

# Efforts in Florida that Align with the Strategic Instruction Model™ (SIM)



School districts across Florida are using different instructional practices to support students in mastering the Florida Standards to become college- and career-ready. SIM integrates and/or supports standards-aligned instruction by ensuring access for all students, including those with high needs. This document highlights some examples and thoughts from educators whose districts are implementing SIM along with another methodology.

## Standards-based Instruction

Refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

### SIM Tools Support Standards-based Instruction

“It is important for teachers to have effective instructional strategies to scaffold students’ acquisition of the standards at more challenging levels of cognitive complexity. SIM strategies provide the tools to support standards-based instruction. Both our teachers and students have benefitted from our SIM implementation.”

*Iris Borghese, Assistant Principal  
LaBelle High School,  
Hendry County Schools*

## High Yield Instructional Strategies

Marzano, Pickering & Pollock identified nine categories of instructional strategies that have a high probability of positively impacting student achievement.

For example, Summarizing and Note Taking includes:

- increasing students’ ability to capture information
- synthesizing that information and refining it into a concise new form

### SIM Offers the “How” to Include High Yield Strategies in Instruction

The Framing Routine, a Content Enhancement Routine (CER) includes summarizing and note-taking within instruction:

- students and the teacher organize and co-construct critical content
- students reflect on and summarize the information in a “So what?” statement

The Listening and Note-taking Strategy curriculum gives students an approach to:

- determine important information
- take notes, summarize them, and use them to study effectively

### SIM = Good Teaching

“The Strategic Instruction Model does a spectacular job of helping students make connections with academic materials. Simply put, the strategies represent good teaching. We have seen academic improvement from some of our lowest performing students. We have had our most success when teachers are implementing as part of their professional learning communities.”

*Thomas Hill,  
Executive Director of Teaching and Learning,  
Baker County Schools.*

## Planning for Use of SIM Starts with Course Standards

The SIM SMARTER Planning and Instructional cycle helps teachers:

- think deeply about what is critical in their content standards and map it out;
- determine the challenges for students and choose proven tools to support learning;
- instruct using an apprenticeship model; and
- reflect on the assessment data and instruction to determine any needed adaptations.

## AVID Schoolwide

The strategies that AVID promotes for school-wide use are designed to help students engage in a more rigorous curriculum. For example, Cornell Note-taking System (2 column notes)

- students take notes
- students formulate questions based on their notes
- the questions should clarify meanings, reveal relationships between content, and establish continuity



## SIM Provides Scaffolds for Thinking

Many students need support to attempt the level of thinking required in higher order tasks.

The SIM Content Enhancement Routines (CER):

- provide scaffolds for "how" to think about the content and relationships within it
- make abstract information more concrete and accessible for all students
- support students not prepared to immediately engage in rigorous tasks

SIM Learning Strategies (LS) prepare students who are still developing foundational academic skills to do the challenging tasks that expert learners are able to tackle.

## SIM Provides a Foundation

"SIM aligns with AVID and WICOR in many ways. SIM routines provide the content structure for collaboration and organization especially well; students utilize SIM devices to see relationships and connections between standards and concepts. This provides a foundation from which students can build success in AVID strategies such as inquiry, Socratic seminar, and quick-writes."

*Andrew Oyer,  
High School Science Curriculum Specialist  
Pinellas County Schools*

## SIM Integrated with Interactive Notebooks

"Our school has found that integrating SIM devices with the "AVID way" has been very effective. The students use the CER device for notetaking in their interactive notebooks, revisit it to add important information, write questions they can use to study, and finish with a summary of the information on the device. Students, including high needs students, are seeing substantial gains in scores and studying self-confidence."

*April Maitner,  
Teacher, Azalea Middle  
Pinellas County Schools*

## Thinking Maps

Thinking Maps are:

- graphic organizers that support student processing of content
- intended to increase the level of rigor
- student-directed and used during guided and independent practice

## Teachers Mediate Content Learning with SIM

Content Enhancement Routines:

- are teacher-directed and intentionally used with challenging critical content
- are co-constructed with students during direct instruction to support practice
- include a validated instructional sequence

## SIM and Thinking Maps Co-exist

"SIM and Thinking Maps co-exist in Punta Gorda Middle ELA classes, both are used depending on content. The Concept Mastery Routine is often used before students apply their thinking independently using a Thinking Map."

*Tina Dionisio,  
Principal, Punta Gorda Middle School,  
Charlotte County Schools*

"Both are used. It is about having multiple pathways for student learning."

*Demetrius Revelas  
Principal, Murdock Middle School  
Charlotte County Schools*

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*Project Officer,  
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