

High Leverage Practices in Schools

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- SIM Spotlight: Cue-Do-Review
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CALENDAR:

June 11-14, 2019

[Xtreme Reading Program Professional Learning Workshop - Lawrence, KS](#)

June 17-21, 2019

[CE & LS Potential Professional Developer Institute \(PPDI\) - Florida](#)

June 17-20, 2019

[CE & LS PPDI - Georgia](#)

June 17-19, 2019

[CE & LS PPDI - Virginia](#)

June 24-26, 2019

[SIM Academy at JMU - Harrisonburg, VA](#)

July 16-18, 2019

[SIMposium Conference - Lawrence, KS](#)

To complement the focus of our upcoming 2019 International SIMposium, this article describes High Leverage Practices, explains their inception and development, and provides resources to learn more. High leverage means maximizing the effect and efficiency of efforts, and in this case, a "high-leverage practice" (HLP) is an action or task central to teaching¹.

Professional networks in varied aspects of the teaching field are developing their own set of high leverage principles, actions, and practices (e.g., mathematics, English language learning). The two sets of high leverage practices to be explored here are HLPs in general education and HLPs in special education. For several years, faculty at the University of Michigan School of Education with input from classroom teachers around the United States have been identifying a limited set of instructional practices (19 HLPs) that are crucial for all teachers to be able to perform well and often². These research-based practices are applicable across grade levels and content areas and occur with high frequency.

Later, following a similar set of criteria for selection, the CEEDAR Center at the University of Florida partnered with the Council for Exceptional Children to form a team of scholars, teachers, pre-service educators, and advocates to generate a list of high leverage practices in special education (22 HLPs organized into four aspects of practice: 1) collaboration, 2) assessment, 3) social/emotional/behavioral, and 4) instruction)³. The wording of some HLPs in general education and HLPs in special education hold similarities; however, the specific practices have distinct critical features. The table on the next page provides one comparison.

SIM™ SPOTLIGHT: CUE-DO-REVIEW

"Cue-Do-Review, a teaching sequence that can be used in any lesson, regardless of content level, is one way to help ensure classroom instruction time is used effectively and efficiently. By purposefully targeting specific instructor behaviors at the beginning, middle, and end of a lesson, students are more likely to connect with and remember content." <https://www.facultyfocus.com/articles/effective-teaching-strategies/recipe-for-teaching-cue-do-review/>

Visit page four for more about CUE-DO-REVIEW

Table 1. An Example of Similar, Yet Different High Leverage Practices

| High Leverage Practices in General Education | High Leverage Practices in Special Education |
|--|---|
| <p>HLP 13: Setting long- and short-term learning goals for students</p> <p>Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.</p> | <p>HLP 11: Identify and prioritize long- and short-term learning goals.</p> <p>Teachers prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula. Teachers use grade-level standards, assessment data and learning progressions, students' prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize, and develop long- and short-term goals accordingly. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components.</p> |

As teaching is complex and unnatural work (i.e., different from informal showing, helping, or telling⁴), HLPs have potential to serve as a shared language about instruction among teachers, instructional coaches, mentors, colleagues, and leaders and as a foundation for teachers' professional learning goals⁵. Additionally, HLPs could act as an instructional framework for pre-service education, induction of new special education teachers, in-service special education teachers, and communities of practice within school divisions and schools.

Take Action: Click on any link on one of the HLP websites below; flip to any page in the HLPs in special education report or book; pause anywhere in an HLP video or webinar, and you are bound to make a connection to SIM! As high leverage practices gain momentum in educational circles and leadership efforts, let's learn about how SIM provides actionable, evidence-based practices to meet our common goal to improve the school experience for each student, every day. Click on the links in Table 2 to learn more about High Leverage Practices!

Table 2. Resources to Learn More about HLPs

| WEBSITES | |
|---|---|
| High Leverage Practices for General Educators, University of Michigan Teaching Works | http://www.teachingworks.org/work-of-teaching/high-leverage-practices |
| High Leverage Practices in Special Education, Council for Exception Children | https://highleveragepractices.org/ |
| REPORTS | |
| How the HLPs in Special Education journey began with the CEEDAR research on HLPs for teacher preparation in special education | http://cedar.education.ufl.edu/wp-content/uploads/2016/05/High-Leverage-Practices-and-Teacher-Preparation-in-Special-Education.pdf |
| Research behind each of the 22 HLP's in Special Education | http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf |

| ARTICLES | |
|---|---|
| News from CEC: High-Leverage Practices in Special Education | http://journals.sagepub.com- doi/10.1177/0040059917713206 |
| Big Ideas in Special Education: Specially Designed Instruction, High-Leverage Practices, Explicit Instruction, and Intensive Instruction | http://journals.sagepub.com/doi/ full/10.1177/0040059917724412 |
| High-Leverage Practices and Evidence-Based Practices: A Promising Pair | http://cedar.education.ufl.edu/wp-content/up- loads/2017/12/HLPs-and-EBPs-A-Promising-Pair.pdf |
| OTHER RESOURCES | |
| McLeskey, J., Maheady, L., Billingsley, B., Brownell, M., & Lewis, T. (2018). High Leverage Practices for Inclusive Classrooms. New York: Routledge. (Proceeds go to the CEC) | http://pubs.cec.sped.org/p6298/ |
| Several laminated guides for teachers will focus on each category of HLPs in Special Education. These guides are a joint publication by the National Professional Resources, Inc. and the Council for Exceptional Children. | https://www.nprinc.com/high-leverage-practices- hlp-in-special-education/ |
| Among other resources, this website includes a set of webinars on the HLP's in special education. | http://cedar.education.ufl.edu/high-leverage- practices/ |
| A Professional Development Guide for School Leaders | https://highleveragepractices.org/a-professional- development-guide-for-school-leaders/ |

References

- 1, 2 Teaching Works. (2019). Great Teachers Aren't Born They're Taught. Retrieved May 03, 2019, from <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>
- 3 McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEDAR Center.
- 4 Ball, D. L., & Forzani, F. M. (2011). Building a common core for learning to teach: And connecting professional learning to practice. *American Educator*, 35(2), 17.
- 5 McLeskey, J., Billingsley, B., & Ziegler, D. (2018). Using high-leverage practices in teacher preparation to reduce the research-to-practice gap in inclusive settings. *Australasian Journal of Special and Inclusive Education*, 42(1), 3-16.

SIM ONLINE RESOURCES

SIM WEBSITE - <https://sim.ku.edu/>
 SIM EVENTS - <https://sim.ku.edu/sim-events>
 SIMVILLE - <https://simville.ku.edu/user?destination=homepage>
 PUBLICATION LIST - https://kucrl.ku.edu/research_publications
 REPORT YOUR PD ONLINE - <https://www.surveymonkey.com/r/SIMPDsessions>

SIM SPOTLIGHT: CUE-DO-REVIEW

The Cue-Do-Review (CDR) Instructional Sequence is an important part of implementing a SIM Content Enhancement Routine, yet sometimes aspects of CDR are overlooked. On this page, you will find additional resources related to CDR to help you with your work.

Article Resource

SIM Professional Development Leader, Patty Kohler-Evans, and graduate assistant, Chayla Rutledge, recently published an article in Magna's Faculty Focus: [Recipe for Teaching: Cue-Do-Review](#). The article briefly outlines the steps and importance of teaching with Cue-Do-Review.

At the SIMposium

This year's SIMposium conference will include Cue-Do-Review as a part of Keith Lenz's presentation: [The SMARTER Instructional Cycle, Cue-Do-Review, and the Link to High Leverage Instructional Practices](#)

The session will discuss the evolution of key instructional elements in SIM, how they align with standards and the emphasis on collaboration and highly engaged learning. It will examine how each step of the SMARTER instructional process has evolved as SIM professional developers have used it to integrate the use of high-leverage instructional practices. The results of a study on the use of Cue-Do-Review in university courses to increase student learning will also be discussed.

Videos in SIMville

Be sure to visit [SIMville](#) for links to checklists and Video Resources. Here are just a few:

- [SIM Spotlight on Cue](#) by Jocelyn Washburn (NEW)
- [Review of Cue-Do-Review](#) by Don Deshler with a classroom example using the Question Exploration Routine
- [Cue-Do-Review – It's not Just for Devices by](#) Janice Creneti and Cindi Medici

Cue-Do-Review Checklist

Reminders for Teaching Strategically

Teacher: _____ Course: _____
School: _____ Date: _____

| Teacher Behavior | Observed | Comments |
|---|-------------------------------------|----------|
| | <input checked="" type="checkbox"/> | |
| CUE | | |
| Name the device | | |
| Explain how it will help them learn | | |
| Specify what they need to do, regarding: | | |
| — Attention | | |
| — Note-taking | | |
| — Participation | | |
| DO: Linking Steps | | |
| Walk through the device | | |
| Involve the students | | |
| Shape student responses | | |
| Evaluate student understanding | | |
| Re-instruct if necessary | | |
| REVIEW | | |
| Ask questions about the content information | | |
| Ask questions about the device and how it works | | |

Additional Comments for Teacher:



University of Kansas Center for Research on Learning | simpd@ku.edu | <http://sim.kucrl.org/>

Teacher: _____ Rater Name: _____
Name of CER Device: _____ Date: _____

Rating Guide: 2 = Present and correct; 1 = Present, but needs improvement; 0 = Missing or incorrect

Cue-Do-Review Checklist

| Initial Content Enhancement Implementation (Full Lesson) | | | | |
|--|--|----------|--|----------------|
| CUE | | | | |
| Score | Teacher Behavior | Optional | Student Behavior | Evidence/Notes |
| | 1. Names the device | | Students attend to the introduction of the device (look, listen, respond) | |
| | 2. Explains how the device helps students learn content (provides rationale) | | Students listen to the explanation, answer questions, and respond when asked | |
| | 3. Tells students they will do and what's expected (take notes, ask and answer questions, and contribute) | | Students acknowledge the expectation and get ready (e.g., nod, look at the device, have pen/pencil) | |
| DO | | | | |
| | 4. Utilizes the Linking Steps to lead the students in the creation of device | | Students follow the teacher in completing the device—write in the correct spaces | |
| | 5. Elicits responses from students | | Students participate—offer ideas, respond to questions | |
| | 6. Shapes student responses by asking questions and leading students to evaluate the accuracy of information | | Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions) | |
| | 7. Writes information on the device clearly and legibly | | Students take notes on their devices | |
| Review | | | | |
| | 8. Asks how the device links to and guides learning | | Students respond with ways that the device can help them | |
| | 9. Leads review of content by asking students questions about the main critical content | | Students understand/can state the main learning points | |
| | 10. Reminds students to use the device during instruction and for assessment | | Students state other uses for the device | |

_____/20 = ____% # of 0s ____



University of Kansas Center for Research on Learning • simpd@ku.edu • <http://sim.kucrl.org/>
pgraner/bbmitchell

SIMPOSIUM

Doubletree Hotel | Lawrence, KS

July 16-18, 2019

The SIMposium includes opportunities to hear about current CRL research on new interventions, structures for delivery of professional learning, and enhancements to existing SIM instructional tools. In addition to presentations by researchers, members of our talented SIM Network will engage us in sessions about how SIM is implemented in unique context. Also a new session this year is the Ed Camp (also known as the “unconference”), for which we collaboratively determine topics for dialogue. All sessions will include connections to HLPs!

Highlighted Conference Sessions

- **Leveraging SIM™ in Culturally Relevant Teaching**

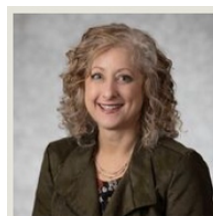
~Janice Creneti

In this session, you will deepen your understanding of Culturally Relevant Teaching, and explore how SIM can support a student-centered classroom where honoring the uniqueness of each student strengthens learning for all. In Culturally Relevant Teaching we leverage students’ diverse cultural knowledge, experiences, outlook, and performance styles to make learning more meaningful and thus, more effective for them. This approach requires a student-centered rather than teacher-centered model.

- **Social/Emotional Skill Instruction**

~ Sue Vernon

The advantages of developing cohesive learning communities in the classroom are numerous. However, questions related to how to build a strong, emotionally safe environment conducive to learning and maintaining a supportive culture remain unanswered for many. Social/ emotional skills instruction and community-building strategies are central to creating a respectful classroom culture. During this session, three easy-to-use, research-based programs and a brief overview of the research will be discussed.



Keynote: Paula Lancaster
The Intersection of SIM and
High Leverage Learning Practices:
Increasing the Power of
Teachers and Teaching

Schedule At-a-Glance

Tuesday, July 16, 2019

7:30 AM - 8:00 AM | Registration
8:00 AM - 9:00 AM | Welcome & Awards
9:00 AM - 10:15 AM | Keynote: Paula Lancaster
10:15 AM - 11:45 PM | Keynote Panel Follow-up Session
11:45 AM - 1:00 PM | Lunch on your own
1:00 PM - 2:15 PM | Concurrent Sessions
2:30 PM - 3:45 PM | Concurrent Sessions
4:00 PM - 5:00 PM | Social & Poster Session

Wednesday, July 17, 2019

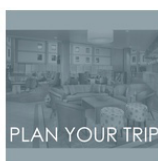
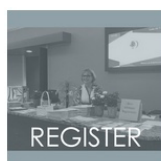
8:30 AM - 9:45 AM | Concurrent Sessions
10:00 AM - 11:30 AM | Concurrent Sessions
11:30 AM - 1:00 PM | Lunch on your own
1:00 PM - 2:00 PM | ED Camp
2:15 PM - 3:30 PM | Concurrent Sessions
3:45 PM - 4:45 PM | Concurrent Sessions

Thursday, July 18, 2019

8:00 AM - 11:30 AM | Deep Dive Sessions

[Full Conference Schedule and Topics:](#)

REGISTER TODAY!



TAKE A DEEP DIVE

Join researchers as we spend Thursday exploring and learning more in-depth with the SIMposium half-day Deep-Dive Sessions



A Response to Adolescent Limited Reading Proficiency: Fusion Reading Program

- Mike Hock, Irma Brasseur Hock, Jocelyn Washburn, Sue Woodruff

During this deep dive session, participants will be provided with explicit professional learning in the Establish the Course unit, detailed information regarding implementation options and most frequently asked questions. Participants will leave this session prepared to explain the Fusion Reading Program along with marketing materials, as well as, be prepared to implement the Establish the Course unit.

Xtreme Reading PD Cadre

- Pam Leitzell

KUCRL receives multiple inquiries about Xtreme reading from schools and districts each week. Are you interested in being a part of the Xtreme Reading PD Cadre? Participants will have the opportunity to purchase an Xtreme Instructor's Set of materials for the discounted price of \$800. Participants should visit <https://sim.ku.edu/xtreme-reading> in advance and view the VIDEO FAQs and the Narrated Overview PowerPoint to prepare for this session.

Implementing Writing with the Higher Order Thinking and Instructional Coaching and SIM

- Jim Knight

The instructional coaching process described in recent publications bears little resemblance to the coaching process first described in the 2007 book *Instructional*

Coaching. In this interactive, hands-on session, participants will (a) learn how the model has been refined over the past decade, (b) practice applying instructional coaching skills to specific SIM™ Content Enhancement Routines and Learning Strategies, and (c) discuss how elements of the new instructional coaching process can be used to translate SIM research into effective teaching practices that change students' lives. If you're interested in what it takes to get quality implementation of SIM that is sustained over time, you will find this session useful.

Reasoning Routines

- Patty Graner

The SIM Higher Order Thinking and Reasoning Routines (Teaching Cause and Effect, Scientific Argumentation, Teaching Decision Making, and Question Exploration) can be useful to content teachers working on building students' higher order reasoning and thinking muscles, but they can also be used effectively to help produce an essay in which they support their reasoning. We will explore and practice the practical aspects of writing that essay - useful to your teachers learning how to use this routine.

SIM Math Strategies

- Margaret Flores & Bradley Kaffar

Are you interested in being a part of the SIM Math Strategies PD Cohort? Attend this deep dive to learn about the SIM Math Strategies and how to present them to teachers. Attendees will learn about general characteristics associated with the Strategic Math Series, including its use to build students' conceptual

understanding of numbers and operations while also building computational fluency. Attendees will take deep dives into the subtraction with regrouping and partial products manuals with guided practice and independent implementation activities during the session. By the end of the session, attendees will implement concrete and representational lessons associated with the manuals.

Innovative Development of Content Enhancement Units of Instruction with CORGI Technology

-Jose Blackorby, Jan Bulgren

This session will present instructional innovations related to Content Enhancement Routines (CER) developed by the KUCRL and CORGI technology developed by CAST International, specialists in Universal Designs for Learning. This project achieved the goal of developing, vetting, and assessing student learning when teachers taught four units in Biology or American History and utilized the CORGI instructional technology to help students learn. In this process, researchers worked with teachers across two states within the design-based research process to identify the most critical content as identified by state standards, and match that content to the appropriate CER. As part of this presentation, CORGI 1 technology will be shared for attendees to use.

VISIT THE [CONFERENCE WEBSITE](#) FOR MORE INFORMATION

Doubletree Hotel • 200 McDonald Dr. • Lawrence, Kansas
July 16-18, 2019

Emergency contact name and phone number: _____

Total enclosed: \$ _____

7 The University of Kansas Center for Research on Learning | International Professional Development Network

Xtreme Reading Professional Learning Workshop

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

Hit the ground running!

Be ready to go with Xtreme Reading on Day 1 of your school year.

Xtreme Reading ...

- is a nationally recognized, [evidence-based intervention](#) program that works!
- is for older students who are performing two or more years behind grade level but reading minimally at about a fourth grade level.
- is a spiral curriculum that includes instruction in 8 foundational reading and motivation strategies.
- provides an entire school year of daily, detailed lesson plans with a rigorous pace to keep students engaged.

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 student assessment and selection for enrollment and EOY reporting.

After this workshop you will...

- be ready to teach Xtreme Reading at the start of the school year.
- have the opportunity hone your skills by engaging in two live online ZOOM Coaching Sessions that will be recorded and archived for multiple viewings.

Who Should Attend?

- Middle and High School Teachers
- Literacy/Instructional Coaches
- Curriculum & Instruction Administrators
- Reading Tutors

What student will benefit from Xtreme Reading?

Students who exhibit:

- Poor reading fluency
- Small sight vocabulary
- Limited understanding of words and multiple word meanings
- Limited background and conceptual knowledge
- Few skills 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>

What is Included?

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

I. A Complete Instructor's Set of Xtreme Reading (An \$1100 value):

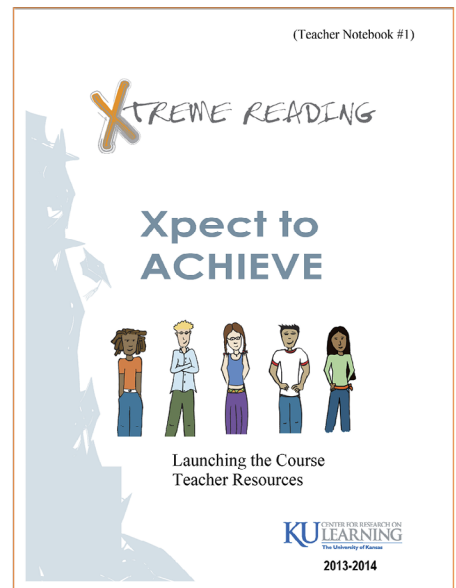
- **Instructor Notebooks (one of each)**
 1. Expect to Achieve (*Race to the Finish, Tools for Efficiency & Effectiveness, SCORE Skills & Talking Together manuals included*)
 2. Word Mapping Strategy
 3. Word Identification Strategy
 4. Possible Selves
 5. Self-Questioning Strategy
 6. Paraphrasing Strategy & 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*
- **A 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 verifying 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



Space is limited,
register by May 13th:

<https://sim.ku.edu/2019-xtreme-reading-program-professional-learning-workshop>

www.sim.ku.edu

STRATEWORKS MEMBERSHIP RENEWAL 2019-2020: \$50
SEPTEMBER 1, 2019-AUGUST 31, 2020

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: _____

Strateworks membership includes:

- *SIMville* - a collection of resources and assets on our website available to active SIM Professional Developers
- *SIM Micro-credentials* - <http://sim.ku.edu/microcredentials>
- *Stratenotes* - electronic newsletter
- *Stratedirectory Online* - a search-able, 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

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SIM CALENDAR

June 11-14

[Xtreme Reading Program Professional Learning Workshop - Lawrence, KS](#)

June 17-21, 2019

[SIM CE & LS Potential Professional Developers Institute \(PPDI\) - Florida](#)

June 17-20, 2019

[SIM CE & LS Potential Professional Developers Institute \(PPDI\)- Cumming, GA](#)

June 18-20, 2019

[SIM CE & LS Potential Professional Developers Institute \(PPDI\)- Harrisonburg, VA](#)

June 24-26, 2019

[SIM Academy at James Madison University - Harrisonburg, VA](#)

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.

SIM ONLINE RESOURCES

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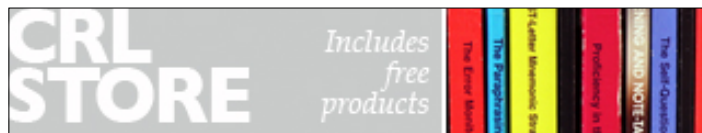
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IN THE NEXT ISSUE:

- SIM Spotlight on Microcredentialing in Virginia
- Survey to gain your input on Strateworks Membership Benefits, including new features for Stratenotes



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