

CALENDAR

October 6-8, 2008

Instructional Coaching Level I
University of Kansas,
Lawrence
Contact: Mona Tipton
(mkatz@ku.edu)

October 10-11, 2008

CAL-SIM
Courtyard Marriott, Oakland/
Emeryville
Contact: Rosalind Davenport
(rdavenport@alameda.k12.
ca.us)

January 2009

Florida Update
Details TBA

January 8-10, 2009

Northeast Regional Update
Hilton Alexandria Old Town
Contact: Joan Fletcher
(jfletcher@winningwaysinc.
com)

February 6-7, 2009

West Regional Update
Tropicana, Las Vegas, Nev.
Contact: Susan Miller
(millersp@unlv.nevada.edu)

February 26-28, 2009

Southeast Regional Update
Holiday Inn Historic District,
Charleston, S.C.
Contact: Jerri Neduchal
(jerrinsisinc@aol.com)

SIM LEADERSHIP AWARD

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. Recipients are standout leaders in the SIM International Professional Development Network, sharing their energy and knowledge and inspiring their colleagues to greater achievements. We recognize their achievements, their courage despite adversity, and their unwavering belief in the power of individuals to join together to make a difference in the lives of students.

BARBARA EHREN

Professor and Director of the Doctoral Program
in Communication Sciences and Disorders
University of Central Florida

In Florida, new groups of SIM Professional Developers adopt “bird” names—herons, flamingos—when they attend potential professional developer institutes. Barbara Ehren, who became hooked on the Strategic Instruction Model™ long before the first institute in the state, says she belongs to the pterodactyl group.

Barb’s introduction to SIM came when a young colleague at Florida Atlantic University, Keith Lenz, asked her to review the nascent *Paraphrasing Strategy*. At that time—the early 1980s—the notion of strategic instruction was innovative.

“I was quite taken with it then, as I am still,” Barb says.

Barb collaborated with Keith to bring Learning Strategies to Florida, an initiative the state adopted and continues to support today.

“Her influence in Florida was really terrific,” says Patty Graner, who found SIM well-established when she moved to the state in 1986. The next year, Patty had the opportunity to work with Barb on a language-sensitive SIM project.

“She helped me learn a lot about SIM,” says Patty, who is now director of professional development at the Center for Research on Learning. “She’s shaped my thinking tremendously.”

Anyone who has met Barb or is familiar with her work will readily associate one word with her: language. Barb has



applied a language lens to SIM, prompting the Center’s researchers to consider the language underpinnings of strategic instruction and how research in this area can inform further development of the Strategic Instruction Model. Her accomplishments include the development of *STRUCTURE Your Reading*, a new strategic reading approach.

“If anyone has kept our focus on language within the Center, it has been Barb,” says Don Deshler, director of the Center. “We have needed those constant reminders, and she has done it in such a delightful range of ways: with humor, with directives, with excitement, and with passion.”

The work that Barb considers her most important in connection with the Center is the development of the Content Literacy Continuum™, including defining the role of speech-language pathologists at Level 5.

"The history of the field of speech-language pathology has been more of a focus on skill development," she says. Her work merging strategic instruction and research on language impairments brings to light the need for strategies, not just skills, for these students.

As professor and director of the doctoral program in communication sciences and disorders at the University of Central Florida, Barb and her doctoral students will continue to pursue these ideas and themes, investigating discipline-specific literacies and the degree to which language plays a role in adolescents being able to use specific strategies for specific disciplines.

Barb's energy and enthusiasm and the glitter of her jewelry and outfits reflect a bright personality that draws people in.

"She injects fun into any activity that you're involved with," says Patty.

Her sparkling presence stands her in good stead when faced with difficult situations, such as the time she transformed a room full of skeptical administrators and teachers into willing followers ready to learn more about SIM.

"She met those New Yorkers eye to eye, and at the end of the day, she had them eating out of her hand," Don says.

Countless people have been exposed to Barb's magic through the dozens of professional development sessions, potential professional development institutes, and preservice workshops she has conducted. She has worked in nearly every state and devoted a great deal of time to bring the speech-language pathology community to strategic instruction.

"She works tirelessly," says Patty. "She enjoys the work, and I think her heart is with SIM.

JOYCE RADEMACHER

Professor of Special Education
Texas Woman's University



Joyce Rademacher's brand of leadership is quiet, but persistent. She insists on the importance of quality in education, she believes in the power of students and teachers to build learning communities together, and she steadfastly seeks effective ways to ensure that classroom teachers have access to the best instructional practices identified in research.

The Center for Research on Learning and the SIM Network have benefited greatly from her insights.

Joyce came to the Center in 1988, after years of experience as a teacher and principal. She first worked with Keith Lenz on a grant to bring Learning Strategies to the attention of university faculty throughout the country. During that time, she decided to pursue her doctorate at KU, and in her dissertation research, she looked at assignments through the eyes of both students and teachers.

"I had done focus groups with students and with teachers to look at the characteristics of what kids perceived to be really good assignments and what teachers thought were good motivating assignments," she says.

The result was the *Quality Assignment Routine*, which not only helps teachers plan assignments based on characteristics her research identified

but also incorporates two strategies: one to help students obtain the information they need to do a good job on the assignment, and the other to prompt students to check their work.

"Joyce called our attention to the importance of quality," says Don Deshler, director of the Center. "While it is important to have students move up on their progress chart and reach certain quantitative goals, she reminded us of the importance of having that journey be a quality journey."

Another SIM product—*Focusing Together*, part of the Community Building Series—grew out of Joyce's interest in helping teachers and students work together to build a learning community. She believes that involving students in creating a learning environment rather than imposing a very controlling situation on them, benefits everyone.

"She's identified a need in the area of behavior management, how to help organize a classroom so you can do strategy instruction and so it's a little bit less chaotic," says Barb Duchardt, associate professor at Northwestern State University. "I've seen that as filling a piece of the puzzle."

Another concern Joyce shares with many in education involves communication and effective teaching practices.

"We need to really bridge the gap between what happens at the university and what happens in the schools," she says.

As professor of special education at Texas Woman's University, she takes steps to close that gap

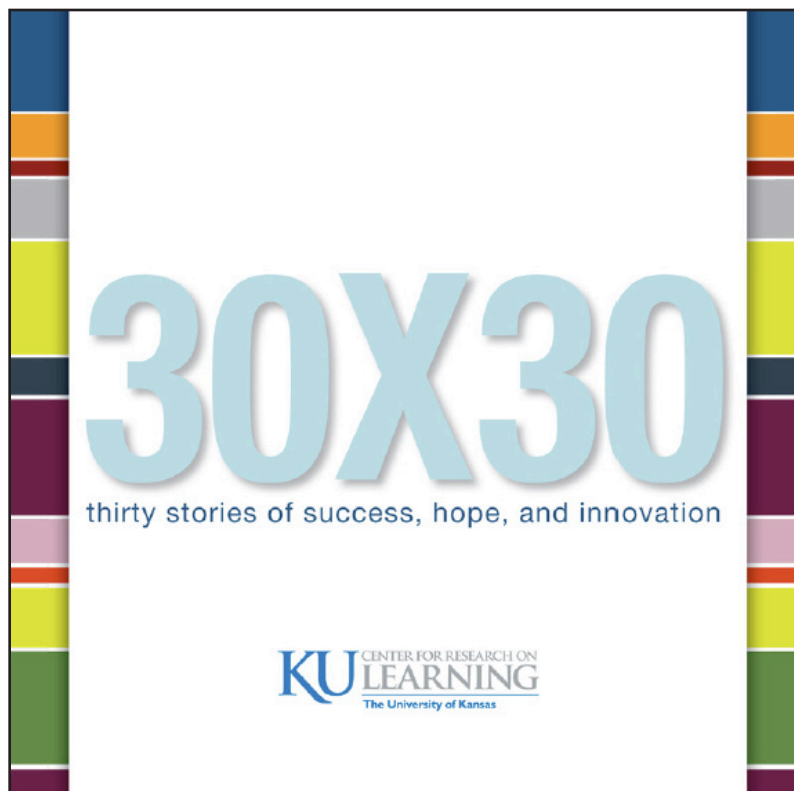
Continued on page 7

types came quickly. Stephen now teaches the same Learning Strategies classes he attended as a student, and this summer, he completed a SIM Potential Professional Developer Institute.

These stories—and others you sent to us this year—put a personal face on the work we do. We’ve collected your stories in a new book: *30 x 30: Thirty Stories of Success, Hope, and Innovation*.

For each story in the book, we’ve tried to make connections between the research that supports our SIM interventions and the people who ultimately benefit from our interventions.

To purchase your copy of *30 x 30: Thirty Stories of Success, Hope,*



ORDER FORM
30 x 30: Thirty Stories of Success, Hope, and Innovation

Number of copies: _____ X \$10 each = \$ _____
 Shipping & handling \$ _____
 (10% of total; **minimum charge \$4**)
 Total \$ _____

Name: _____
 Address: _____

 E-mail: _____
 Phone: _____

Check (payable to KU-CRL) enclosed
 OR
 PO# _____
 Institute issuing PO: _____
 OR
 VISA/Mastercard # _____ Exp. date: _____
 Personal card OR
 Name of institution: _____

Signature authorization: _____

Mail completed form and payment to KU-CRL, Joseph R. Pearson Hall,
 1122 West Campus Rd, Room 517, Lawrence, KS 66045-3101.

Joyce, continued from page 5

every day through her teaching and collaboration with other faculty members. She also continues to lead—along with Barb Duchardt—the preservice institutes she originally helped develop in the late 1980s and to take on additional assignments from the Center when needed.

“She’s right there when you ask her to share her knowledge, to work with people,” says Patty, director of professional development. “She teaches me something every time I get to work with her.”

Joyce’s extensive knowledge, sensitivity to the needs of students, and deep concern for individuals and education combine to make her a respected and vital member of the SIM Network.

“In all of the years I’ve known her, she has been my model for a leader,” says Barb. “She respects the people that she works with, she encourages people to be their best and to do their best, and she wants people to be successful.”