@ku.edu. We will contact you about your submission.

pgraner@ku.edu/4/23/14 :: rev. 11/7/16

SIMply Great Poster Sessions

During the 2016 SIMposium, members of the network generously shared useful ideas, tools, experiences, and more at the poster session. We invited poster presenters to provide more information about their presentation so that we could share them in this Stratenotes. Whitney Miller and Dana McCaleb provide background information for an at-a-glance tool that they created for Content Enhancement. Ed Ellis prepared an abstract of research he, Sean Smith, and Don Deshler conducted to study the impact of a Differentiated Visual Tool focused on essential understanding of geography generative ideas with students with disabilities. We know you will find these useful.

Poster Session: The Effects of On-line Instruction using Differentiated Visual Tools on Struggling Readers' Comprehension of Geography Essential Understandings, *presented by Edwin Ellis*

Edwin Ellis, Sean Smith, and Donald Deshler conducted a study of the Differentiated Visual Tools with struggling adolescent readers, and Ed presented this information at the 2016 SIMposium. Findings from various literature reviews, analyses and syntheses, suggest particular inventions that are effective to address reading comprehension challenges for students with disabilities (SWDs). These interventions include graphic organizers, computer-based graphic organizers, summarization and main idea identification, mediating student learning, self-monitoring, and computer-assisted instruction. Some of the most effective practices focus on multiple means of representation of content offering students illustrations, pictures, and additional sensory codes to motivate and further contextualize print. Additional research has focused on computer assisted instruction where textbooks were digitized and struggling readers interacted with the computer gaining further access to text through audio supplements, still images, and limited videos to expand engagement and comprehension.

For struggling students and those with disabilities, text (digital, or in traditional textbook orientation) presents challenges in basic access and overall understanding. These students need additional supports to gain in fluency and comprehension of the content-specific text.

Previous efforts to determine the usability of online or digital content have often focused on accessibility. Accessibility does not address whether blended and fully online learning is advantageous—let alone appropriate—for SWDs. If teachers are to meet the instructional needs of SWDs in the blended and fully online K-12 classroom, they need to know what strategies and instructional elements work for these learners.

In a study examining the impact of a Differentiated Visual Tool (DVT) on the reading comprehension of struggling students in social studies, the DVT was specifically designed to target essential understanding of geography generative ideas associated with National Council for the Social Studies.

Fourteen students, 7th- 9th grade, with identified disabilities and reading comprehension IEP goals participated in the study. They were pre- and post-tested with passages that corresponded to generative ideas reflected in the geography standards. Students were introduced to a series of online lessons introducing the Geography DVT, step-by-step directions on how it is to be used, and guided practice using the tool as geography text was analyzed. After completion of these online lessons, students completed a posttest. Researchers asked students about their experience, their perspective on the value of the DVT, and how it might have supported them during the reading process.

Pretest and posttest findings indicated a collective growth across all 14 participants. The average pretest data indicated students scored 17 correct out of 45 correct opportunities. Posttest data shows an average of 30 correct out of a possible score of 45, indicating a nearly doubling in score as a result of the brief, digital-based intervention.

Edwin Ellis, Ph.D.
Professor Emeritus, University of Alabama
Research Associate, Center for Research on Learning, University of Kansas
President, Makes Sense Strategies, LLC

To learn more about DVTs visit [SIMville](#) **or follow the** [Makes Sense Strategies Blog](#) **online.**

Poster Session: "It's Better to Know How to Learn Than to Know" *Dr. Seuss, presented by Dana McCaleb and Whitney Miller*

*Dana McCaleb
Coordinator/SIM Professional
Development Leader
VDOE T/TAC @ Virginia Tech*

*Whitney Miller
Coordinator/SIM Professional
Development Leader
VDOE T/TAC @ Virginia Tech*

Making critical content accessible to all learners is a challenging task. There are multiple data points a teacher must consider when planning instruction especially when classes include diversity among students, and this level of thought can become a frustrating task. How can teachers effectively integrate Content Enhancement Routines (CERs) in their instruction to impact student learning? Knowing what needs are met by each CER and understanding how and when to select and utilize the routines to meet the instructional needs of students is a good first step. During the poster session at the SIM™ International Conference this summer, we discussed how SMARTER Planning and the integration of CERs can increase student achievement.

Schools are in the position of searching for evidence-based practices and procedures that will impact student learning, as well as having tools that will be user-friendly and easily-implemented. Decision making is crucial and can be time-consuming because each school is unique and requires multiple data points to pinpoint the specific areas of need. It is essential, therefore, that educators know what evidence-based tools they have at hand, the function of each tool, and the needs addressed by each tool. This information can help educators develop a plan of action that is effective and efficient in order to meet the needs of their students, while also meeting the specific needs of individual students who struggle.

CERs are one set of evidence-based tools that can be used to help teachers meet the needs of their students. When CERs are used individually, teachers will see student gains. When CERs are integrated, the collective impact on student achievement is much greater. We have created a CER matrix (on the follpages 3-4) that professional developers can reference and share when meeting with school leaders to discuss their instructional needs based on multiple data points.

Information for each can also be found at: http://sim.kucrl.org/products

SIM Online Resources

SIM Website
sim.kucrl.org

SIM Events
sim.kucrl.org/classes

SIMville
sim.kucrl.org/simville

Publication List
kucrl.org/research

SIM on Facebook
facebook.com/KUCRL.SIM/

SIM on Twitter
@StrateTweets

Report your professional development
https://www.surveymonkey.com/r/Post-PDDataSubmissionSurvey

At-A-Glance
Needs Addressed by Content Enhancement Routines

The Course Organizer Routine	• Gives students the "big picture" of the course by focusing on critical content and concepts • Depicts how the course and its units will be organized • Establishes a learning community and how learning will take place
The Unit Organizer Routine	• Gives students the big picture of each unit and within the course • Connects learning and shows how critical content and information is related • Promotes organization of content for students and teachers • Provides a map to show relationships between lessons

The Lesson Organizer Routine	• Focuses on how teachers can build and introduce a lesson
	• Helps students understand the main idea of the lesson by:
	  ➢ relating the lesson to background knowledge
	  ➢ understanding how the information is structured,
	  ➢ distinguishing the most important content, and
	  ➢ understanding what they are expected to do

The Concept Mastery Routine	• Helps students refine their understanding of a specific concept and ability to apply the concept by:
	  ➢ identifying a target concept and its place within a larger framework
	  ➢ exploring students' prior knowledge of the concept,
	  ➢ identifying important characteristics of the concept,
	  ➢ analyzing examples and non-examples,
	  ➢ creating a definition, and
	  ➢ testing more examples and non-examples to determine whether they belong to the concept group

The Concept Anchoring Routine	• Focuses attention on a new concept by likening it to a concept the students already understand • Identifies critical features of each concept and helps make relationships between concepts clear • Is designed so teachers can teach complex, abstract concepts to diverse groups of students
The Concept Comparison Routine	• Enhances student understanding of relationships among concepts by comparing and contrasting characteristics of two or more concepts • Identifies relevant features of each concept • Prompts analysis of similarities and differences of relevant features • Guides summarization of understanding
The Framing Routine	• Teaches students to organize information • Helps students focus on topics and important details and their relationships • Supports transforming abstract ideas into concrete information

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At-A-Glance
Needs Addressed by Content Enhancement Routines

The Clarifying Routine	• Focuses on a topic and explores details of the topic, making connections to critical ideas and concepts • Identifies clarifiers for a term, accomplishments of a person, or significant facts about an event • Provides a way to "revisit" and solidify student knowledge of terms introduced or taught in a lesson • Promotes higher order thinking by identifying examples and non-examples
The Survey Routine	• Enhances completion of reading assignments • Helps students to analyze structure and discriminate important from unimportant information to create an overview of the text
The Vocabulary LINCing Routine	• Helps students remember critical, content vocabulary by making connections that they can relate to the new words • Teaches students to combine auditory and visual memory to remember complex terms

The Quality Assignment Routine	• Promotes development of quality assignments by teachers
	• Promotes student understanding of new assignments with written information to refer to as they complete the assignment to:
	   ➢ increase assignment completion rates
	   ➢ improve the quality of work on assignments

The Recall Enhancement Routine	• Helps students focus on, analyze, and recall critical information • Guides students in how to record information for later studying and use • Cues students to interact with the teacher and other students to identify ways critical information can be assessed and to practice responses
The Order Routine	• Helps students decide what information from a lecture or reading assignment is important to know • Teaches students how to design their own visual organizers to demonstrate what they know
The Question Exploration Routine	• Helps students explore difficult or important questions and answers through the use of questioning patterns • Teaches students to "unpack" critical questions and organize information by focusing on the big ideas and important details • Guides students to synthesize information and can be used as a pre-writing tool for essays
The Scientific Argumentation Routine	• Helps students engage in higher order reasoning skills associated with argumentation, warrants, and claims • Depicts the key elements involved in evaluating a claim based on the strengths of the claim and explain the reasoning that supports the claim
Teaching Cause and Effect Routine	• Helps students engage in higher order reasoning and thinking • Helps students to unpack/depict the components of various cause and effect relationships

SIM

SIM Leadership Award

This is your opportunity to recognize a certified inservice or preservice professional developer for her/his outstanding contributions and efforts associated with SIM and the SIM Network. This award is for individuals who have shown leadership and excellent service to SIM by helping educators to become strategic teachers and consequently, aiding students to become strategic learners. Your nominee should be an *active* member in the SIM Network who regularly attends update conferences, subscribes to Strateworks and shares knowledge with other members of the network via Stratenotes, SIMville, simtrainer-l, or presentations at national, regional or state conferences and who submits professional development reports to KUCRL.

SIM Administrative Leadership Award

This award is designed to honor a person who is associated with the SIM Professional Developers' Network and who serves in an administrative position in a school, school district or other educational support organization. The award recognizes individuals for outstanding leadership and contributions in promoting SIM and other research–based practices.

SIM Impact Award

The SIM Impact Award is presented to schools or school systems that have widely adopted many components of the Strategic Instruction Model throughout major segments of their entire school system and have carefully gathered2 or more years of data related to their efforts.

Know someone outstanding? Nominate them today!

*Note: Nominations must be received by **October 15** for the following summer. Nominations received after October 15 will be considered the following year. More in depth information in support of the nomination will be sought from the nominee.*

DATE:_____

Nominee: _____

Award Nominated for: _____

Nominated by: _____

Reason for Nomination:_____

_____

_____

_____

_____

SIM PROFESSIONAL DEVELOPERS
2016–2017 SIM VIRTUAL CONFERENCE
Registration Form

Name: _____

School/District/Workplace: _____

Work Address: _____ Fax: _____

City: _____ State/Province: _____ ZIP: _____

Home Address: _____

City: _____ State/Province: _____ ZIP: _____

Phone (home): _____ (work): _____

Email address to be used for communication about this conference: _____

Choose your virtual conference session:

❑ **Winter:** Jan. 12–Feb. 13, 2017; webinar dates Feb. 15 & Feb. 16 REGISTRATION DEADLINE: Jan. 4, 2017
❑ **Spring:** Apr. 10-May 8, 2017; webinar dates May 10 & May 11 REGISTRATION DEADLINE: March 29, 2017

AMOUNT ENCLOSED:

❑ Registration: Streaming video option — $425 (U.S) $ _____
❑ Registration: DVD option (must register by deadline to receive DVDs) — $450 (U.S.) $ _____
❑ Strateworks membership renewal (optional) — $50 (U.S.) $ _____

Total $ _____

PAYMENT INFORMATION

❑ **Check** (made payable to KUCRL)

❑ **Credit card** (Visa or MasterCard) # _____

Expiration date: _____ 3-digit security code (req.) _____

❑ Personal card   OR   ❑ Name of institution: _____

Billing address (req.): _____

Authorization signature: _____ Phone: _____

Email for paid credit card receipt: _____

❑ **P.O. #** _____ Name of institution issuing P.O.: _____

Mail or fax completed form and your payment to
KUCRL, Joseph R. Pearson Hall, 1122 West Campus Rd.
Lawrence, KS 66045-3101
Fax: 785.864.5728 • Email: orderkucrl@ku.edu

Refund Policy: If you cannot participate in this conference, you must notify KUCRL by the following deadlines to receive a refund of your registration fee. There will be a cancellation fee of $25 for all cancellations. We will be unable to issue refunds for cancellations received after January 4, 2017, for the virtual conference beginning Jan. 12, 2017, or after March 29, 2017 for the virtual conference beginning April 10, 2017. Please make a copy of this form for your records.

SIM CALENDAR

January 12 - February 13, 2017
2017 Winter Virtual SIM Conference
Online

January 31 - February 2, 2017
2017 Florida SIM Update Conference
Orlando, FL

March 7-8, 2017
2017 Southeast SIM Update Conference
Charleston, SC

June 21-22, 2017
Northeast SIM Update Conference
Elkton, MD

April 10 - May 8, 2017
2017 Spring Virtual SIM Conference
Online

July 11-14, 2017
KUCRL Conference and SIMposium
Lawrence, KS

For a complete list of SIM events, including those not coordinated by KUCRL, visit SIM.KUCRL.ORG/CLASSES LIST YOUR OPEN SESSIONS ON THE SIM CALENDAR: We are contacted by hundreds of educators each year who have heard about SIM or CLC and are looking for opportunities to learn more. Email information about your open sessions to monatipton@ku.edu to be included in the online SIM Events Calendar.
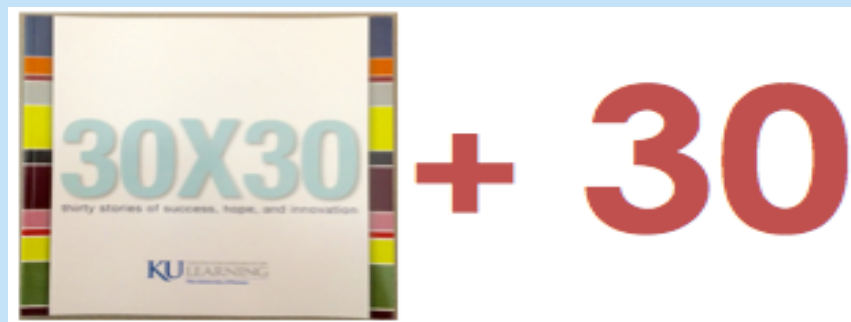
This summer's conference will be the 30th! To celebrate, we will be producing a second volume of 30 x 30, Thirty Stories of Success, Hope and Innovation, a book that we produced for the 30th anniversary of KUCRL in 2008 (*check it out in SIMville*). Do you have:

- **A story of success, hope and/or innovation from your work?**
- **A story about the impact of SIM on a person, a school, or a district?**
- **A story about the success of a specific student or teacher, a person who is willing to be named and pictured?**

We hope the 2017 30 x 30 will gather a variety of stories, the common denominator being the positive impact of SIM, success, hope and innovation. We are not asking for a huge writing commitment, these stories should be 600 words or less, and include a picture if possible. Share your SIM™ story for the Network's 30th Anniversary Conference in 2017.

Send your story, and a picture if you have it, to: SIMPD@ku.edu by February 20, 2017.