SIM™ NEWSLETTER

IN THIS ISSUE:

Are you interested in earning **SIM Micro-credentials** for the Learning Strategies and Content Enhancement Routines you implement or facilitating professional learning for other teachers at your school?

Visit:
https://sim.ku.edu/sim-micro-credentials

Strategic Instruction Model (SIM) Professional Learning

SIM Online Classes (self-paced professional development courses on Canvas):

- The Framing Routine
- Unit Organizer - Coming Soon!
- Fundamentals of Paraphrasing and Summarizing Strategy
- Possible Selves Strategy
- Sentence Writing Strategies (Fundamentals and Proficiency)

SIM Update Conferences for SIM Professional Developers, Specialists, and their Guests:

- July 11-13, 2023 - SIM International Conference & KUCRL 45th Anniversary Celebration, Lawrence, KS
- October, 2023 - Arkansas Virtual SIM Update Conference

SIM Institutes for prospective SIM Professional Developers:

- June 2023-May 2025 - SIM PDer2 Pathway: A Two-Part Institute to Build Your Capacity Exponentially- For Prospective SIM Professional Developers

This two-year pathway to SIM certification is especially designed for individuals who are in positions to facilitate professional learning for teachers and likely do not have their own classroom (no prior SIM experience required).
Free webinar Information Session: April 25th, 12-1:00 pm

Request for Customized SIM Professional Learning

UNIVERSITY OF KANSAS CENTER FOR RESEARCH ON LEARNING

SIM
Strategic Instruction Model®

PDER² PATHWAY

A Two-Part Institute to Build Your Capacity Exponentially

Do your teachers have the tools necessary to meet student needs and close academic achievement gaps?

WHY?

Providing comprehensive professional learning opportunities that build teacher efficacy and ability to provide direct explicit instruction focused on closing academic achievement gaps for students can be **CHALLENGING.**

PARTICIPANTS WILL:

- Learn how to develop, present & support professional learning
- Gain access to 50+ student focused learning strategies, teacher focused content enhancement routines & 2 comprehensive reading programs

WHO SHOULD ATTEND?

- Instructional Coaches
- Lead Teachers
- Professional Development Coordinators
- Intervention Specialists
- Special Education Facilitators
- Anyone who leads professional learning

INFORMATIONAL VIRTUAL WEBINAR

APRIL 25, 2023

12:00 - 1:00 PM EST

SIM.KU.EDU

MORE INFO

Build Capacity and Save Money by Cultivating your Certified Professional Development Team With us!

New Writing Resources

New Videos:
- [Fundamentals in Sentence Writing Strategy](#)
- [Proficiency in Sentence Writing Strategy](#)
- [Paragraph Writing Strateg](#)y

New *Fundamentals of Paragraph Writing Strategy* Coming Soon

Edge Enterprises, Inc. will soon be releasing a new manual for teaching paragraph writing, which can be used as early as elementary grades. Materials include an instructor's manual, student learning sheets, a PowerPoint presentation for each lesson, many handouts, and other visual aids. Thanks to Whitney Miller and Jean Schumaker for all their hard work on this manual.

WRITE/APLM Online Progress Monitoring and Instructional Coaching Tools

Researchers at KUCRL have been working on both Online Progress Monitoring and Instructional Coaching Tools for teachers.

[WRITE](#) was developed for educators to better understand and then apply effective technology solutions aligned with evidence-based writing interventions. WRITE includes a progress monitoring tool for middle school students and is designed to support instructional interventions for all students, especially those who struggle with writing. It is currently undergoing an update but will be back online before Fall 2023 semester.

The [APLM](#) online system is being developed for instructional coaches who work with the teachers implementing WRITE and is a web-based tool for tracking coaching moves, getting started with implementation teams, and viewing WRITE results.

If you're interested in learning more about either of these systems or want to be informed when WRITE is ready for use, fill out our survey at: https://kusurvey.ca1.qualtrics.com/jfe/form/SV_bPFib-sMDJUhQr3L

Are you interested in learning about
SIM Reading Programs?

Visit:
https://sim.ku.edu/sim-reading-programs

# The Power of One: The Critical Role of Teachers in Inclusive Classes

Don Deshler, University of Kansas Center for Research on Learning

Originally published in the Fall 2022 edition of the *UCA Mashburn Voice*

If you had to make a choice of one factor that impacts student academic achievement the most, which one would you choose?

(1) The school a student attends,
(2) The teacher(s) a student has, or
(3) The characteristics (e.g., dispositions, intelligence, etc.) of a student? The correct answer isn't close to the others at all -- it's the teacher(s) that a student has! When it comes to improving student achievement, teacher quality matters most. Numerous studies have shown that no other school factor (e.g., curriculum, class size, amount of technology) has a greater impact on student achievement than does the quality of a student's teacher. This is especially true of teachers in inclusive classrooms.

During my 50-plus years in education (as a teacher, teacher-educator, and researcher), I've had the privilege of observing and learning from many teachers who do remarkable things as they engage in one of the most complex undertakings – that is, teaching an academically diverse classroom of students.
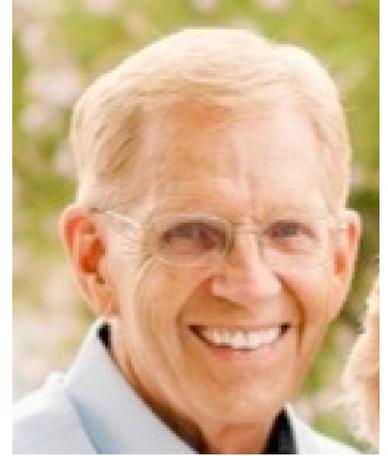
As I've observed, visited with, and studied these master teachers, I've noted four things, in particular, that seem to set these experts apart. When teachers masterfully incorporate these elements into their work with students, it becomes abundantly clear how powerful one teacher can be in helping each one of her/his students thrive in extraordinary ways.

#1) Desire and believe – Foundational to success in most undertakings is having a deep desire to fulfill one's personal and professional mission in life. For master teachers, their driving desire and a deep sense of caring is to help each of their students reach their potential. Desire alone, however, is not sufficient. It is also important for teachers to believe in their ability to create the conditions for students to succeed so they can move forward with confidence.

#2) Employ vital teaching behaviors – All teachers are challenged by the shortage of time that they have to accomplish all they need to with their students. To optimize student outcomes, there is a growing body of research that points to the importance of "vital behaviors" – that is, high-leverage actions that, if employed consistently, will produce valued outcomes. Among some of the most powerful (vital) teaching practices are: deliberately plan for learner variability, break down complex skills and strategies into manageable learning units, clearly model desired behaviors for students, and give explicit positive and corrective feedback. And, these are just a few!

#3) Teach both the head and the heart – Outcome measures (e.g., state assessments) primarily test the cognitive knowledge and skills that students have acquired. What is tested largely drives what is taught in classrooms. However, research tells us that learning is often an affective, visceral, and emotional experience before it becomes a cognitive one. Consequently, it is important to teach students such things as how to use productive self-talk, how to cope with setbacks, how to deal with fear, and how to approach tasks that seem to be overwhelming. Once these kinds of dispositions are in place, students

gain confidence to succeed with more cognitive-based tasks.

#4) Engage the "village" – Finally, to magnify her/his "power of one," expert teachers invest part of their time and energy in collaborating with others (learning specialists, counselors, parents, etc.) to help coordinate instructional efforts so that critical things taught in one class can be reinforced and practiced in other settings throughout the day. Learning is greatly facilitated when deliberate efforts are made to move from isolated learning experiences to ones that are promoted by a host of caring people in a student's life.

Obviously, there is so much more that constitutes the make-up of an expert teacher than these four factors. But when these factors constitute a core part of a teacher's competencies and disposition, we can see "the power of one" being manifested to bring about significant transformations in the lives of struggling students.

If you enjoyed this article, you can **continue reading** about *The Power of One* in the the Fall 2022 edition of the *UCA Mashburn Voice*.

Here are some of the inspiring articles:

- *The Importance of Just One: When Helping Helps*, Dr. Mark Cooper
- *The Power of One-How One Adult Might Make a Difference in One Child's Life thru SEL*, Dr. Stefanie R. Sorbet
- *UCA Students' Perspectives on A Teacher's Impact*

Thank you to the UCA Mashburn Center for allowing us to share these stories.

Responses from participants at a recent conference when asked "Why SIM"?

- Sarah D.: Because SIM teaches teachers how to be good teachers, and good teachers are what all kids need to improve. That is why it works.
- Kerri F.: I started because I wanted help with my teaching. What I found was that this aided me in the area, that, at that time, I needed the most, and that was my organizational skills.
- Laura L.: Because I love to see the confidence grow in my students.
- Heather T.: SIM is research validated and is proved to assist struggling readers and our students, it is the why behind our what! 🧡🧡
- Dawn C.: I was able to see the improvement and excitement in my students. Being able to reach a large variety of learners with a simple routine.
- Kimberlee O.: I have seen what a difference it made in the lives of students and knew how powerful it is and want to spread the wealth.
- Ingrid C.: Sets my skills apart from others.
- Pam S.: Why SIM?? Because it WORKS!!!! At times it's the first thing that has ever worked for students!!
- Bonnie P.: I started with SIM because our literacy specialist told me it would work for my struggling readers in 7th grade. I tried it and was immediately amazed at their growth. I have never found anything that works like SIM does for my kiddos.
- Janice C.: I watched it greatly increase student engagement in high school classrooms. Students actually asked for more of it!
- Sandra S.: To quote one of our students "Every teacher should be doing this" It's our lives!!
- Mel B.: I have seen the "magic" of SIM work for my students in my classroom - I want to help other
- Sean S.: The amount of student engagement and student understanding is off the charts! Nothing else has had the impact on student learning like SIM has.
- Steve H.: Because I enjoy teaching other teachers and students something useful and successful.
- Tammy M.: I choose SIM because I saw how my students make progress and started feeling good about their success. Their confidence rose in my classroom, then you saw this confidence spread in other classes.
- Laura F.: SIM works for kids! They get a sense of accomplishment when they see their progress. I also like to empower teachers with strategies that work through PD.

Higher Order Thinking and Reasoning (HOTR) Routines Support Rigor
Craig Wisniewski, SIM Professional Developer

Regardless of if you are newer to the education profession or a seasoned veteran, you have undoubtedly experienced edu-speak—the use of acronyms and overused jargon. Acronyms and jargon such as AYP, RTI, SPED, grit, rigor, growth mindset, etc. are key elements in a student's success but lose substantial meaning when reduced to edu-speak.

Rigor is an edu-speak term that is overly used in education, creating ambiguity. For some, rigor means increasing the difficulty of assignments, others believe it's providing additional work, and some cannot define it but know it when they see it (Sztabnik). Barbara Blackburn, in Rigor Is NOT a Four-Letter Word, defines rigor as "creating an environment in which each student is expected to learn at high levels, each is supported so he or she can learn at a high level, and each student demonstrates learning at a high level".

The Higher Order Thinking and Reasoning Routines (HOTR), part of the Content Enhancement Routines from the University of Kansas Center for Research on Learning, help students engage in the critical skills of higher order thinking and reasoning required by national and state standards. Each routine, in alignment with Blackburn's definition, uses a familiar Cue, Do, Review instructional sequence to ensure educators are provided with rigorous learning opportunities for their students:

Instructional Sequence	What This Looks Like in the HOTR Routines	Alignment to Blackburn's Definition of Rigor	Example via the Concept Comparison Routine
Cue	Providing an Overview of the Graphic Organizer and the Steps to Complete It	Creating an environment in which each student is expected to learn at high levels	The teacher announces the Comparison Table and explains its use and expectations for student participation
Do	Graphic Organizer is Co-Constructed by the Teacher and Students	Each student is supported so he or she can learn at a high level	The teacher and class collaboratively construct the device using the COMPARING Linking Steps* that "connect" the content to the needs and goals of students.
Review	Teacher Checking for Understanding	Each student demonstrates learning at a high level	Information presented in the Comparison Table is reviewed and confirmed, and the process of exploring similarities and differences between concepts is reviewed.

*COMPARING Linking Steps
Communicate Targeted Concepts
Obtain the Overall Concepts
Make Lists of Known Characteristics
Pin down Like Characteristics
Assemble Like Characteristics
Record Unlike Characteristics
Identify Unlike Categories
Nail Down a Summary
Go Beyond the Basics

As evidenced via the *Concept Comparison Routine* in relation to Blackburn's definition of rigor, students demonstrate the following critical thinking skills throughout the Do and Review stages of the Instructional Sequence for each HOTR Routine:
- utilize their schema to connect ideas,
- ask deep probing questions about a topic,
- identify and understand the importance of a topic, and
- utilize reflective thinking to continuously develop their understanding.

Other routines in the HOTR series include the *Cause and Effect Routine*, the *Question Exploration Routine*, the *Decision-Making Routine*, the *Cross Curricular Argumentation Routine*, and the *Scientific Argumentation Routine*. Each of these HOTR routines utilizes the Cue-Do-Review instructional sequence. Using HOTR routines helps educators create a rigorous classroom culture by defining what they want students to experience and achieve and by providing students with productive struggle opportunities.

Visit the SIM Forum for references

Resources and Tools

SIM Overview Brochure
An updated Overview with current data and the What's, Why's and How's of SIM.

SIM Overview on Nearpod
Code to Join: KFSL6

Xtreme Reading Micro-credentials
Professional Learning, Fidelity, and Professional Developer Credentials

SIM Specialist Resource Pages
Full of outstanding resources, specialists will have access to pages for their credentials.

SIM Story Corps
A candid conversation about what's really important in the field of education: students, connections, hope, success.

SIM Alignment with Other Practices
Crosswalks between SIM and other commonly used instructional practices.

March 2023: Expanding Your Horizons with SIM

In this SIM StoryCorps, we'll hear Pam Leitzell and Gloria Sherman talk about how SIM impacted their teaching and expanded their horizons.

LISTEN TO OR READ THE MARCH 2023 STORYCORPS ➔

Expanding Your Horizons With

SIM
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KU-CRL
SIM Professional Development
1122 W. Campus Rd. - JRP Rm.708
Lawrence, KS 66045

Contributors:
Peony Allen
Mona Tipton
Jocelyn Washburn