



A Crosswalk: Advancement Via Individual Determination (AVID) and Strategic Instruction Model (SIM™) Instructional Tools and Interventions

The University of Kansas Center for Research on Learning (KUCRL) has developed this crosswalk to assist educators in understanding the relationship between Advancement Via Individual Determination (AVID) and the elements and processes used when implementing the Strategic Instruction Model (SIM™). These comparisons demonstrate school-wide initiatives can integrate the use of AVID and SIM. The former promotes the use of general research-based strategies, and the latter includes several evidence-based instructional tools and interventions.



AVID is typically offered as an academic elective and is grounded by a philosophy that when students are held accountable to the highest standards and provided with academic and social support, then they will rise to the challenge. AVID is an in-school academic support program for grades 4-12 that prepares students for college eligibility and success. Additionally, AVID places academically average students in advanced classes. While AVID is for all students, but it targets those in the academic middle. AVID is not a remedial program. The AVID college preparatory curriculum and teaching materials are based on over 27 years of AVID implementation and research into the most effective techniques for accelerating student progress.

Materials that have served AVID programs so well are now available across the curriculum, for schoolwide use. The AVID Path Series focuses on reading, writing, study skills, test-taking skills, organization, critical thinking, goal-setting, choosing a college, and preparing for college entrance exams. The Write Path, The Success Path, and The College Path are designed for use by middle schools and high schools. The Tutorial Path is designed for use by colleges, high schools, and middle schools that are interested in training and providing materials for tutors working in subject area classes or support programs. For more information, visit www.avidonline.org.

The Strategic Instruction Model is a comprehensive approach to adolescent literacy, including an evidence-based set of instructional tools and interventions that empower teachers and enable students to better succeed in school and beyond. Strategic schools and teachers select instructional tools and interventions to meet their student needs, and strategic students have options for matching an approach to a task. Since 1978, researchers from KUCRL have partnered with classroom teachers to design SIM instructional tools, materials, and interventions. The research-based components of these tools have been tested and approved by teachers to become evidence-based practices shown to be effective in varied school and classroom contexts. SIM includes two arms that work together to improve literacy: Learning Strategies (LS) and Content Enhancement Routines (CER). LS use explicit and systematic instructional procedures. CER implementation is supported by the SMARTER Instructional Cycle, an instructional planning cycle that promotes effective teaching and learning of critical content. Schools and teachers may implement a combination of LS and/or CER. SIM also includes two comprehensive reading programs, designed based on the science of reading: Fusion Reading (FR) and Xtreme Reading (XR). For more information, visit www.sim.ku.edu.

The following crosswalk was prepared by Bev Colombo in cooperation with Conn Thomas and Portland Public Schools personnel.

Overall Comparison of AVID and SIM	
Commonalities:	
Focus on secondary students Focus on school-wide interventions Mission/vision focuses on ensuring that all students become capable, confident, independent learners who succeed in post-secondary education and in life Serve all students but focus particularly on students who are the least-served and middle or low-achieving Use explicit instruction Increase students' skills to prepare them for post-secondary options, including college Provide interventions to improve: reading, writing, study skills, and note taking Emphasize the importance of motivation and goal-setting Include or provide an approach for tutoring	
Differences:	
AVID	SIM
Skills: taught by AVID teacher in AVID classrooms and supported by tutors and general education teachers	Strategies: taught intensively by teachers in intervention classes and supported by general education teachers or taught and supported by general education teachers
Skills include: SQ3R, Cornell Notes, writing process, reciprocal teaching of four reading comprehension strategies, thinking aloud while reading, and inquiry	Strategies include: reading strategies for word identification and comprehension, memory/storage strategies, study/test prep strategies, writing strategies, and social/motivational strategies.
Practiced: in AVID classes in collaborative groups	Practiced: in strategies intervention classes through group and individual practice until students master each strategy
Requires: professional development in AVID for the AVID teacher	Recommends: professional development for all teachers
Measure of success: number of students who successfully complete college prep classes and number who complete four years of college and earn degrees	Measure of success: individual student's mastery of strategies and content, increased reading/writing skills, application of strategies in general education classes, improved performance on tests and assignments, improved grades, completion of personal goals, and completion of courses to graduate

Detailed Comparison of AVID and SIM		
AVID	SIM	Commonalities
Philosophy and Goals		
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' skills to learn and perform independently while providing support for those who lack 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 a wide range of academically diverse needs, including low-achieving students, students who are at-risk for failure, and students with disabilities	Serve all students but focus on students who are 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.	Missions focus on ensuring all students become capable, confident, independent learners who succeed in post-secondary education and in life

School-wide focus: Restructure the teaching methods of a school and to open access to curricula to ensure college eligibility for all students	School-wide focus: Provide a framework and tools to help secondary schools develop and sustain comprehensive and integrated literacy programs	School-wide focus on all teachers to implement specific methods, provide access to the curriculum, raise expectations, and improve student outcomes
Secondary content focus: Emphasis on rigor - helping students understand complex, ambiguous, provocative, and personally or emotionally challenging content	Secondary content focus: Emphasis on maintaining content integrity while helping students understand complex, abstract concepts	Focus is on helping students understand difficult content while maintaining rigor
Components include: school-wide strategies, intervention for a targeted group, and district reform	Components include 5 intervention levels (2 levels of school-wide strategies and 3 of targeted interventions), plus systems reform	Components include school-wide and targeted interventions as well as systems reform
Interventions/Strategies		
AVID	SIM	Commonalities
Includes research-based WICR strategies (Writing, Inquiry, Collaboration, and Reading): -Strategies for Success -College and Careers -Writing Curriculum -Oral Language and Public Speaking -Note Taking -Test Preparation -Research	Includes two components that include evidence-based practices: 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, note taking, study and test preparation, goal setting, and other motivational strategies
Tutorials include: -Grouping to meet needs -Trained tutors -Collaborative Study groups -Tutor-facilitated work -Problem solving -Question development -Note taking -Reflection/evaluation	Strategic Tutoring (an option available to schools) includes: -Individual or small group tutoring -Trained tutors -Tutors teach students the Learning Strategies -Practice of strategies in content materials	Both feature a tutoring program; AVID tutoring is an essential, required component of the program while Strategic Tutoring is an option for SIM
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 CER include motivational steps, such as "So What? What's important to understand about this?" and making connections of new learning to the lesson, unit, course, and world. LS include motivational components by connecting how independent-use of the given strategy will help the student in and outside of school. Possible Selves is a motivational LS (an optional available to schools) and includes discovering hopes, dreams, and fears, goal-setting, and action-planning.	Motivation is an important component of both models but AVID includes motivational activities while SIM does not.
Implementation/Professional Development		
AVID	SIM	Commonalities
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

Examples for AVID and SIM Integration Within a School		
AVID	Integration	SIM
SQ3R: Survey, Question, Read, Recite, Review	Survey Routine teaches students how to complete the steps of SQ3R and provides an organizer that becomes a study guide for students	Survey Routine: 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
Cornell Notes: Students learn how to take 2 column notes with the notes on the right side and questions/key words on the left side	The Framing Routine and the Paraphrasing Strategy teach the prerequisite skills 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.	Frame Routine: 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. Paraphrasing Strategy: Students learn how to find the main ideas and key details in text and put those into their own words.
Writing Process: Students use the writing process which includes: Prewrite, Draft, Respond, Revise, Edit, and Final Draft	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. 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.	Frame, Concept Mastery, Concept Comparison, Question Exploration, 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. Writing Strategies: Students learn specific strategies for writing at a mastery level.
Reciprocal Teaching: Collaborative use of four comprehension strategies: Summarizing, questioning, clarifying, and predicting	The strategies developed for Reciprocal Teaching and SIM are metacognitive. Students learn SIM Reading Strategies more explicitly and intensively and learn the prerequisite skills needed for Reciprocal Teaching.	Reading Strategies: Students learn multiple reading strategies to mastery, including: decoding and vocabulary as well as comprehension strategies: summarizing, visual imagery, questioning, and paraphrasing
"Think-Alouds": Teachers and students stop periodically to talk about what they are thinking. Teachers model various strategies good readers use while reading. Students then practice using those strategies.	Thinking aloud or using metacognitive strategies is a component of reciprocal teaching and of the SIM Reading Strategies. Students learn how to think aloud and learn what good readers do.	Reading Strategies: Teachers model thinking aloud for each of the metacognitive strategies. Students practice strategies to mastery and learn how to use the strategies for all reading tasks.
Inquiry activities \: 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.	SIM Routines and Strategies prepare students to more effectively participate in the AVID Inquiry Activities.	Content Enhancement Routines: Prepare students to answer and ask questions and participate in discussions and debates Community Building and Cooperative Learning Strategies: Teach students strategies for participating in discussions, cooperative groups, etc.