

Steps to Install SIM™ in Your School

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Before using the following installation steps and as part of an exploration phase (Fixsen, Blase, Metz, & Van Dyke, 2015), you should conduct a needs assessment to discover teaching and learning gaps, participate in a SIM Overview provided by a SIM Professional Developer or a member of KUCRL, and consider using an evidence-based practices selection tool (<https://nirn.fpg.unc.edu/module-1/implementation-stages/exploration>). Additionally, see [*10 Reasons to Install SIM Strategic Curricula in Your School*](#) from our past newsletter. Once the decision has been made to implement SIM in your school, begin with these suggested steps:

1. **Partner with a SIM Professional Developer.** If needed, [search our directory](#) or email simpd@ku.edu to find a SIM Professional Developer in your area.
2. Examine **infrastructure support** (e.g., master schedule, teaching staff, professional development calendar, administrative commitment, funds for materials and associated professional development and coaching support).
3. Consider **alignment and interaction** of SIM with other school or district initiatives (e.g., tiered systems of support, another professional development focus). Add SIM to the School Improvement Plan.
4. Identify an **on-site professional learning lead** and, optionally, set up a SIM Literacy Leadership Team of teachers representing varied content areas. This individual and/or team will be critical for communication, planning, and follow-up.
5. Create an **implementation plan** based on a review of school data (e.g., results from universal screening and past performance on state accountability tests, current teacher practices and implementation opportunities, differentiation by grade level or subject-matter) to select specific SIM instructional tools or interventions. Determine when SIM instruction and/or intervention will occur within the master schedule, in which classrooms, and taught by which teachers.
6. **Acquire needed resources**, such as SIM manuals and guidebooks, professional development materials, classroom supplies, equipment, technology, and digital implementation materials (e.g., Power Point, SMARTboard or Promethean board slides). <https://sim.ku.edu/sim-curricula>
7. Develop a job-embedded **professional learning plan** (Darling-Hammond, Hyler, & Gardner, 2017).
 - a. Schedule initial professional development (typically 2-3 hours in length or a series of PD sessions).
 - b. Schedule ongoing coaching and follow up support and subsequent professional development sessions.
 - c. Consider fidelity of implementation.
 - d. Allot time for professional learning during typical work hours for teachers, such as planning block or with use of substitute teachers or staff/administrative coverage.
 - e. Plan for active participation by key personnel (teachers, administrators, coaches, specialists, director of special education). Active participation includes involvement in PD, encouraging and monitoring teacher implementation, and providing continued infrastructure support.

Resources to support professional learning plans:

<https://www.instructionalcoaching.com/instructional-coaching-a-brief-overview/>

<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

8. **Determine a system** to monitor and celebrate student progress and teacher implementation.

To conclude, when embarking on a new initiative, expect that:

- full implementation will take 3-5 years
- it is not too soon to prepare for capacity building and sustaining. See how micro-credentialing can support SIM Specialists and SIM Professional Developers.
- there will be glitches, be sure to provide time to work through the glitches! For more information, contact simpd@ku.edu.

References and Resources

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective teacher professional*

development. Palo Alto, CA: Learning Policy Institute. Retrieved from

<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2015). Implementation science. *International Encyclopedia of the Social and Behavioral Sciences*, 11, 695-702.

Schumaker, J. B., & Clark, F. L. (1990). Achieving Implementation of Strategy Instruction Through Effective Inservice Education. *Teacher Education and Special Education*, 13(2), 105-116.