stratenotes

A SIM Test-Taking Strategy for the 21st Century
## A Teacher Developed, Teacher Led School Wide Initiative

Authors: Beth Mayer, M. Ed. ; Lisa Roberts, Ed.S.; Maria Soto, M.S. Ed. ~ This paper will be presented at the 2019 Florida SIM Update Conference.

About this article

The first author of this article, Beth Mayer, is a longtime SIM Professional Developer. Originally a Michigan SIM PDer, she moved to South Florida several years ago, and Lantana Community Middle School (LCMS) has been fortunate to have her on their staff. Beth has been making an impact and most recently she and the entire staff at her school engaged in a project to instantiate the SIM Test-Taking Strategy across the school as a way to improve student outcomes on high stakes assessments. As Dr. Charles Hughes, the primary researcher and author wrote after reading the team's results, "Thank you for sharing this! Those are better results than I, or other researchers got." He attributed their success to "what happens when there is buy-in and support along with great instruction and modifications."

School Demographics

Lantana Community Middle School (LCMS) is nestled near the Atlantic coast in the central region of Palm Beach County, Florida. The School District of Palm Beach County (SDPBC) is "the tenth largest in the nation and the fifth largest in the State of Florida serving more than 193,000 students who speak 146 languages and dialects (The School District of Palm Beach County, 2018). From 2006 - 2014, LCMS was either an A or a B school on the Florida Department of Education school grading scale. In SY 2015, a change was made in the testing within the state of Florida, from the Florida Comprehensive Achievement Test (FCAT) to the Florida Standards Assessment (FSA). During that baseline year, LCMS was still graded as a B. However, the following two years (SY 2016 and SY 2017) LCMS dropped to a grade of C (Florida Department of Education, 2018). In the spring of 2017 a team at LCMS decided to make a radical change to improve, not only the scores on the FSA, but the quality of education for students.
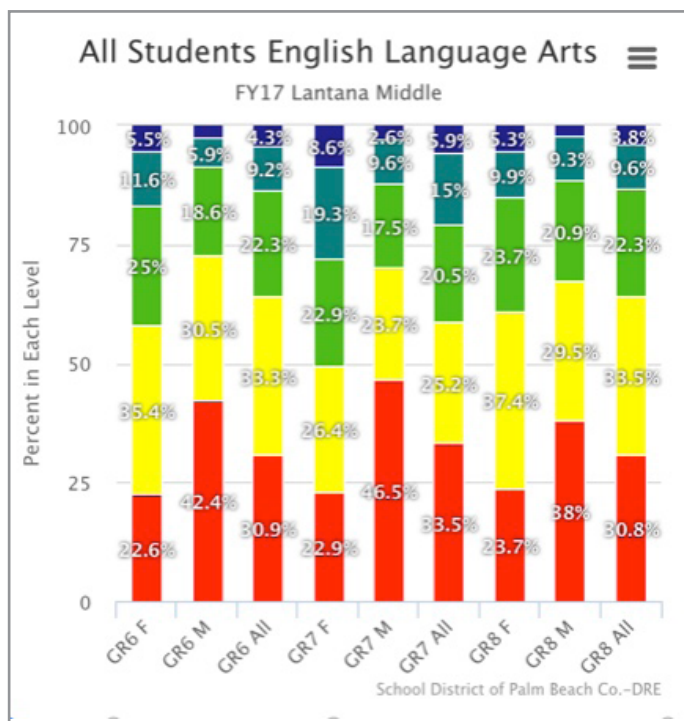
LCMS is a relatively small middle school within this very large district. In August of 2017, LCMS ranked 25th in enrollment out of thirty-three district middle schools where the average middle school enrollment is 1,211 students. LCMS is a Title I school, with, at the time of the initiative, 95% of the student population on free/reduced lunch.

Demographically, student enrollment was 11% white, 39% black or African American, 45% Hispanic, and 5% Asian, American Indian and mixed-race. 47% of the students were male and 53% female. The English Language Learners enrollment was 8% and the Exceptional Student Education (ESE) population was 25% of the total (SDPBC Gold Report, 2018). Almost 60% of the students were scoring at level 1 or 2 (the lowest of the five possible levels) on the FSA English Language Arts test in 2017 (SDPBC Florida Standards Assessment, 2018).

A Plan for Change Established

In an effort to break this cycle of declining school grades, the LCMS Literacy Initiative Team was formed. In May, 2017, Assistant Principal, Jose Rodriguez, recruited a team of educational leaders with the intention of developing a school wide initiative to improve the overall education of the students at LCMS. With this in mind, he recruited a team that included educators from all departments (except electives) and a wide range of experience. The team consisted of two English language arts teachers (ELA), a math coach, a social studies teacher, a science teacher, two exceptional student educators (ESE), and one speech language pathologist (SLP). Mr. Rodriguez provided substitute teachers for each of these educators so that they could meet for three days near the end of May with the express purpose of changing the educational climate of the school. Although this initiative began with an administrative decision, it was teacher developed and teacher led from the beginning.

The Literacy Initiative Team (LIT) determined that teacher "buy in" was a critical component for the success of the initiative and to create a change in the school culture. Therefore, over the summer of 2017, the LIT met multiple times to discuss and plan the implementation of this vision and chose the SIM Test-Taking Strategy in 21st Century as their first strategy. To alleviate teacher stress during implementation, all faculty members were given an overview of the Test-Taking Strategy in August 2017 presented by the LIT and SIM Professional Developer, Beth Mayer. The LIT developed a Professional Development Overview which included a shared common school language for test taking that all teachers would use. Another key component behind the success of the strategy involved reinforcement of common language through visual aids. Posters were created and each step was emphasized by capitalizing on the acronym in the Test-Taking Strategy. PIRATES Posters were personalized for LCMS to include a Viking/Pirate graphic (the school's mascot is a Viking). These posters and materials provided by Florida Diagnostic & Learning Resources System (FDLRS) were printed for teachers to display in their rooms.

Teachers Leading the Way Toward Change

As planned, SIM Test-Taking Strategy instruction was provided by the LIT exclusively throughout the year. Faculty was asked to support the team by providing verbal practice, modeling the strategy with students, and integrating the strategy on their assignments or tests completed in their specific content areas. During the first term of school, the LIT scheduled the instruction of the Test-Taking Strategy to occur over a two-week period and divided up the task of teaching the strategy to so many students. The team organized up to three classes of students at a time in each Instruction Workshop (approx. 30-70 students). The team members worked in pairs and co-taught the strategy to various classes. Classroom teachers attended with their students and observed the instruction. The classroom teachers were given a team developed observation sheet and were asked to complete one for each of their students. Many teachers pitched in and helped with passing out material and keeping students focused.

The Describe Stage of the Test-Taking Strategy took place over the first two days of instruction. In order to promote student "buy in", an additional component was added to the stage. In small groups, students identified/recorded their feelings about test-taking on large poster paper following the Pre-Test. A note-taking sheet was created for students to take notes about the strategy while the team member was completing the Describe Stage. Finally, in cooperative groups, students signed big posters with their pledge to learn the strategy or a goal for themselves that was later displayed in the school. A verbal practice game was incorporated at the end of the second day, when time permitted.

Modeling the strategy began on the third day with another added component. At this point students were asked to keep a report card on the instructor. The purpose was to keep student engagement high. The students graded the teacher modeling the Test-Taking Strategy to make sure they were completing each step. During this process students were engaged in answering questions and recording on the report card. Verbal practice games were played at the end of day three. Finally, a Test-Taking Bell Ringer was given to all teachers to use in their classrooms the following day. During the second term, the team and faculty continued to work on Verbal Practice school wide. Some options for Verbal Practice included: PIRATES hot potato relay, toss ball using rapid fire, a partner verbal practice checklist, and an online game used with computers from Kahoot.com. On Fridays the morning announcements ended early in order for the school to complete Verbal Practice Games in their rooms at the same designated time.

Controlled Practice (CP) tests were implemented in non-tested subject areas (6th grade world history classes, 7th grade science classes, and 8th grade US history classes). Students completed CP 1 on October 16-20,

CP 2 on February 5-9, and CP 3 on April 16-26. The team determined that the spacing of the CP tests would reduce the loss of instructional time and ensure time to score each test and provide feedback to the students. Students received general group feedback immediately after completing their tests. Specific feedback was given prior to the next CP test. The team asked students to write a goal on the bottom of their score sheet, indicating what area they would like to improve on the next time they took a CP test. Before the next CP test, students reviewed the previous score sheet and goal.

While CP tests gave students, systematic practice using each strategy step, they did not place students in the pressurized situation that often accompanies taking classroom tests. By practicing the strategy on these easier control tests, students built their confidence and fluency. Some students felt that the time spent working with controlled materials was "a waste" because they were not dealing directly with information that they must master for their required courses. In these cases, team members reiterated the main reason for practicing with these tests is to practice the strategy and content information was not a concern. This was a difficult concept for the students to grasp, as their entire school career has been involved in content related tests.

After the first CP Test, it was apparent that scaffolding the instruction and interventions was necessary to reach mastery. To build in a systematic practice for each step, the team picked one step of the Test-Taking strategy to focus on school-wide for a period of time. The first school-wide focus was Step I, *Inspect the Instructions*. The team attended Learning Team Meetings with each content area to inform teachers of the focus and how to present it to their classes. Teachers then had students underline what to do and where to respond in their daily warm-ups/bell ringers as well as class assignments and assessments.

During the second term, teachers added the steps *Prepare to Succeed* (PASS) to the focus/intervention. The teachers incorporated these steps into their daily instruction and practiced these steps during class assessments. During the third and fourth nine weeks the faculty continued to practice the P and I step of PIRATES with the addition of the R step (*Read, Remember and Reduce*). The rest of the strategy was taught to the students, but not as a focus/intervention. The team found that the majority of the students already follow the S step (*Survey*), but there are some students who still leave questions blank. By looking at the results, the team determined that this was not primarily due to time constraints, but to students not knowing the answer and not using the strategy to estimate an answer.

Facilitating Teacher "Buy In"

The LIT worked with both students and teachers. Weekly Learning Team Meetings included time for team members to meet with content areas to facilitate discussions, teach the Test-Taking Strategy, share updates, and keep the momentum of the school-wide initiative as a focus. For example, at the first meeting the team focused on the Test-Taking Strategy Stage 4 *Verbal Practice*. The teachers then went back to their classrooms and implemented this stage. They came back the next week and shared how they implemented it and discussed next steps needed for students. The team gave out incentives such as balls to use during verbal practice, a thank you butterfly gram with candy, and a PIRATES bookmark to facilitate teacher buy in and keeping the initiative moving forward.

The team created and collected staff input throughout the year. Through a LIT survey given in December, 2017, the team collected data to improve implementation of the strategy. In February, 2018, school-wide professional development was held. Two team members, Ms. Mayer and Mrs. Roberts, had a workshop titled "Where are we Now?" They reviewed the strategies with the faculty, gathered input, and answered questions. LCMS Assistant Principals, Principal, Instructional Superintendent of South Region Middle Schools, and the LIT Manager visited many classrooms consistently throughout the year. The school also had visits from school board members. Evidence of the strategies being used in the classrooms was witnessed throughout the school and administration continues to be very supportive of the team, staff, and the initiative.

Adaptations for Computer-Based Testing

The Test-Taking Strategy was adapted for use with computer-based testing by creating specialized planning sheets to use with tests administered online in various subject areas. Teachers on campus collaborated between content areas and developed various planning sheets that were modified throughout the school year based on need. The planning sheets were extremely helpful in reminding students of the strategy, writing an affirmation, and abandoning items. With this practice, students were then able to use their planning sheets effectively during the Florida State Assessment (FSA) test.

A Vision Realized

On October 16, 2017 students began Stage 5: Controlled Practice and Feedback with the first CP Test. A total of 684 students completed the test with 437 students (64%) scoring 50% or lower. Students demonstrated a lack of knowledge with the strategy. By the second CP Test conducted February 5 - 9, 2018, 318 out of 671 students (47%) scored 50% or below, thus showing improvement in using the strategy. Data from the final CP test conducted April 16 -26, 2018 showed that students were applying the strategy with more fidelity; 192 out of 650 students (< 30%) scored 50% or below. The improvement in test scores were significant, with

gains on the FSA in May of 2018. The majority of LCMS's student population was scoring above 50%, with 343 students scoring 71% or higher.


The LIT was very hopeful that students would be able to generalize the strategy and transfer to the FSA. In June of 2018 the results were made public by the Florida Department of Education. Teachers', students', and administrators' efforts were definitely worth the struggle. The LCMS students learned a Researched based SIM Test-Taking Strategy and will continue to build upon that strategy, which will help them throughout their school years and in adult life. The students used their knowledge along with the strategy and showed excellent learning gains. The school grade went from a "C" to a "B" and we continue to aim higher.

End of the Year Reflections

At the end of the school year, the team reviewed the accomplishments and determined to survey students on their usage and knowledge of the Test-Taking Strategy.

Based on the results of the end of the year survey, student answers were favorable. The first question asked students if they thought that the Test-Taking Strategy prepared them for tests. Students answered 39.9% strongly agree, 43.43% agree, and 17.7% disagreed. Students also answered
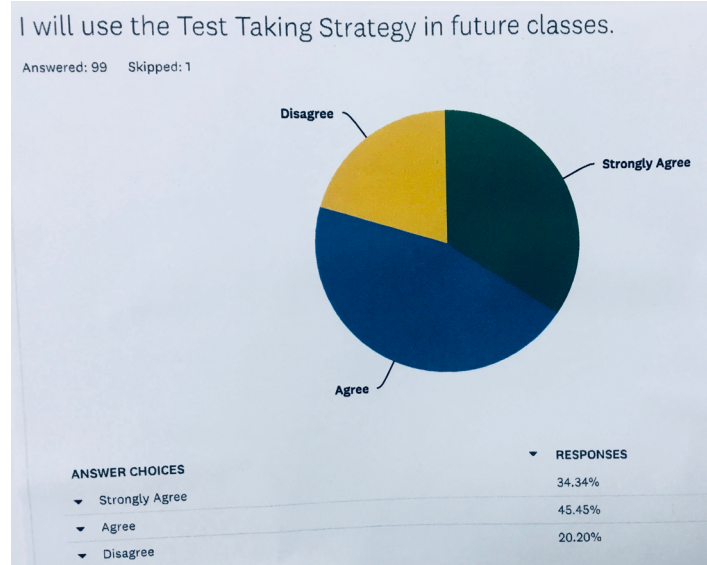
positively when asked, if the Test-Taking Strategy was easy to learn (39% strongly agreed, 48% agreed, and only 13% disagreed). When asked if they needed to learn the Test-Taking Strategy better, 30.61% responded strongly agree, 39.8% agreed and 29.59% disagreed. To discover usage, the team asked if they were using the strategy in current classes (students answered: 28% strongly agree, 39% agree, and 33% disagree). When asked if they will use the strategy in future classes, 34.34% strongly agreed, 45.5% agreed, and 20.20% disagreed. Overall, the students at LCMS responded positively toward the practicality of the Test-Taking Strategy and the ease of using the strategy.

Lantana Community Middle School Literacy Initiative

Founding Members:
Jose Rodriguez, M.Ed. - Assistant Principal
Beth Mayer, M.Ed. -SIM Professional Developer, Team Manager, ESE Teacher and Support Facilitator
Laureen Battelene, M.S. CCC SLP - SLP Teacher
Carrie Bobo, M.Ed. -Science Teacher
Nicole Davis, M.Ed. -Math Coach
Megan Haloostock, B.J.Com. - ELA Teacher
Christine Kenny, B.S.Ed. -Social Studies Teacher
Lisa Roberts, Ed.S. - ESE Teacher and Support Facilitator
Maria Soto, M.S.Ed. - ESE Teacher and Support Facilitator, Reading Teacher, and ELA Teacher

Current Members:
Jose Rodriguez, M.Ed -Assistant Principal
Maria Soto, M.S.,Ed. -Team Manager and ELA Teacher
Andrew Bourizk, B.S. Ed -Social Studies Teacher
Nicole Davis, M.Ed -Math Coach
Beth Mayer, M.Ed -SIM Professional Developer, ESE Teacher and Support Facilitator
Lisa Roberts, Ed.S -ESE Teacher and Support Facilitator
Molly Sklapsky, B.S.Ed.-Science Teacher
Sonya Ward, B.A.Com. -ELA Teacher

References:
Florida Department of Education. (2018). 2017-2018 School grades [Data file]. http://www.fldoe.org/accountability/accountability-reporting/school-grades/index.stml/
Hughes, C.A, Shumaker, J.B, Deshler, D.D., & Mercer, C.D. (1993). The test-taking strategy. Lawrence, KS: Edge Enterprises, Inc.
The School District of Palm Beach County. (2017). 11th Day enrollment count SY 2017-18 (FY2018) [Data file]. https://www.palmbeachschools.org/planning/wp-content/uploads/sites/72/2017/08/11th-Day-Enrollment-Report_SY17-18-signed.pdf
The School District of Palm Beach County. (2018). About Us. https://www.palmbeachschools.org/communications/index-2/
The School District of Palm Beach County. (2018). Florida standards assessment. http://apps.palmbeachschools.org/fsa/FSA_ELA_LV_2018.aspx

Happy Trails to Patty Graner!
# We will miss you!!!

Patty Graner, our fearless leader and Director of Professional Development at KUCRL has announced her plans to retire at the end of February. Patty began her work with KUCRL in 1999 as Director of Professional Development for the Strategic Learning Center (1999-2002), completed her Ph.D. through the Center at the University of Kansas (2002-2007), and has been Director of Professional Development at KUCRL since 2006. Prior to that, Patty worked as a teacher, administrator, and SIM Professional Developer (1989). Patty's expertise is second to none, and she has been a champion of SIM and the SIM Professional Development Network all over the world.

As Director, Patty has tirelessly traveled to conferences, events, workshops, research sessions and project meetings with the goal of bringing SIM Strategies, Routines and Professional Development to schools and teachers everywhere to improve student outcomes. She has successfully led multiple state-wide research projects to study the efficacy of SIM. She has led the charge for online credentialing, the virtual conference, multiple website revisions, has brought great presenters to conferences, and so much more. Thanks for 20 great years working together!

Patty is an inspiration and a joy to work with, and she has been an amazing leader. She has impacted so many in her role here at the Center and for that we will be ever grateful, as will the thousands of students, teachers, families and communities she has worked with. We will miss her so very much at the Center, but wish her well in her next adventure! Patty and husband, Larry plan to move back to Florida to enjoy life near the beach. We just hope they'll come back to visit us in Kansas often. Best wishes to them both on this exciting new chapter!

We're putting together a little gift for Patty, so if you have a special message for her or a picture you'd like to share, please email them to simpd@ku.edu by Feb. 15. Thanks!
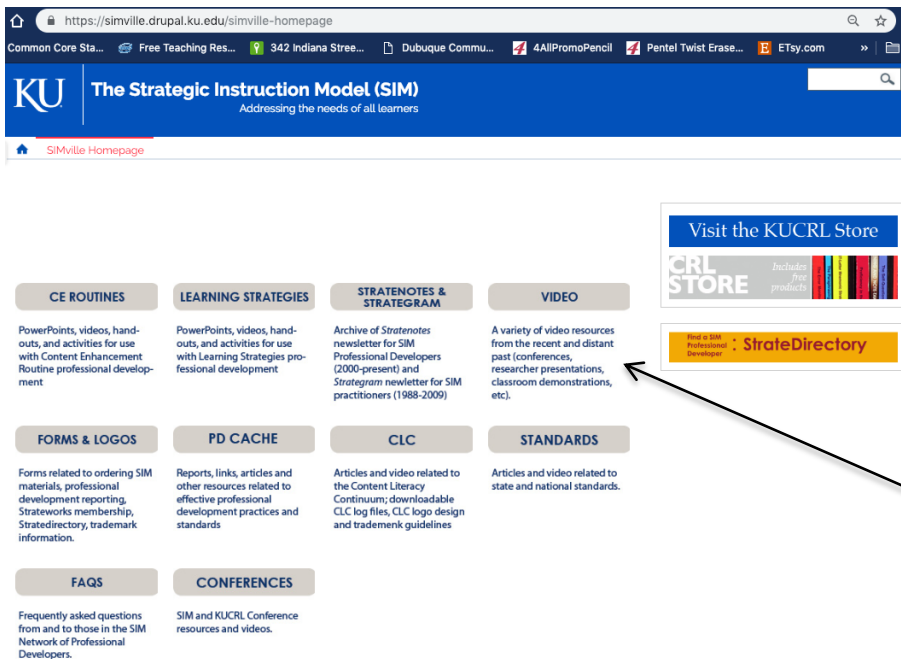
SIMVILLE

ACCESS

You need a user ID in addition to a password to gain access to SIMville. These are standard for all SIM™ Professional Developers:

User ID = SIM PDer
Password = 1_Strategic

Both the user ID and password are case-sensitive.

SIMVILLE HIGHLIGHTS:

Search
All resources may be found using the Search field in the upper right corner.

VIDEO

The Video tab leads to resources from SIM conferences as well as other productions and projects. The videos are arranged alphabetically by video title.

RESOURCES

SIMville links specific resources to specific Learning Strategy and Content Enhancement Routine pages. The potential for you is enormous. We stocked the Resources section of each Learning Strategy and Content Enhancement Routine with video, articles, tips, activities and tools connected to the strategies and routines you are using now, and hope these resources will help you expand your practice into strategies and routines you have not explored before.

RESEARCH

You will find research information on the page for each Learning Strategy and Content Enhancement Routine

QUESTIONS?

If you have questions about SIMville, email simpd@ku.edu or call (785) 864-0626

SIM Theme Writing Strategies Professional Learning Workshop

## June 11-14, 2019 • SpringHill Suites Marriot • Lawrence Kansas

The SIM Writing Strategies program is a comprehensive, evidence-based curriculum that teachers at all levels can implement in their classrooms to guide students into becoming competent writers. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. A well written theme is embedded in the standards at all levels, from Pre-K-12. This institute will focus on and provide practice on instructing students in producing sophisticated themes that meet standards.

Who Should Attend?

- Teachers/Educators
- Literacy/Instructional coaches
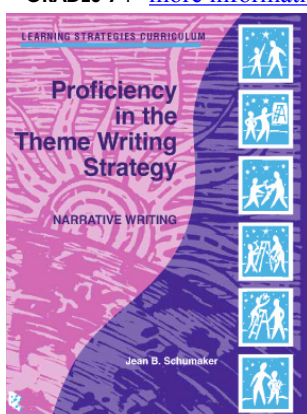- Curriculum & Instruction Administrators
- Writing Tutors

FUNDAMENTALS IN THE THEME WRITING STRATEGY

GRADES 5+ more information
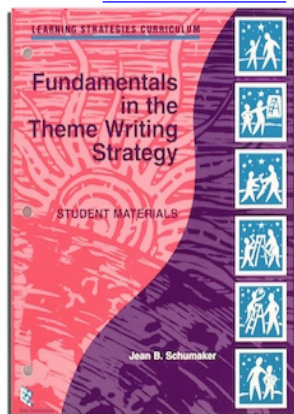
PROFICIENCY IN THE THEME WRITING STRATEGY: NARRATIVE WRITING

GRADES 7+ more information

PROFICIENCY IN THE THEME WRITING STRATEGY: PERSUASIVE & ARGUMENTATIVE WRITING

GRADES 7+ more information

PROFICIENCY IN THE THEME WRITING STRATEGY: INFORMATIVE WRITING

GRADES 7+ more information

Participants will also receive the **Star Writer Fundamentals of Paragraph Writing** and **Star Writer Fundamentals of Theme Writing** electronic programs for students who may struggle with prerequisite skills such as constructing sentences, structuring paragraphs, and using correct tense and point of view. Teachers will be asked to spend an hour in the evening on Days 2 and 3 exploring these programs.
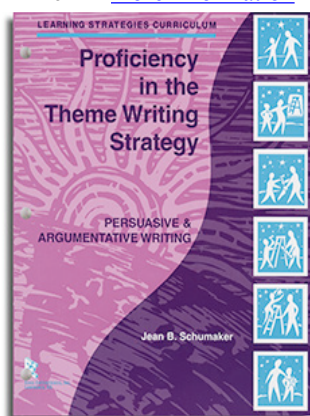
Pricing Information

The fee for this institute is $1500 per person* and includes:

1. Four Theme Writing Manuals and accompanying student materials, and 2 electronic programs to teach foundational paragraph and theme writing skills to students.
2. Refreshments each day and lunch on Friday
3. A personalized certificate of attendance with a value of 25 class participation hours
4. Electronic **microcredentia**ls attesting to your attendance at this institute and each strategy learned there that can be posted on e-portfolios, websites, linkedIn, etc.
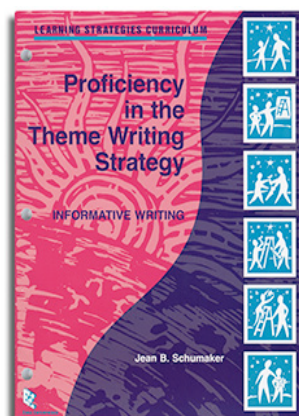
Workshop Agenda

Day 1
Fundamentals in the Theme Writing Strategy

Day 2
Proficiency in Theme Writing:
Informative Writing
Star Writer Fundamentals of Paragraph Writing

Day 3
Proficiency in Theme Writing:
Persuasive/Argumentative Writing
Star Writer Fundamentals of Theme Writing

Day 4
Proficiency in Theme Writing: Narrative Writing

Janet Atallah has been in education for over 38 years, teaching learners of all ages. Many of those years included working with other educators to achieve success with their struggling learners through professional development and coaching, and coordinating with schools, districts and universities on a variety of levels and research projects with the Strategic Instruction Model. Janet has successfully instructed students and teachers in all of the SIM writing strategies for many years. She is a SIM Professional Developer Leader, recognized as an expert by KUCRL.

Jean Schumaker is the former Associate Director of the University of Kansas Center for Research on Learning and a Professor Emeritus in the Department of Special Education at the University of Kansas, and the author of the Theme Writing Strategy Series. She has spent the last 45 years studying the problems of adolescents and developing educational interventions for them.

Xtreme Reading Professional Learning Workshop

June 11-14, 2019 • SpringHill Suites Marriot • Lawrence Kansas

Hit the ground running!
Attend this workshop and be ready to go with Xtreme Reading on day 1 of your school year.

Before this workshop you will...
- learn about the research behind Xtreme Reading.
- familiarize yourself with the structure of the curriculum.

During this workshop you will...
- interact with developers, researchers, and implementers of Xtreme Reading.
- participate in hands-on instruction in 6 intensive reading strategies designed to increase vocabulary development and reading comprehension.
- engage in 2 strategies designed for classroom behavior, motivation, and goal setting.
- learn about assessment for enrollment and EOY reporting.

After this workshop you will...
- have the opportunity to engage in two live online ZOOM Coaching Sessions that will be recorded and archived for multiple viewings.
- have the opportunity for more coaching.

Xtreme Reading ...
- is a nationally recognized, evidence based intervention program that works!
- is for older students who are performing 2 or more years behind grade level but reading minimally at about a fourth grade level.
- is a spiral curriclum that includes instruction in 8 foundational reading and motivation strategies daily across a single school year.
- provides daily, detailed lesson plans with a rigorous pace to keep students engaged.

What is Included?

The fee for this institute is $2700 per person* and includes:

I. A Complete Instructor's Set of Xtreme Reading:
- *Instructor Notebooks (one of each)*
    1. Expect to Achieve *(Race to the Finish DVD, Tools for Efficiency & Effectiveness CD, SCORE Skills & Talking Together manuals included)*
    2. Word Mapping Strategy
    3. Word Identification Strategy
    4. Possible Selves
    5. Self-Questioning Strategy
    6. Paraphrasing Strategy & Fundamentals of Paraphrasing & Summarizing
    7. Inference Strategy
    8. Visual Imagery Strategy
- *Teacher Edition of passages (one of each title) (reproducible)*
    1. *Word Identification Passages: Teacher Edition*
    2. *Self Questioning Passages: Teacher Edition*
    3. *Paraphrasing Passages: Teacher Edition*
    4. *Inference Strategy: Student Book with answer key*
- *1 Student Workbook in Binder (consumable, not reproducible)*

II. A personalized certificate of attendance with a value of 25 class participation hours

III. An electronic microcredential attesting to your participation in this institute that can be posted on e-portfolios, websites, linkedIn, etc.

IV. Refreshments each day and **lunch** on Friday

* teams of 3 or more will receive a discounted rate of $2500 per person

Who Should Attend?
- Teachers/Educators
- Literacy/Instructional Coaches
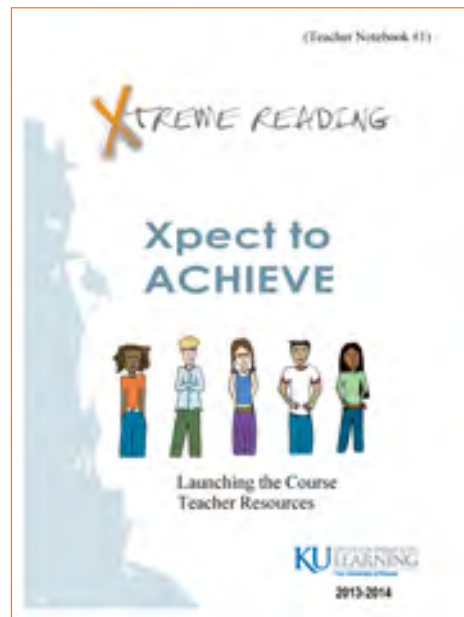- Curriculum & Instruction Administrators
- Reading Tutors

What student will benefit from Xtreme Reading?

Students who exhibit:
- Poor Reading Fluency
- Small sight vocabularies
- Limited understanding of words and multiple word meanings
- Limited background and conceptual knowledge
- Few skills in using strategies that enhance understanding and remembering of oral and written language

For answers to Xtreme Reading FAQ's, visit:
https://sim.ku.edu/xtreme-reading-faqs

Space is limited, register today:
https://sim.ku.edu/2019-xtreme-reading-program-professional-learning-workshop

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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.

This year's keynote speaker will be Doctor Paula Lancaster. Paula is a SIM Professional Developer, preservice educator, and Department Chair and Director of Teacher Education at Grand Valley State University in Grand Rapids, MI. Her keynote at the SIMposium will address High Leverage Practices and SIM.

Here are links to some of Paula's recent work:

Lancaster, Paula (2008) "Universal Design for Learning," Colleagues: Vol. 3 : Iss. 1 , Article 5. https://scholarworks.gvsu.edu/colleagues/vol3/iss1/5

Lancaster, Paula (2008) "E-Strategies," Colleagues: Vol. 3 : Iss. 1 , Article 6. https://scholarworks.gvsu.edu/colleagues/vol3/iss1/6

Mellard, Daryl F. and Lancaster, Paula E., "Incorporating Adult Community Services in Students' Transition Planning" (2003). Peer Reviewed Articles. 5. https://scholarworks.gvsu.edu/coe_articles/5

Lancaster, Paula E. (2016) "GVSU Program: A Grand Vision for Early Literacy Preparation," Colleagues: Vol. 13 : Iss. 1 , Article 15. https://scholarworks.gvsu.edu/colleagues/vol13/iss1/15

Lancaster, Paula E. and Lancaster, Sean, "Building Strategic Tutoring Partnerships: Using Professional Development Software to Form Mutually Beneficial University and P-12 School Collaborations" (2013). Faculty Scholarly Dissemination Grants. 1158. https://scholarworks.gvsu.edu/fsdg/1158

Lancaster, Paula and Lancaster, Sean (2012) "Fact or Opinion?: A Conversation Starter on Educational Reform," Colleagues: Vol. 9 : Iss. 1 , Article 4. https://scholarworks.gvsu.edu/colleagues/vol9/iss1/4

Lancaster, Paula (2018) "Teaching and Teacher Preparation as Equity Work," Colleagues: Vol. 15 : Iss. 1 , Article 5. https://scholarworks.gvsu.edu/colleagues/vol15/iss1/5

SIM ONLINE RESOURCES

SIM Website
http://sim.ku.edu/

SIM Events
http://sim.ku.edu/

SIMville
http://simville.ku.edu/

Publication List
https://kucrl.ku.edu/research_publications

Report your professional development online at:
https://www.surveymonkey.com/r/SIMPDSessions

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

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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: _____

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.

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

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 10-14, 2019
CE & LS Potential Professional Developers Institute (PPDI) - Florida

June 11-14
SIM Theme Writing Strategies Professional Learning Workshop - Lawrence, KS

June 11-14
Xtreme Reading Program Professional Learning Workshop - Lawrence, KS

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

July 16-18, 2019
SIMposium, International SIM Conference Lawrence, KS

For a complete list of SIM events, including those not coordinated by KUCRL, visit: SIM.KU.EDU WANT TO 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.