

<b>Integration of AVID and Strategic Instruction Model</b>		
<b>Comparison of AVID and Strategic Instruction Model (SIM)/Content Literacy Continuum (CLC)</b>		
Philosophy and Goals		
<b>AVID</b>	<b>SIM/CLC</b>	<b>Commonalities</b>
Focus on secondary students (middle and high)	Focus on students in grades 4-12, particularly on middle and high school students	Focus on secondary students
Increase the number of students who enroll in four-year colleges	Increase students' ability to learn and perform independently while providing support for those who lack the needed skills to learn content	Increase students' skills to prepare them for post-secondary options, including college
Serve all students with a focus on the least-served students in the academic middle (particularly low-income and minority students)	Serve all students with a focus on low-achieving students, including students who are at-risk for failure	Serve ALL students but focus on students who are the least-served and middle or low-achieving
Mission: Students will: -succeed in rigorous curriculum -complete a rigorous college preparatory path -enter mainstream activities of the school -increase their enrollment in four-year colleges -be dedicated, responsible participants and leaders in a democratic society	Mission: -Solve the problems that limit individuals' quality of life and their ability to learn and perform in school, work, home, or the community. Vision: -Create solutions that dramatically improve quality of life, learning, and performance...especially for those who experience barriers to success.	Mission/vision focuses on ensuring that all students become capable, confident, independent learners who succeed in post-secondary education and in life
School-wide focus: purpose of AVID is to restructure the teaching methods of a school and to open access to curricula to ensure college eligibility for all students	School-wide focus: purpose of SIM/CLC is to provide a framework and tools to help secondary schools develop and sustain comprehensive and integrated literacy programs	School-wide focus on all teachers: implementing specific methods, providing access to the curriculum, raising expectations, and improving outcomes for students

<b>AVID</b>	<b>SIM/CLC</b>	<b>Commonalities</b>
Secondary content focus: Emphasis on rigor - helping students understand content that is complex, ambiguous, provocative, and personally or emotionally challenging	Secondary content focus: Emphasis on maintaining the integrity of the content while helping students understand complex, abstract content	Focus is on helping students understand difficult content while keeping the bar high
Components of model include: school-wide strategies, intervention for a targeted group, and district reform	Components of model include 5 levels of interventions: 2 levels of school-wide strategies and 3 levels of interventions for targeted groups of students, plus systems reform	Components include school-wide and targeted interventions as well as systems reform
<b>Interventions/Strategies</b>		
<b>AVID</b>	<b>SIM/CLC</b>	<b>Commonalities</b>
-Curriculum includes WICR strategies (Writing, Inquiry, Collaboration and Reading): -Strategies for Success -College and Careers -Writing Curriculum -Oral Language and Public Speaking -Notetaking -Test Preparation -Research	SIM model includes 2 research-validated major components: 1) Content Enhancement Routines (tools and teaching routines for teachers to teach all students critical content) 2) Learning Strategies (tools students use to learn and perform) including: -Reading Strategies -Writing Strategies -Memory/Storage Strategies -Study/Test Prep Strategies -Social/Motivational Strategies	Curriculum/interventions include strategies for students to succeed in school and later in life  Both include; reading, writing, notetaking, study and test prep, goal setting, and other motivational strategies  Difference: SIM strategies are research- validated, task-specific strategies while AVID strategies are general strategies such as SQ3R
Tutorials include: -Grouping to meet needs -Trained tutors -Collaborative Study groups -Tutor-facilitated work -Problem solving -Question development -Notetaking -Reflection/evaluation	Strategic Tutoring (an option that schools can offer) includes: -Individual or small group tutoring -Trained tutors -Tutors teach students the Learning Strategies above -Practice of strategies in content materials	Tutoring by trained tutors can be available and includes student strategies  Difference: AVID tutoring is an essential, required component of the program while Strategic Tutoring is an option for schools

<b>AVID</b>	<b>SIM/CLC</b>	<b>Commonalities</b>
Motivational activities include: -Speakers -Field experiences -Philosophical chairs -Socratic seminars -Media or career center -Other activities	Motivational activities are developed as needed by teachers, schools or districts  No specific motivational activities are included in the model	Motivational activities can be a component  Difference: AVID prescribes specific motivational activities as an essential component while motivational activities are an option for SIM
<b>Implementation/Professional Development</b>		
<b>AVID</b>	<b>SIM/CLC</b>	<b>Commonalities</b>
Emphasis on school-wide implementation of the strategies learned in the AVID elective class	Emphasis on providing targeted interventions to groups of students while implementing routines and strategies school-wide	Implementation of targeted strategies for specific group(s) and school-wide implementation of the same strategies
Site-based AVID team leads the effort	Site-based Literacy Leadership team leads the effort	Site-based leadership team
Emphasis on data-based decision making	Emphasis on data-based decision making	Data collection, analysis, and use are essential
Focus on comprehensive, sustained professional development by trained regional and district directors	Focus on Teacher-Guided comprehensive, sustained professional development based on Partnership Learning Principles by certified KU Professional Developers with coaching and support	On-going professional development is required  Difference may be support offered after professional development sessions
Intent is a self-sustaining effort with local leadership	Intent is a self-sustaining effort with school-based certified professional developers	Emphasis on schools and districts sustaining the program independently

**Integration of AVID and SIM**  
**How AVID and SIM interventions can be integrated**

AVID	Integration	SIM
<p><b>SQ3R:</b> Survey, Question, Read, Recite, Review</p>	<p>Survey Routine teaches students how to complete the steps of SQ3R and provides an organizer that becomes a study guide for students</p>	<p><b>Survey Routine:</b> Students use a routine and a device to survey chapter looking at: title, how the chapter is related to other chapters and the unit, the introduction, main headings, and the summary</p>
<p><b>Cornell Notes:</b> Students learn how to take 2 column notes with the notes on the right side and questions/key words on the left side</p>	<p>The Frame Routine and the Paraphrasing Strategy teach the prerequisite skills that students often need to take Cornell notes well. Students learn how to find main ideas and details for the right side of Cornell notes and also learn to look for key words and ask themselves questions needed for the left column.</p>	<p><b>Frame Routine:</b> Teachers use a routine and a graphic organizer to teach students how to identify the key topic, a paraphrase of the topic, main ideas and essential details. Students learn how to take notes using the organizer.</p> <p><b>Paraphrasing Strategy:</b> Students learn how to find the main ideas and key details in text and put those into their own words.</p>
<p><b>Writing process:</b> Students use the writing process which includes: Prewrite, Draft, Respond, Revise, Edit and Final Draft</p>	<p>The routines support students in organizing information for the prewriting and drafting phase of the writing process. Students learn how to organize information for thinking and writing.</p> <p>The writing strategies teach students how to write different types of sentences, paragraphs, and essays and to look for errors. These strategies teach students skills needed for the entire writing process.</p>	<p><b>Frame, Concept Mastery, Concept Comparison Question Exploration,</b> and other routines: Teachers use these routines with students to help them organize critical content. Students organize the key information using a specific graphic organizer, so the information is organized for writing.</p> <p><b>Writing Strategies:</b> Students learn specific strategies for writing at a mastery level.</p>

AVID	Integration	SIM
<p><b>Reciprocal Teaching:</b> Collaborative use of 4 comprehension strategies: Summarizing, questioning, clarifying and predicting</p>	<p>The strategies developed for reciprocal teaching and SIM are metacognitive strategies and similar in many ways.</p> <p>Students learn the SIM strategies more explicitly and intensively and learn the prerequisite skills needed for reciprocal teaching</p>	<p><b>Reading Strategies:</b> Students learn multiple reading strategies to mastery, including: decoding and vocabulary as well as comprehension strategies: summarizing, visual imagery, questioning, and paraphrasing</p>
<p><b>“Think-Alouds:”</b> Teachers and students stop periodically to talk about what they are thinking. Teachers model various strategies that good readers use while reading. Students then practice using those strategies.</p>	<p>Thinking aloud or using metacognitive strategies is a component of reciprocal teaching and of the SIM strategies. Students learn how to think aloud and learn what good readers do.</p> <p>Students learn the SIM strategies more explicitly.</p>	<p><b>Reading Strategies:</b> Teachers model thinking aloud for each of the metacognitive strategies. Students practice the strategies to mastery and learn how to use the strategies for all reading tasks.</p>
<p><b>Inquiry activities</b> e.g. Socratic Seminar, critical thinking, skilled questioning, writing questions, etc. Students learn to prepare for and participate in a variety of types of inquiry activities and discussions</p>	<p>SIM routines and strategies prepare students to more effectively participate in the AVID inquiry activities.</p>	<p><b>Routines</b> e.g. Question Exploration, concept routines, etc. prepare students to answer and ask questions; other routines prepare students to participate in discussions and debates</p> <p><b>SIM Community Building and Cooperative Learning strategies</b> teach students strategies for participating in discussions, cooperative groups, etc.</p>