

# 2016 SIM LEADERSHIP AWARDS



## SIM CONFERENCE

July 13 - July 15  
Oread Hotel  
Lawrence, KS



## JEAN PIAZZA 2016 SIM LEADERSHIP AWARD

Energetic, enthusiastic, resourceful, versatile, and vibrant are adjectives that should come to mind when describing any SIM professional developer; Jean Piazza embodies these and more. She is an advocate for students, an encourager for teachers, and a long-serving champion for the Strategic Instruction Model™ and a SIM Professional Development Leader.

Jean Piazza is the 2016 recipient of the SIM Leadership Award, which recognizes individuals who have shown exceptional leadership and excellent service to SIM by helping educators become strategic teachers and, as a result, students become strategic learners.



### *It Lights My Fire!*

Jean's first steps toward this Leadership Award began in 1991 while teaching English at Cody (Wyoming) High School when she learned several learning strategies from Conn Thomas. Concerned about when Conn would no longer be there to instruct, she asked him about what would happen. Conn invited Jean to the 1993 summer potential professional developer institute at the University of Kansas led by Dr. Fran Clark. Cognizant of the positive impact of SIM on her own teaching and on the results for her students, she "wanted to keep it going" Jean explains. From that point on, she grew SIM in her district, and provided workshops within her region, her own state, across the West and Midwest, and internationally, eventually leading districts around the nation through implementation of SIM and the Content Literacy Continuum. "I find this work to be fun, inspiring, challenging, exhausting, and invigorating. It truly lights my fire. To quote Gandhi, it allows me to '...be the change you wish to see in the world.'"

As a full-time teacher, Jean not only provided professional development and coaching support to her district teachers, she also collaborated with the English department to develop 9th and 10th grade Strategic English classes for students with disabilities and students at risk for academic failure. Her students' pass rates on the end of course assessments were higher than those for students enrolled in the general education English classes, and her 9th grade class was featured on Wyoming PBS's *Making the Grade Show*. To this day, teachers in Cody schools continue to teach classes influenced by Jean's curriculum development.

### *Leadership & Service*

Jean has worked in districts in Wyoming, Montana, Idaho, Washington, Oregon, California, Indiana, Ohio, Michigan, Illinois, Louisiana, and Texas. She has taken SIM to exotic locations including Uganda and Morocco.

A member of the Content Literacy Continuum professional development cadre, Jean has engaged with the Ferndale, Washington district and the Riverbank, California district, helping to make both districts demonstration sites for their states. She was a team leader for the Striving Readers Grant in Portland, Oregon and a site leader for the Midwest Content Literacy Research Project working with schools in Indianapolis, Akron, and Detroit. At the conclusion of that project, Akron Public Schools invited her to continue working with Fusion Reading in their high schools.

A recent example of Jean's service through SIM is her work with the Yakima, Washington Public Schools. Commencing in the fall of 2010, Jean began her "on the ground" working relationship with the district as they began their effort to address math and science academic and instructional goals with SIM. Addressing the needs of the district's English Language Learner population was also an important focus for the work.

## SIM LEADERSHIP AWARD RECIPIENTS

<p>1994 Connie Gentle Fran Clark Jerri Neduchal</p>	<p>Judy Wollberg Alice Henley Susan Woodruff Ann Valus</p>	<p>2006 Victoria Cotsworth Jim Knight Lee Schwartz</p>
<p>1995 Rosemary Tralli Vicky Day JoAnn Graham Anne Millea</p>	<p>2000 Nancy Sander Susan Peterson Miller</p>	<p>2007 Anita Friede Joyce Rademacher</p>
<p>1996 Gail Cheever Joseph Rogan Kim Short Janet Jones Shari Schindele</p>	<p>2001 Debbie Cooke Patricia Graner Karen Koskovich Keith Lenz Luanne Todd</p>	<p>2008 Barb Ehren</p>
<p>1997 Elaine Fine Carla Soronen Tony Can Reusen Becky Wetzal</p>	<p>2002 Helen Barrier Beverly Mommsen Downey Cathy Spriggs</p>	<p>2009 Pam Leitzell</p>
<p>1998 Lawrence Bemish Barbara Millikan Judy O'Malley Mary Anne Tharin</p>	<p>2003 Cynthia Gibson Peggy Graving-Reyes Jane Stevenson Barbara Vellejo</p>	<p>2010 Sheri Fiskum Janet Atallah</p>
<p>1999 Beverly Colombo Mary Ellen O'Hare</p>	<p>2004 Charles A. Hughes Diane Larson</p>	<p>2011 Irma Brasseur-Hock Kimberly K. Toebe</p>
	<p>2005 Joan Fletcher Ginger Williams</p>	<p>2012 Diane Gillam Ann Hoffman Beth Lasky</p>
		<p>2014 Mary Black</p>
		<p>2015 Mary Ann Ahearn</p>
		<p>2016 Jean Piazza</p>

## SIM ADMINISTRATIVE LEADERSHIP AWARD RECIPIENTS

<p>1999 Margaret Wolff</p>	<p>2003 Ron Brewer Rosalind Davenport Beverly Johnson Debby Mossburg Arlyn Zack</p>	<p>2005 Doris Williams</p>
<p>2000 Thurma DeLoacha</p>	<p>2004 Michelle Bishop</p>	<p>2006 Mary Little</p>
<p>2002 Larry Hartig</p>		<p>2016 Dr. Carolyn Teigland</p>

## Leadership Focused on Standards

Michael Hodnicki described how, as language arts and social studies teachers engaged in the district's Touchstones Discussion Project, "...the SIM writing strategies again proved a critical lens for students to consider text structure and authorial purpose, two integral elements of the Common Core and college and career ready standards." In addition, "Dr. Teigland enthusiastically bolstered a systematized cueing of the Writing Strategies in CCPS secondary science and social students classes. As a result, content area teachers now share ownership of instructing and scoring of student writing."



Dr. Carolyn Teigland, D'ette Devine, CCPS superintendent of schools, and Georgia Clark, executive director for elementary school education pose for a photo.

## Leadership for Sustainability

This year, Carolyn transitions into a new role overseeing administrative services, however, she has built strong district and teacher leadership to ensure that CCPS has the capacity to sustain the work and vision set forth so long ago. "Tenure and leadership have been central to the stability of this work which has continued through two superintendents. The momentum came from within a leadership team that shared a vision." She went on to say, "A strong succession plan, promoting within the district as well as adding what is new and fresh from outside the district" have been essential to sustaining the work. When asked for advice to other leaders considering pursuing SIM in their districts, Dr. Teigland replied with the following: "(1) resist changing for the sake of change and instead change strategically, (2) remember the importance of reflection, (3) engage collaboratively, and (4) have a strong vision for where you are planning to go because you need a strong professional development plan, an open door, people to do the work, and a way to receive feedback."

Jean and Mona Meighan-Williams joined forces with the district. Collaborating with the district's Director of Instruction, Erin Chaplin and Nancy Byers, the Special Education Director, Jean and Mona met the secondary coaches and teachers who would become their learning community and eventually, Yakima's SIM Professional Developer cadre: Chad Quesnell, Lisa Tyler, Tanya Randolph, Betsy Broom, Pam Broman, Belinda Alred, Jennifer Hernandez, Christina Meeks, and Jane Coward. From that fall through today, Jean has continued to provide guidance and support to the Yakima community. Since 2014, her support has been most often provided at a distance through conference calls and virtual conferencing software. Despite the usual financial cutbacks, Jean and the Yakima learning community have maintained capacity and sustainability. "Through it all, the PDers as well as the cohort teachers forged ahead armed with the positive impact on their teachers' and in turn their students' learning." As of today, SIM is implemented elementary through secondary. An elementary school has embraced the writing strategies and is a model writing strategies school within the district. There are waiting lists of teachers interested in learning how to implement content enhancement routines and learning strategies with their students. And the district continues to find ways to support their professional developers in maintaining their active status, conducting professional development, micro-credentialing staff, and planning for new cohorts to be formed.



Jean Piazza is innovative and was the brain behind StrateReaders. She explains, "Wanting to satisfy a desire to engage in discussion around relevant and interesting books, I launched and led StrateReaders eight years ago. While the goal was to get people reading, I sometimes felt like a priest as I was always hearing from someone about how they read the book but didn't join the conference call discussion, or read the book but not until a month after we were done with it. The 'confessions' told me StrateReaders accomplished its goal."

## You've Gotta Have Friends!

Jean has mentored numerous professional developers and has been a critical colleague with others. As Cathy Spriggs, a previous SIM Leadership Recipient and Professional Development Leader from California wrote, "Jean and I have worked side by side on two SIM CLC projects. I have also called upon her for collegial support when faced with stubborn problems of practice on solo projects. As we discussed together the projects, two elements of our practice as professional developers consistently arose during the conversation: (1) reciprocity, and (2) the use of data to guide our professional development practice. Jean is tenacious about reciprocity and how the Partnership Principle is applied. She is mindful of the need that 'we should expect to get as much as we give' (Knight, 2011), and uses the lens of reciprocity to analyze success and troubleshoot challenges." Cathy goes on to say, "...a personal attribute of Jean's that makes her an outstanding leader is her humor. When times became tense, Jean used her humor to lighten the mood and refocus the conversation so that a thorough analysis of the problem could be completed and a workable solution identified. Jean is a true leader."



Working with others, and especially other SIM professional developers can be an amazing joy. As previous SIM Leadership Recipient and Professional Development Leader Sue Woodruff wrote, "I have had the immense good luck and pleasure of working with Jean Piazza closely for the last several years. We have worked together in multiple schools and on several KUCRL Projects. We have become good friends in the process. If I had to sum up working with Jean in just a few words, I would say that she is curious, highly competent, and courageous. Jean is very perceptive, and when working with her I have always enjoyed our conversations. Her curiosity leads her to ask excellent questions. When working together, we would always spend time in dialogue asking questions and examining evidence of our work. Often we had more questions than answers. We came to believe that most schools are puzzles – and it is important to stay curious. Jean is not only competent in providing professional development and coaching, she is extremely credible. Jean brings so many personal examples and stories to the table. I have learned so much from her. Each presentation is carefully planned, as is each coaching session. Jean cares about people she works with, and I have often heard her say that no one deserves to have their dignity taken away. Part of the competence comes from her deep integrity. Sometimes she feels so strongly about things that she has taken some heat for it. Which brings to light the last factor that I respect so much – her courage. Jean has a strong moral sense, and she is not afraid to speak up when others may not. She understands how important it is to really take a good look at the facts and be willing to engage in difficult conversations. Jean has provided outstanding leadership in many schools and school districts."



## *Successes & Lessons: Full Circle*

When asked to share successes, Jean shared her pride in "(1) being part of a complete transformation of a high school, (2) the testimonies she has received from teachers and students regarding the impact her effort has had on them as learners, instructors, and people themselves, and (3) the success of her mentees as they move forward in their schools and districts."

Deep change in schools and districts can happen when all of the moving parts coalesce. Jean worked with the Alameda Unified School District CLC project and continue as a mentor to several teachers and PDers. Alameda was the recipient of the 2008 SIM Impact Award and SIM is now a way of doing business in Alameda Public Schools.

Lessons learned through her own journey served subsequent districts, as Jean relates in this example: "At the conclusion of the Midwest Project, Principal Yarrel asked me to continue working with his staff. By that time, his school had met AYP and sanctions were lifted! When he transitioned from Northwest High School to Arsenal Technical High School, he asked me to join him on his journey with his new school." At Arsenal, Jean helped to establish Strategic English Lab 9th through 11th grade classes and Fusion Reading classes. Some lessons come full circle.

## **DR. CAROLYN TEIGLAND** **2016 SIM ADMINISTRATIVE LEADERSHIP AWARD** Associate Superintendent, Cecil County Public Schools

As a Principal, Executive Director of Elementary Schools, and later Associate Superintendent for Education Services, Dr. Carolyn Teigland has collaborated and partnered with other administrators and with teachers to create and fulfill an inclusionary vision for students across Cecil County Public Schools (CCPS) in Elkton, Maryland. A hallmark of that vision is SIM. Content Enhancement Routines, the SIM writing strategies, and Instructional Coaching are implemented across the district, elementary through high school. Today, as Michael Hodnicki, Instructional Coordinator for Professional Development, Secondary English Language Arts wrote, the district has "a fully scaled, vertically articulated writing program using the Learning Strategies to support Common Core State Standards language and writing standards." He added that she understood that, "content enhancement was the most intelligible means for developing and housing (Cecil County's) new curriculum documents."



Carolyn Teigland is the recipient of the 2016 SIM Administrative Leadership Award, an award designed to honor a school or district administrator associated with the SIM Professional Developers' Network. With this award, the University of Kansas Center for Research on Learning recognizes the administrator for their outstanding leadership and contributions in promoting SIM and other research-based practices.

## *Leadership through Perseverance*

Her vision and this work have stood the test of time. Thirteen years ago, as the Executive Director of Elementary schools, she and her team began to investigate how to build a concept-based curriculum. The content enhancement routines became the tools through which, "We could provide a common lens for teachers. We had new standards with which to work, so we did not try to retrofit the old curriculum. We wanted our teachers to teach students how to process. We made decisions through the lens of giving access to all students because we are a fully inclusive district."

## *Leadership through Collaboration*

SIM's footprint in Cecil County Public Schools began with a special education initiative at the middle school level. Jim Knight trained teachers and curriculum writers in content enhancement and also brought instructional coaching to Carolyn and her team. Through the project, the district developed 24 instructional coaches who could build the capacity of their teaching community and work toward becoming content enhancement professional developers. Two of Dr. Teigland's collaborators in establishing a systematic writing initiative were Jean Clark and Sherry Eichinger-Wilson. "Jean Clark has been a colleague and a great thought partner for many years," said Teigland. Creating a systemic approach using the SIM writing strategies required some discomfort and even cognitive dissonance for teachers and leaders. However, the shared vision of the team to establish a structured, impactful model that would embed common language and knowledge about writing could mean that by high school, teachers were "not simply re-teaching and students were catching up" but instead, they were learning how to write for multiple purposes from the beginning.