# Stratenotes

# 40 Years of KUCRL



*Life really does begin at forty. Up until then, you are just doing research.* - Carl G. Jung

The Center at 40. Who better to look to than Don Deshler for inspiration for the next 40 years? At the 30th anniversary of the Center, Don wrote, "We need to continually question our assumptions: Why do we do what we do? Is there a better way to do what we do? What do we need to stop doing? Why can't we do that? I see these questions as so critical to propelling us further in our work. In our efforts to bridge that gap between our research and the practices in classrooms across the country, we develop manuals, slide shows, workshops, and all manner of static materials. The moment anyone moves toward codifying and packaging knowledge, there may be a tendency to stop asking questions. The materials we publish represent the best of what we are and the best of what we know to that point. The degree to which we shift into a mode of constant questioning will determine the extent to which we grow or become stagnant.

A second concern is the quality of our development cycle. The development cycle of the world is collapsing. We have to figure out ways to collapse what we do commensurately. We get the results of our research into your hands as quickly as we can, but we must find ways to do it faster. Integrating new technology into our work may be part of the answer. Creating meaningful learning opportunities for everyone is another high priority for us. The range of experience of members of the Network is diverse. It is incumbent upon all of us to ensure that the learning opportunities we create—institutes, conferences, newsletters, Internet modules—meet all of those diverse needs. To help us do that, we want to hear from you. Are there some topics you would like to explore in a workshop setting? Do you have suggestions for our newsletters? We want you to really push us to be the best that we can be and to provide the most beneficial services for you. If we've said this once, we've said it a thousand times: What is happening within the Network represents a gold mine of experience and lessons being learned. The knowledge that you represent is phenomenal. Regrettably, that wealth is not being captured. I think one of the biggest challenges for any organization in today's world—including ours—is how to handle information. We must collectively find a way to capture it, simplify it, and share it so we can capitalize on lessons already learned rather than each of us re-learning them.

The magnitude of the things on this list that we need to accomplish by tomorrow is something that really requires all of us. I am confident that together, we will make great strides in 2008."

Some of our accomplishments since then:
SIM Micro-credentials, Online Store, new LS & CERs, new SIM websites, online Video Library, new SIMville, 30x30+ book, over 11,000 teachers have implemented SIM and over 250,000 students have been impacted by SIM Strategies and Routines.

# Ten Reasons to Install the Strategic Instruction Model (SIM) in Your School

## #1 Empirical Validation

Empirically validated in bona fide research experiments in schools under typical school conditions. KU-CRL's effect sizes are derived from studies with tremendous variability; however, the center has produced remarkable consistency given those contexts including:

• Studies conducted in middle schools and/or high schools

• Extra period of reading and no extra period for reading in the same study

• Some multiple year studies, and others not

• Schools settings range from inner-city to rural

• Studies took place across the U.S.

https://www.huffingtonpost.com/entry/the-rapid-advance-of-rigorous-research_us_5880cfb3e4b0fb40bf6c470e

You can read a description and a research summary for each strategy or routine here: https://sim.ku.edu/sim-curricula

## #2 Outside Validation

Listed on educational websites (IES/NCEE) as meeting certain important criteria.

"However, unlike small and quasi-experimental studies, rigorous experiments using standardized outcome measures replicate. These effect sizes may not be enormous, but you can take them to the bank....In our secondary reading review, we found an extraordinary example of this. The University of Kansas has an array of programs for struggling readers in middle and high schools, collectively called the Strategic Instruction Model, or SIM." ~ Robert Slavin, Johns Hopkins Univ.

https://sim.ku.edu/sim-news
https://files.eric.ed.gov/fulltext/ED560732.pdf https://ies.ed.gov/ncee/pubs/20164001/

## #3 Clear Overall Goals

The strategies and routines each contain specific goals for student outcomes. They are written to support students as they work to meet the demands of their regular coursework, succeed in high school, and succeed in a post-secondary educational program. The University of Kansas Center for Research on Learning (KUCRL) has been working to improve the lives of learners who struggle since 1978. We have shared some of the ways in which our work has changed lives for the better. These are your stories as well as ours.

https://sim.ku.edu/impact

## #4 Instructors' Manuals and Guidebooks

• Each Learning Strategy and Routine has an instructor's manual that contains step-by-step instructions on how to implement it with a focus on empowering students to be active learners who learn to monitor their own learning and progress.

• The manual can be used by administrators to support teacher's use with fidelity for optimal results.

• A common vocabulary is used across all manuals.

• Executive skills and metacognitive processes are built in for students and teachers to learn and develop.

• Modeling and generalization across school and world settings are at the heart of the instruction.

https://sim.ku.edu/learning-strategies



## #5 Student Materials

• Clear directions in Instructor's manuals explain how to provide all levels of practice and generalization.

• Sometimes materials are included in the instructor's manual.

• Sometimes materials are available in a separate book or on the Internet.

• Often, leveled materials at schools can be used.

## #6 Quantifiable outcomes

• Each Learning Strategy provides at least one quantifiable measure of student performance so that outcomes can be measured.

• A pretest and a posttest are provided related to the skills taught in the curricula.
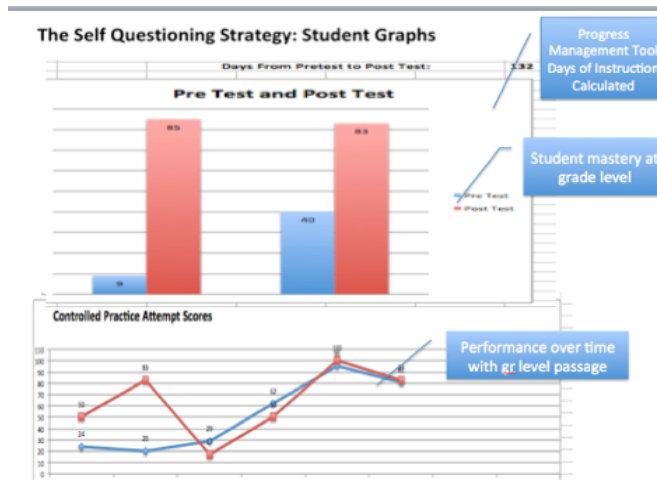
## #7 Gains

- Teachers, students, and administrators see real gains in student performance, gains that affect the quality of students' lives, such as:
  - Improvements in grades,
  - Attendance, and
  - Graduation rates
- Feedback undergirds each step so students and teachers recognize progress.

*When I was in 10th grade, I learned how to use the SIM Strategy of Word Identification in the spring. It helped me sound words faster, and I read quicker. I use the strategy in English, Math, and Social Studies. I now learn by reading.*
*~ Jarquis*

Decoding skills leap six grade levels

## #8 Versatile Usage

Depending on their purpose in your system,
- They can be used with various types and ages of students, individuals, small groups, and large groups.
- A variety of educators can use them successfully.
- Beyond school day, scheduled classes, summer school, tutoring are all examples of appropriate settings for use.

## #9 Clear Data for Decision-making

- The curricula provide student data for IEPs, 504 plans, placement decisions and student match for support.
- The curricula provide teacher data for mastery.

**IEP Planning Form - Sample**

School Improvement Plan

## #10 Focus on Literacy

- The curricula can be used to build a school-wide focus or programmatic focus.
- The curricula address all Tiers.

MTSS
Multi-Tiered System of Supports

Content Literacy Continuum: A School-wide Literacy Framework
Donald D. Deshler
University of Kansas
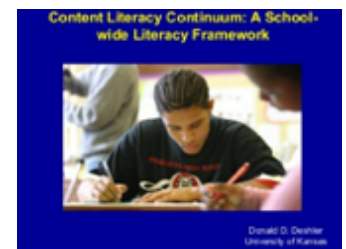
CLICK HERE FOR THE *TEN REASONS TO INSTALL SIM HANDOUT*

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**NOT A MEMBER OF THE SIMTRAINER-L**
**LISTSERVE? IT 'S A GREAT PLACE TO DISCUSS IDEAS AND SHARE RESOURCES.**
**HERE'S WHAT YOU'VE MISSED:**

*~ Hi!  I'm looking for Fundamentals and Proficiency Sentence Writing Strategy presentations.  Anybody care to share?*

*~ Hi- I recently sent out some links to access materials for the three new Proficiency in Theme Writing books:  Informative, Persuasive, and Narrative.*

*~ Has anyone had the opportunity to be introduced SIM through an Ed Camp PD?  I'm looking for ideas, tips, and/or suggestions*

*~Hi-Has anyone created an implementation checklist for the Essay Test-Taking Strategy?  This is a checklist that shows what the teacher is supposed to be doing for each lesson.*

*~ Hello, I am working with a district that is going 1:1 this fall.  They also have a major district goal focusing on writing.  We've made the decision to start with Sentence Writing. - - So, my question is should the kids do their writing pretest in their own handwriting or should they let the students use their technology?  I know there is a lot of debate about the thinking processes being different when handwriting versus keyboarding.  - - Have any of you struggled with this decision?  I can see teachers wanting to put kids on computers, but how would we know the difference between real sentence writing issues or keyboarding issues? - - Please share your thoughts.*
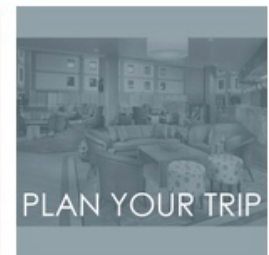
Email **simpd@ku.edu** to join the list-serve today

# SIMposium

## SAVE THE DATE

### JULY 16-18, 2019

### LAWRENCE, KS

**REGISTER** **PRESENTERS** **HANDOUTS** **SCHEDULE** **PLAN YOUR TRIP**

We invite you to join us at the 2019 SIMposium, where education experts and practitioners will lead presentations and learning sessions focused on high-impact learning strategies, content enhancement routines, and more. We're excied to bring the SIM Network together to make connections, share best practices, solve problems, and work toward creating the future of schools committed to a shared goal of excellent instruction, for every student in every classroom.

We are considering devoting part of the conference to deep dive all-day or half-day sessions. Some of those deep dive sessions would feature expert professional developers presenting a strategy or routine, allowing the participant to approach the subject as both a learner AND a professional developer. Other suggested sessions are based on queries to the Center. If you haven't already, please follow this link to let us know which of the following deep dive learning sessions would you attend if given the opportunity, to let us know if you'd be interested in presenting, and to help us plan the conference.
Thanks!

[https://www.surveymonkey.com/r/2019SIMposium](https://www.surveymonkey.com/r/2019SIMposium)

We can't wait to see you in July!

# STRATEWORKS MEMBERSHIP RENEWAL 2018-2019: $50
## SEPTEMBER 1, 2018-AUGUST 31, 2019

Name: _____

Home Address: _____

City: _____ State: _____ ZIP: _____

Work Address: _____

City: _____ State: _____ ZIP: _____

Home Phone: _____ Work Phone: _____

Primary Email address: _____

Alternate email address: _____

**Please indicate whether you are interested in receiving referrals for any of the following:**

☐ Independent professional development work when inquiries are received from your area/state

☐ Mentoring teachers in earning SIM micro-credentials (badges)

☐ Tutoring students in SIM strategies

☐ Sharing SIM success stories

☐ Research Opportunities

Comments: _____

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**Strateworks membership includes:**

- *SIMville* - a collection of resources and assets on our website available to active SIM Professional Developers
- *SIM Professional Developer Micro-credentials* - http://sim.ku.edu/microcredentials
- *Stratenotes* - electronic newsletter
- *Stratedirectory Online* - a searchable, web-based listing of SIM Professional Developers
- *SIMTRAINER-L* - an optional e-mail discussion list for SIM Professional Developers
    ☐ Check here to be added to SIMTRAINER-L

**Visit the SIM Website** at: sim.ku.edu   Report your PD online at: www.surveymonkey.com/r/SIMPDSessions

Regardless of when you begin or renew your membership, the *Strateworks* membership year begins in September and runs through August of the next year. Thus, if you renew your membership in December, your membership is valid through the following August. Back issues of all *Stratenotes* newsletters are available in the Stratenotes section of SIMville.

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**PAYMENT INFORMATION**

☐ **Check** (made payable to KUCRL)

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

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

Name on card: _____

Billing address (req.): _____

Authorization signature: _____ Phone: _____

Email for paid receipt: _____

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

*Mail or fax completed form and your payment of $50 (U.S.) to*
*KUCRL, 1122 West Campus Rd, JRP - 7th Floor*
*Lawrence, KS 66045-3101*
*Fax: 785.864.5728 Email: orderkucrl@ku.edu Call: 785.864.4780*

# SIM CALENDAR

**November 13-14, 2018**
Virginia SIM Update- Harrisonburg, VA

November 13, 2018
Metacognitive Reading Strategies (Day1) - Austin, TX

November 15, 2018
STAAR Content Boot Camp - Clarifying and LINCS Vocabulary Routines - Austin, TX

November 28, 2018
STAAR Reading Boot Camp - Austin, TX

December 4, 2018
Metacognitive Reading Strategies (Day 2) - Austin, TX

**January 14, 2019 - February 11, 2019**
Winter Virtual Update for SIM Professional Developers

**February 5-7, 2019**
2019 Florida SIM Update

February 13, 2019
Analyzing Text Complexity: Close Reading - Austin, TX

March 19-20, 2019
2019 Southeast SIM Update - Concord/Charlotte, NC

**April 8 - May 6, 2019**
Spring Virtual Update for SIM Professional Developers

June 10-14, 2019
CE Potential Professional Developers Institute (PPDI) - Austin, TX

June 17-21, 2019
SIM LS and CE PPDI - Cumming, GA

*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.*

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NEW MANUALS AVAILABLE AT THE ONLINE STORE
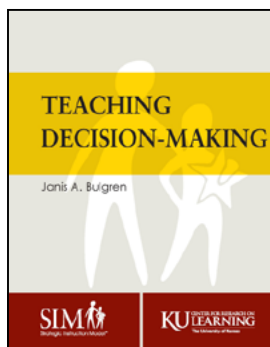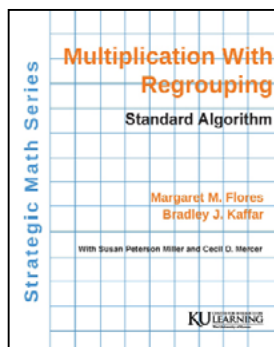


*MULTIPLICATION WITH REGROUPING: PARTIAL PRODUCTS*

*MULTIPLICATION WITH REGROUPING: STANDARD ALGORITHM*

*TEACHING DECISION MAKING*

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