

# **Strategic Instruction Model**

## **Improving Student Access and Participation Across Disciplines at the Secondary Level**

**April 12, 2011**

# What is SIM?

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*Strategic Instruction Model, known as SIM, is a program developed by the University of Kansas to address issues of adolescent literacy and provide teachers with research-based strategies and routines to ensure students have access to and attain mastery of grade-level content.*

Two Main Components of SIM:

- **CER-Content Enhancement Routines** are used across secondary disciplines/subjects by teachers with all learners to access/master challenging content.
- **LS-Learning Strategies** are intensive units used with struggling students to promote the development of skills and strategies that are essential for academic success in core classes.
- **Fusion** is an ELA intervention curriculum based on SIM Learning Strategies and other best practices.

# The SIM Model in AUSD

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- *Since 2006, AUSD has worked with the University of Kansas and certified professional developers to provide training and coaching to secondary teachers to help them learn and implement SIM Content Enhancement Routines and Learning Strategies.*
- *Because of the research base for SIM Content Enhancement Routines and Learning Strategies, professional development for practitioners involves trainings at workshops, classroom visits and feedback, collaboration, and coaching conversations.*
- *AUSD has concentrated efforts in the last 3 years to build internal capacity for teachers and administrators to take over SIM professional development.*

# **SIM Evaluation Criteria**

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- 1. Capacity for internal professional development***
- 2. Trainings and coaching statistics for 2009-2010 and 2010-2011***
- 3. CST ELA Scaled Score growth in FUSION classes***
- 4. GRADE Test Scaled Score growth in FUSION classes offered at middle schools***
- 5. CAHSEE Scaled Score growth and passage rate in Island High School FUSION classes***
- 6. CST Biology percent proficient growth, comparing EHS whole department implementation to others***

# Professional Developers

## *Building AUSD Capacity for Sustaining the Model*

	Content Enhancement	Learning Strategies	Dual	Totals
Professional Developer	6	1	1	8
Potential Professional Developer	4	1	1	6
Totals	10	2	2	14

Key Point: AUSD has been building capacity to continue improved implementation of SIM. Our external SIM coaches are being phased out as the expertise within the district grows.

# 2009-2010 & 2010-2011 Training Statistics

Sponsor School	Over-view	CUE-DO-REVIEW Sequence	Course Organizer	Unit Organizer	FRAME	Question Exploration	Concept Mastery/ Comparison	Paraphrasing Strategy	LINCS Vocab	Coaching Contacts
EHS	<i>23</i>		<i>17</i>	<i>14</i>	<i>13</i>	12	24		23	56 including whole depts
AHS	<i>25</i>	Science Dept		<i>13</i> 14	<i>25</i> 8, Math Dept		<i>5</i> 5	10 Content Embedded		26+
Island			All staff at beginning of year	All staff 6x/year			<i>10</i>			28 plus informal conversations
WMS (PPD)		Whole School Focus	≈8	6	9					30+
LMS (PPD)	45		≈20		Math Dept	Admin led with whole staff				
Admin (PPD)				≈11	≈11	≈11	≈11			≈50+
District					11					

Key Point: 2009-2010 trainings are italicized and bolded in light green. The number of practitioners who benefit from ongoing training and coaching has increased significantly now that AUSD has certified professional developers, and this year has shown continued growth including an intensive administrator training and coaching component.

# FUSION: CST ELA Scaled Score Growth

	AHS	EHS	LMS	WMS
Comparing 2009 & 2010	17	25	30	10

Key Point: Students participating in FUSION classes last year with teachers that maintained fidelity to the model grew closer to grade level performance standards and increased in CST ELA test performance.

# FUSION: Learning Strategies

*Using the GRADE Scaled Scores to measure growth*

	6th	7th	8th
2009-2010	6	2	7

Key Point: An additional year of growth is 5-15 scaled points, the larger range applying to students who are farthest below grade level. Intervention students at the middle school (who often get further behind their peers) made their year's growth and some headway towards catching up with their peers.



# **FUSION at IHS: Learning Strategies**

## ***Using the CAHSEE Scaled Scores to measure growth***

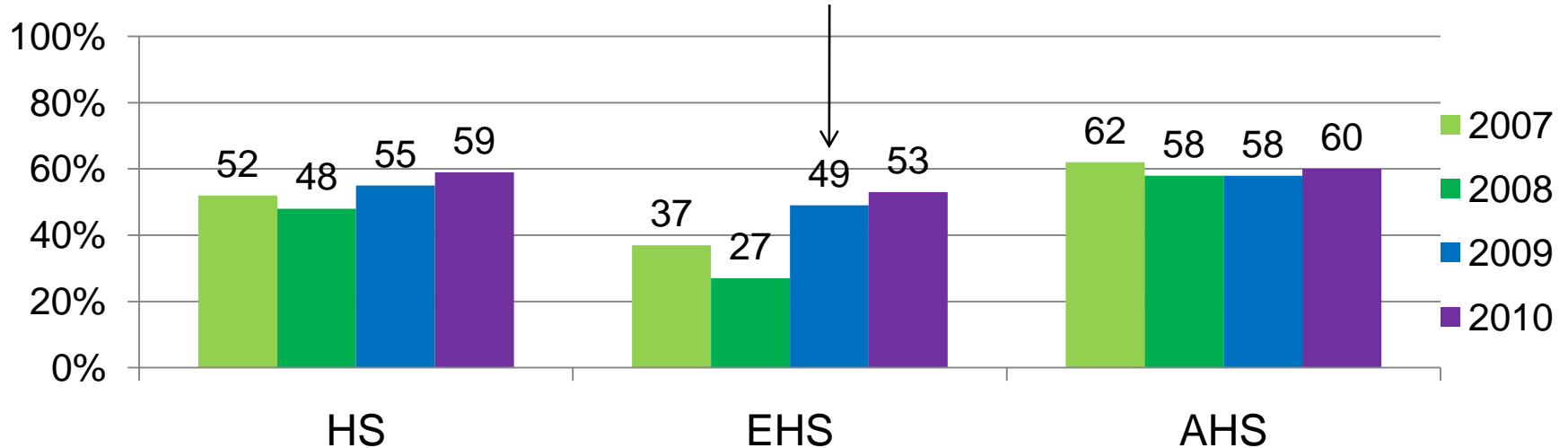
	Average CAHSEE Scaled Points Growth w/ FUSION	Range
2009-2010	34 pts	Range: 7-140 points growth
2010-2011	40 pts	Range: 27-50 points growth*

**Key Point:** Students at IHS benefitted from FUSION intervention to pass the ELA CAHSEE. Of the 19 students who took the course last year and retested on CAHSEE, their CAHSEE scaled scores increased 34 points on average and 14 passed on this attempt.

\*This year's sample  $n < 5$ . We do not yet have March or May test results.

# SIM Content Enhancement in Biology

## CST Percent Proficient



Number of Students	AUSD High Schools	EHS	AHS
2007	805	319	405
2008	823	272	488
2009	865	286	496
2010	931	333	511

Key Point: EHS Biology teachers started intensively using CERs during the 2008-2009 school year and have seen a dramatic rise in the number of students proficient on the CST. While there may be other variables involved, this was the primary change in practice. Test scores for the first year of implementation rose 22 points. AHS did not implement SIM content enhancement department-wide.

# SIM Video

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- ❖ *The following is a short video collage showing the multiple aspects of AUSD's work with SIM.*
- ❖ *This collage shows some direct teaching, workshops, coaching conversations, and student interviews.*
- ❖ *Note that this video represents numerous educators and students at work using SIM strategies and routines, showing how AUSD has widely disseminated the model over years to improve instruction.*

# Next Steps

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- *Finish certification of 6 potential Professional Developers*
- *Support Professional Developers at sites and continue Professional Developers monthly network meetings*
- *Continue administrator and teacher trainings in both CERs and Learning Strategies*
- *Coaching practitioners to increase their effective use of CERs and Learning Strategies/FUSION*
- *AUSD SIM support providers to coach and monitor programs, facilitate PD meetings, calendar workshops and communicate training opportunities within the district*

# **Next Steps (continued)**

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- ***Outreach provided to AUSD elementary schools, focusing on 4<sup>th</sup> grade and 5<sup>th</sup> grade, to further implement SIM adolescent literacy routines and strategies***
  
- ***Improve data collection and program evaluation in 2011-2012 by:***
  - ***ensuring proper delivery of GRADE tests***
  - ***ensuring proper coding of FUSION classes***
  - ***quantifying levels of use in secondary classrooms***
  - ***using surveys as a feedback loop to determine PD needs and measure program implementation***