

State Stories to Spark Purpose for SIM™ Micro-credentialing in Your Work

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CALENDAR:

Oct. 5, 2019

[Research Conference on Instructional Coaching](#) - KU Edwards Campus Overland Park, KS

Jan. 13-Feb. 10, 2020

Virtual SIM Update Conference

Jan. 23-24, 2020


Arkansas Regional Update Conference

Apr. 6-May 4, 2020

Virtual SIM Update Conference

Jocelyn Washburn, KUCRL

Awareness of and participation in badging, or micro-credentialing, is increasing nation-wide. A micro-credentialing program is a digital version of a long-standing value for demonstrating mastery at one's craft. Not all programs are alike; some offer only the opportunity to earn participation-type badges (e.g., attendance in a conference session), whereas other badging systems, like the one for SIM, include both participation-type and skill mastery-type badges. SIM micro-credentialing allows individuals to earn badges for achieving varied levels of proficiency: Professional Learning (PL, Micro-credential Level 1), Implementation with Fidelity (FI, Micro-credential Level 2), Specialist (SP, Micro-credential Level 3), and SIM Professional Developer (Micro-credential Level 4). Educators can begin working toward their credentials at whichever badge/level they feel most meets their needs or work through the badges/levels in progression.

During the 2019 SIMposium, we shared [this flyer](#) with attendees about SIM micro-credentialing: What are badges? Why badges? and How do individuals earn badges? Additionally, the video [Why SIM Micro-credentials](#)  introduces this unique learning opportunity!

Micro-credentialing is a way for educators to identify, prioritize,

and customize their professional learning needs and goals and is intended to support the work within schools and divisions where SIM is being implemented. In the [July 2015 StrateNotes, Vol. 23, Iss. 8](#), micro-credentialing was introduced broadly to the SIM Network. Since then, potential uses for SIM micro-credentialing have been evolving. Some professional developers, like those highlighted in this issue, are implementing SIM micro-credentialing within statewide initiatives. Ongoing coaching support may vary in these initiatives, based on the proximity of the SIM Professional Developers to the participating teacher(s). Instead of a face-to-face coaching, the experience may be a virtual or blended learning approach. For example, badge earners can submit a video or provide a checklist with feedback from their SIM Professional Developer. As previously mentioned, this is one of the benefits of micro-credentialing; it provides teachers the convenience and flexibility to customize their learning experiences. In the two state stories that follow, SIM leaders in Virginia will explain what has led to their prolific use of micro-credentialing and lessons learned from their wide use, and SIM leaders in Arkansas will describe how micro-credentialing has helped them expand their capacity state-wide to serve rural schools.

Help us prepare for a new decade!

[Take the SIM Network 2020 Survey](#)

SIM Micro-credentialing in Virginia: Partnering, Collaborating & Lessons Learned

Helen Barrier, Dana McCaleb, & Whitney Miller

Virginia is extremely proud to be leading the SIM™ Network in the use of micro-credentialing. Since the launch of BadgeList in 2015, Virginia represents 72% of the total membership with 414/574 members awarded badges to date ([SIM Stats in 2019](#)) 📊. This has not occurred by chance! Over the last five years, we have been intentionally growing our Virginia SIM Network utilizing micro-credentialing. Partnership has proven to be the number one strategy for interweaving SIM micro-credentialing into statewide initiatives.

Partnering with VDOE

Partnering with the [Virginia Department of Education \(VDOE\)](#) and the [Training and Technical Assistance Centers \(T/TACs\)](#) for professional development (PD) opportunities and coaching has provided not only the purpose, but also a funding source. The [VA Excellence in Co-teaching Initiative](#) has allowed co-teachers opportunities to choose Content Enhancement Routines (CERs) during the past five years as part of their participation expectations for the initiative. The CERs they chose, based on what student data indicated their needs were within their specific content and grade level, were: the Framing, Concept Mastery, Concept Comparison, and Vocabulary LINCing Routines. As part of the project, teachers were required to earn Professional Learning (PL, Level 1) and Fidelity of Implementation (FI, Level 2) badges, in addition to being encouraged to earn a Specialist (SP, Level 3) badge. This process was achievable because each co-teaching partner chose a different CER routine, and he or she was able to earn a badge while teaching it through fidelity (FI badge), and then followed with providing PD and coaching to his or her partner to earn the SP badge. The VDOE provided funds for the badges and the associated, regional T/TAC provided the professional development and coaching, or partnered with an independent SIM Professional Developer when needed. During this time, we worked together as a network to develop and implement micro-credentialing checklists for [CER](#) and [LS](#) to assist all coaches in providing descriptive feedback and clear

expectations for earning a badge within the micro-credentialing process.

Partnering with the VTSS

Collaborating with the [Virginia Tiered Systems of Supports \(VTSS\)](#) has further promoted the success of micro-credentialing in Virginia. VTSS integrates academics, behavior, and mental health into a single decision-making framework for establishing the supports needed for a school to be an effective learning environment for all students. The VTSS systemic approach allows divisions, schools, and communities to provide multiple levels of support to students in a more effective and efficient, clearly defined process. Based on resource mapping and a data informed decision-making process, VTSS schools may select SIM as part of the varied evidence-based instruction or intervention tools. The use of SIM is supported by ongoing professional learning and instructional coaching, as well as fidelity of instruction and intervention resources. Within this framework, teachers have an opportunity to earn micro-credentials in SIM, which in return builds the capacity within a division to sustain the practices being implemented. The divisions that have implemented SIM within the VTSS framework have each grown their own SIM Specialists for specific Learning Strategies and/or Content Enhancement Routines or SIM Professional Developers for each strand.



Collective Partnering

Finally, without the partnership between the KU-CRL, VDOE, VTSS, T/TAC, and the entire VA SIM Network, we would not be able to support applicants for our PPDI, now known as the [Virginia Leadership Institute for SIM Professional Developers in CE and LS \(VaLI\)](#). Each year, co-teachers, teachers from VTSS sites, and coordinators from TTACs have earned SIM Professional Developer (Level 4) badges in both Learning Strategies and Content Enhancement Routines. Applications and the applicants' evidence are submitted in BadgeList for both [Content Enhancement](#) as well as [Learning Strategies](#). Our SIM Professional Development Leaders (PDLs) review applications and provide feedback. The application numbers continue to increase each year, and the ease of applying through BadgeList has streamlined this process. Due to these partnerships, we have widened our scope, and SIM is part of discussions at division and school levels. SIM is promoted across the state by additional stakeholders and invested in by multiple funding sources.

Lessons Learned


Navigating [www.BadgeList.com](#). As with trying anything new, there is a learning curve and can be stumbling blocks when getting started with SIM micro-credentialing using BadgeList. Do not let this challenge discourage you from accessing this valuable resource. [Click here for a tutorial on how to get started.](#) 

Tip #1. When navigating Badge List, there are minor nuances that exist between CER and LS credentials. Developing and using [checklists](#) helped guide us, as SIM Professional Developers, and our participants through the process. Professional Developers around the country have been developing similar checklists or organizational tools for different aspects of micro-credentials. These checklists have proven beneficial while navigating and uploading evidence in BadgeList.

GIVE BACK TO YOUR SIM COMMUNITY

Please send any checklists or organizational tools you've developed for different aspects of micro-credentials to simpd@ku.edu to share with others in SIMville.

Tip #2. One critical feature missing from Badge List is a search feature. At present, BadgeList users must search page by page for the CER or LS they wish to earn. Most of the time, the Content Enhancement Routines and Learning Strategies are listed in alphabetical order, and the specific CER or LS have different levels on the same page. Additionally, if the user is looking at a particular badge, and then clicks on another badge, her or she cannot go back. Instead, it takes the user back to page one. Users should always remember the page number of the particular badge they are working on, so they can easily go back to it instead of scrolling through each page.

Defining "Routine or Frequent Use." To earn a Fidelity of Implementation (Level 2) badge, one of the requirements is to show "routine or frequent use". [What is Routine or Frequent Use?](#) 

Supporting new SIM Specialists (Level 3). Something to keep in mind with micro-credentialing is that badge learners providing professional development to earn the Specialist badge, can provide professional development to one or two teachers in order to earn that badge. While instructing one to two participants is a good place to start, it can prove to be challenging later. Once the badge learner has earned his or her specialist badge, he or she can now provide professional development to groups of teachers on that particular Content Enhancement Routine or Learning Strategy. Larger professional development sessions have different challenges than professional development with one or two participants, which can be overwhelming for a newly micro-credentialed specialist. This person may not be ready for a larger group. This is when a certified SIM Professional Developer should provide ongoing coaching and support to the newly micro-credentialed specialist. As a SIM Network, we want micro-credentialing to serve as an avenue to help us grow, while also making sure we are providing quality professional learning opportunities for badge learners and new experts who have achieved their credentials.

As Jim Knight has shared with us, "When teachers stop learning, so do students," and micro-credentialing is supporting ongoing, job-embedded professional learning across the Commonwealth of Virginia.

Building Capacity in Arkansas with SIM™ Micro-Credentialing

Patty Kohler & Renee Calhoun, UCA Mashburn

The University of Central Arkansas Mashburn Center for Learning has been the centerpiece of Strategic Instruction Model (SIM) professional development in Arkansas since 1991. Early in the Center's history, a close relationship with the Arkansas Department of Education (ADE) and local school districts was forged.

Arkansas houses approximately 15 education service cooperatives (ESC) where numerous content specialists are housed. These regional specialists provide professional development in a variety of interventions and initiatives to local school personnel. As a rural state, the educational service cooperatives play a vital role in keeping schools connected with evidence-based practices. The educational service cooperatives serve as an arm of the ADE.

In 2003, the UCA Mashburn Center for Learning and the ADE jointly embarked on a multiyear project to "home grow" professional developers in the SIM. At the time, Arkansas had one or two certified SIM Professional Developers. Working to identify literacy specialists and other content specialists from the ADE as well as local school personnel, Arkansas has grown from one or two certified SIM Professional Developers. Working to identify literacy specialists and other content specialists from the ADE as well as local school personnel, Arkansas has grown from one or two certified professional developers to 45 and two SIM Professional Development Leaders (PDL) who work at the Center.

During the last two years, a new vein of work was initiated with the ADE and the Center. Targeted ESC specialists began working on earning their micro-credentials in Content Enhancement Routines or Learning Strategies. Specific LS and CER were identified collaboratively between Center and ADE leadership personnel. Twenty-four ESC specialists began a journey to learn, implement the routines or strategies in partnership with classroom teachers, and work closely with a mentor to complete their micro-credentials.

Because of the longstanding partnership, many ESC specialists were mentored by fellow ESC



specialists who had become SIM Professional Developers a few years previously. The ultimate goal is to have Level 3 SIM Specialists in every regional ESC to support local districts. At the same time, many of the ESC specialists pursuing their micro-credentials are now seeking to become professional developers in Learning Strategies or Content Enhancement Routines. By using ESC specialists who have completed micro-credentials in one, two, or three Content Enhancement Routines or Learning Strategies and having them work alongside other certified professional developers, a web of SIM is being woven across the entire state.

The SIM 2020 Network Survey

Please take our simple eight minute survey to help us shape the future of SIM. For every 50 people who answer the survey, we will randomly draw a winner for a free year of StrateWorks!

We are seeking your input on three main aspects of our work that we have been reflecting on how to improve: 1) SIM Update Conference offerings, format, and content, 2) StrateWorks Membership Benefits, and 3) StrateNotes format, topics, and authors. The survey draws on ideas gathered from SIM Professional Developers.

Follow this link to the survey:

<https://www.surveymonkey.com/r/SIM2020>

Updated SIM™ Professional Developer & Institute Badges

We've taken your feedback, looked through the SIM Professional Developer and Apprentice Micro-credentials on Badge List, and made some changes. We're hoping these changes make the process easier and more streamlined for you and your applicants/apprentices as they work through their requirements to become SIM Professional Developers. Here's what we've done.

First, we've created new credentials, called [SIM CER PD Institute](#) and [SIM LS PD Institute](#). These new badges are for individuals applying to SIM PD Institutes (PPDIs) and are now aligned with the institute applications. Participants will upload evidence to the micro-credentials to support their PD Institute applications and SIM PD Leaders will review and approve these credentials before people attend their institute and begin their work as Apprentices.

During the institutes, participants will join the updated micro-credential for either [SIM Content Enhancement Professional Developer](#) or [SIM Learning Strategies Professional Developer](#) (participants will receive an email about these credentials by CRL at the beginning of the institute). They will become Learners in these credentials and be able to begin adding their evidence (evidence descriptions on these badges have been updated to better match the process on the PD Apprentice Post-Institute checklist). Apprentices will continue to add evidence to these credentials as they work toward the requirements of becoming a fully certified SIM Professional Developer. Badges will be awarded upon completion of requirements and approval by SIM PD Leaders.

Finally, we've decided to retire the old PD Apprentice badges as their similarity to the new PD Institute badge was a bit confusing. Individuals who are currently working on the PD Apprentice badge will still have access to it in their account; however, new applicants and the public will no longer be able to join this badge. We hope you'll agree with us that the combination of the new PD Institute credentials and updated PD credentials makes for a more aligned transition through the stages of applying for the institute, working through the steps as apprentices, and becoming a certified SIM Professional Developer. During your work, please let us know if you see anything else in Badgelist that needs updating. We're happy to help and here to support you in the work that you do!

Reflections on the 2019 SIMposium



Jocelyn Washburn, KUCRL

The 2019 SIMposium was an energizing time for SIM leaders around the U.S. to meet face to face. Our keynote speaker, Paula Lancaster, Chair of the Teaching and Learning Department, Director of Teacher Education, and Professor of Special Education at Grand Valley State University, was highly engaging! She shared her expertise as one of the key architects in the origination of the High-Leverage Practice (HLP) movement through her work as a co-lead for the CEEDAR Center Topical Action Group on HLPs. She also told us about the exciting work she is currently leading in Michigan related to pre-service teacher standards. Her keynote was very well received! She spoke about the connections between HLPs and SIM, how SIM can inform HLP work and vice-versa, some thoughtful distinctions between evidence-based practice and practices, and equity and justice work within teaching. Thanks so much to Paula for a fantastic presentation!

On Tuesday we also celebrated Elizabeth Gibbs, this year's SIM Leadership Award winner, and all of the new SIM Professional Developers and Specialists this year. Thank you all so much for your contribution to SIM and keep up the great work!

The rest of the SIMposium included many rounds of breakout sessions on Tuesday and Wednesday, conscientiously prepared and delivered by SIM Professional Developers and CRL researchers. Tuesday afternoon included a combination poster session and social, which was a chance for conference

attendees to learn more about the work going on in the field. On Wednesday afternoon, participants had a chance to try out a mini-EdCamp, where attendees chose the topics and led the conversations. That evening, we hosted a happy hour at a local brewery and had a fun time socializing outside of work!

Thursday's Deep-Dive sessions included: Implementing Writing with Higher Order Thinking and Reasoning Routines, Instructional Coaching, CER and CORGI Technology, SIM Math Strategies Cadre, and Xtreme Reading Cadre. We also offered two breakout sessions as alternate options: Introduction to Suicide Prevention and Social Emotional Learning Tools.

All conference sessions were video-recorded and will be part of the Winter and Spring Virtual Update Conferences. Additionally, participants at state and regional SIM Update conferences will have access to all video-recorded sessions.

Our thanks to all who presented at and attended the 2019 SIMposium!

Feedback about the conference:

~ This was my favorite conference so far. I felt every session was extremely beneficial to me.

~ Great Keynote and some of the best breakout sessions I have attended. Really appreciated the opportunity for the Deep Dive on Thursday.

~ It was one of the best if not the best I've attended. I thought the content including keynote and breakouts were the best ever.



SIM LEADERSHIP AWARD



2019 SIM Leadership Award

Elizabeth Gibbs

This year's SIM Leadership Award recipient is Dr. Elizabeth Gibbs from North Carolina. The SIM Leadership Award recognizes individuals who have shown exceptional leadership and excellent service to the Strategic Instruction Model by helping educators become strategic teachers and, as a result, students become strategic learners.

Who knows where Dr. Elizabeth Gibbs' professional career would have taken her had she selected a doctoral program at a different university. Choosing to attend the University of Florida in 1994 put her on course to intersect with longtime SIM partner, supporter, and coauthor of the original Strategic Math Series, Dr. Cecil Mercer, and SIM Preservice Professional Developer and researcher, Dr. LuAnn Jordan, who taught a class on SIM Learning Strategies there.

Dr. Mercer was a member of Elizabeth's doctoral committee and included presentations about SIM in all of his classes. He suggested that she spend time at the University of Kansas and the next summer, she did. While there, she attended a class taught by Keith Lenz and other KUCRL

researchers, Pedagogies for Diversity: Inclusive Teaching in the Secondary School Setting. Most other class participants were teams of special and general educators. Because the mixed teams were so excited about getting back to school and working together with the strategies, she came away excited about SIM and with the career goal to lead general and special education teachers to work together using common strategies and routines.

After grad school, Elizabeth wanted to go back into the classroom in North Carolina, and she quickly realized how many of her East McDowell Junior High (EMJH) school students were reading below grade level. McDowell County applied and was accepted as a network site with the NC State Improvement Project (NC SIP), to learn and provide Reading Foundations, as well as other research based reading programs. "The plan at EMJH was to use direct instruction to teach to students with and without IEPs who scored proficient or below in the end of grade exams. We didn't know the terms then, but we were working at Level 2 of the Content Literacy Continuum (CLC)."

Next, as her skills and expertise grew, Elizabeth joined the NC Department of Public Instruction as a Regional Literacy Consultant to support districts joining NC SIP in planning and developing reading instruction. "There I was often asked if I had any suggestions for a new focus, and as one might guess, my answer was always SIM!"

It was 2009 when North Carolina started the NC CLC project, and Elizabeth's goal of being part of a state-wide SIM roll out for all teachers was realized, a dream that would not have been possible without the support of professionals like Dr. Susan Davis at the Department of Public Instruction and Dr. Paula Crawford, Section Chief of NC Department of Public Instruction. Elizabeth became project lead for the NC CLC in 2010. In this role, Elizabeth along with SIM Professional Development Leaders Bev Colombo and Pam Leitzell facilitated professional learning across North Carolina in Content Enhancement Routines, CLC Leadership, Potential Professional Developer Institutes, Learning Strategies, Instructional Coaching, and Xtreme Reading. The team also included LuAnn Jordan, Chris O'Brien, Dan Boudah, Jerri Nedual, Janet Taylor and Debbie Higginbotham. The project became so large that the team was divided in two in order



to work more effectively regionally.

After ten years serving at NC DPI (including 900 nights in hotels!), Elizabeth left to pursue her passion as an independent Literacy Consultant with a focus on SIM and foundational literacy. She is now part of a dynamic team, including Pam Leitzell, LuAnn Jordan, Chris O'Brien and Debbie Higginbotham growing CLC and SIM through regional and district support in planning, coaching and developing Literacy Leadership Teams.

North Carolina is one of the settings for pioneering work with Xtreme Reading, and Elizabeth was instrumental in making this happen. When North Carolina started the CLC Project in 2009, they began instructing teachers in how to implement Xtreme Reading. In Swain County, the Literacy Leadership Team worked together under the guidance of their Principal, Brandon Sutton (Principal of the Year for the Western North Carolina Region in 2019) to improve their reading and literacy data. The team at Swain County Middle School (SCMS) set a goal

to increase their school-wide proficiency on the NC English Language Arts / Reading End of Grade (EOG) assessment above the 38% where they had hovered for several years. The faculty implemented Xtreme Reading and Content Enhancement Routines and embedded SIM strategies in their instruction. Because of this school-wide effort, at the end of three years, 68% of all students at SCMS were proficient in ELA / Reading! Additionally, Swain County has the longest running Literacy Leadership Team in the state despite personnel changes. The team has set new goals a) to continue to improve the student outcomes and b) to have all team members to earn SIM Micro-Credentials. They currently have two SIM Professional Developers: Amber Gilliam in Content Enhancement and Megan Lucas in Learning Strategies, and several teachers well on their way to earning various SIM Fidelity of Implementation and Specialist micro-credentials.

In the Cabarrus district, for three years running, Katelyn Hagen's Xtreme Reading classes at Winkler Middle School averaged over two years growth in reading per year. Some of those students passed the End of Grade tests for the first time! At Winkler, teachers also embedded Learning Strategies and implemented Content Enhancement Routines in their classrooms. As a result, Winkler Middle School had the highest growth in the state for exceeding expected growth in state assessment scores.

While many individuals have worked in concert with numerous schools and teachers across the state of North Carolina, Dr. Gibbs' determination, persistence, and leadership have been essential ingredients in the growth and achievement statewide. Her influence has been essential in developing capacity and sustainability for educators and their students. Congratulations and thank you, Elizabeth!



Know someone outstanding? Nominate them today!

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-I, 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 gathered 2 or more years of data related to their efforts.

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

DATE: _____

Nominee: _____

Award Nominated for: _____

Nominated by: _____

Reason for Nomination: _____

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: _____

Staterworks 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 *Staterworks* 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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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

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

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

<input type="checkbox"/> Course Organizer	<input type="checkbox"/> Question Exploration	<input type="checkbox"/> Cause & Effect	<input type="checkbox"/> Framing
<input type="checkbox"/> Unit Organizer	<input type="checkbox"/> Concept Mastery	<input type="checkbox"/> Survey	<input type="checkbox"/> Clarifying
<input type="checkbox"/> Lesson Organizer	<input type="checkbox"/> Concept Anchoring	<input type="checkbox"/> Quality Assignment	<input type="checkbox"/> Vocabulary LINCing
<input type="checkbox"/> Teaching Cause & Effect	<input type="checkbox"/> Concept Comparison	<input type="checkbox"/> Recall Enhancement	<input type="checkbox"/> ORDER
	<input type="checkbox"/> Scientific Argumentation	<input type="checkbox"/> Integrated Routines	

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

<input type="checkbox"/> Level 1: Content Enhancement
<input type="checkbox"/> Level 2: Embedded strategies
<input type="checkbox"/> Level 3: Learning Strategies
<input type="checkbox"/> Level 4: Intensive Literacy Instruction
<input type="checkbox"/> 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 simdpd@ku.edu. We will contact you about your submission.

SIM CALENDAR

Oct. 5, 2019
[Research Conference on Instructional Coaching](#) - KU Edwards Campus
Overland Park, KS

Jan.13-Feb. 10, 2020
Virtual SIM Update Conference

Jan. 23-24, 2020
Arkansas Regional Update Conference

February, 2020 (date TBA)
Florida Regional Update Conference

March (dates TBA)
Southeast Regional Update Conference

Apr. 6-May 4, 2020
Virtual SIM Update Conference

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

SIM WEBSITE
<http://sim.ku.edu/>

SIM EVENTS
<https://sim.ku.edu/sim-events>

SIMVILLE
<http://simville.ku.edu/>

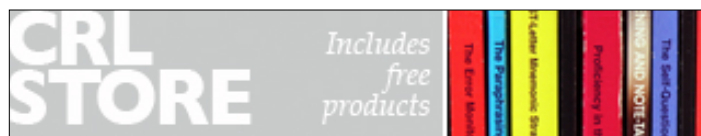
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