

Fusion – Yearly Update

May 11, 2010

Kim Kelly- Teacher on Special Assignment

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Fusion in AUSD

- **Adopted in 2007** as literacy intervention for students reading up to two years below grade level in grades 6-9
- **2007-08** Trained 25 Fusion teachers (10 RSP) in summer institute. Coaching provided throughout the year. 10 implementing in June of 2008. 14 middle school sections, 10 high school sections
- **2008-09** Trained 8 Fusion teachers (3 RSP/2 retrained) in summer institute. Coaching provided throughout the year. All implementing in June of 2009. 13 middle school sections, 7 high school sections
- **2009-10** Trained one new Fusion teacher. 12 middle school sections, 5 high school sections.

2008-09 Student Survey

- 50 – 60% of students “strongly agreed” or “agreed” that Fusion improved their ability to decode and comprehend.
- 30% of the students “somewhat agreed” that Fusion increased their decoding and comprehension skills.

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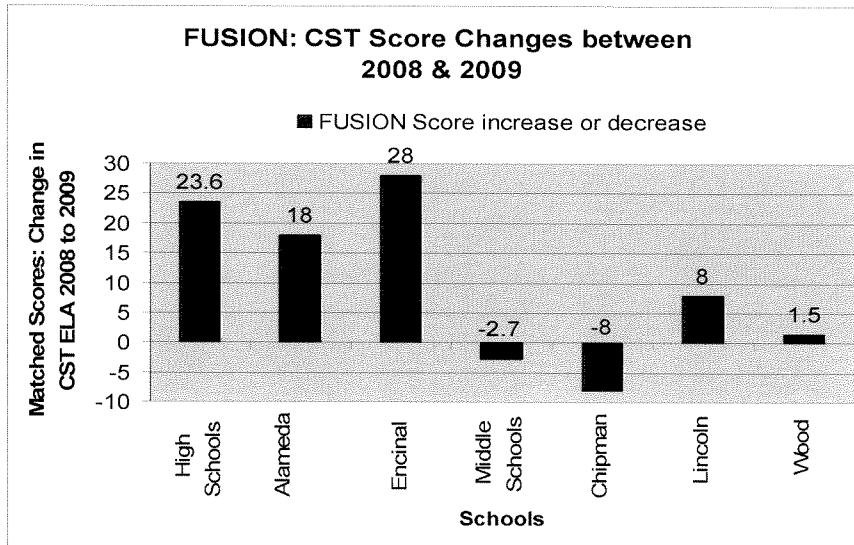
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In their own words...

- Student comments written surveys and interviews indicate they considered the Fusion class valuable.
 - The reading strategies helped me on the tests & the CST. It helped me go back to the question and answer it. I read faster and understand more. Before every time I didn't know a word I didn't know what to do. Fusion helps me in CORE classes because they give you a lot to read.
 - Holla! I can read!!!
 - I don't like the class that much, but I do like the fact that I am actually learning a lot in the class.
 - Yes, it really helps and it's why I passed the CAHSEE. Make students participate and get used to the routines. Help them break down words, but give them time to try on their own.

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2009-10 School Year

- Added four after-school meetings for all Fusion teachers
- Added monthly coaching visits with group feedback on pacing and fidelity (by part-time FTE)
- Directive to middle schools to contain Fusion in a single period
- 2 full day trainings
- At the request of middle school teachers, modifications of vocabulary process and lists have been implemented
- High School Fusion has continued to be a stand-alone class

Moving Forward

- Eliminate de facto tracking at the middle schools
- Stability/proper identification of Fusion teachers
- Expanding the successful RSP push-in at LMS to other sites (ID/train/coach appropriate RSP teachers).
- 2010-11 AUSD will have four certified PDs in Learning Strategies (building capacity)

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Addendum

- From Don Deshler's October 8th 2009 presentation to AUSD staff
- Deshler is the director of the KU-CRL

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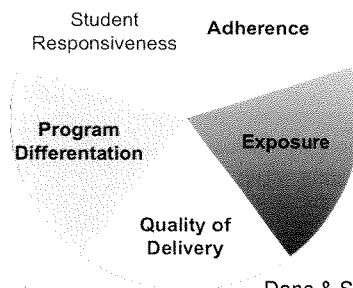
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Positive student outcomes are dependent upon

- Fidelity of implementation of process (at the school level)
- Degree to which interventions are empirically supported
- Fidelity of intervention implementation (at teacher level)

(Pierangelo & Giulia, 2008)

Fidelity Model 5 Elements of Fidelity



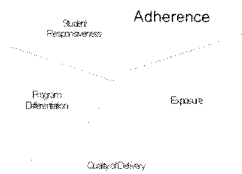
Dane & Schneider, 1998; Gresham et., al., 1993; O'Donnell, 2008

Adherence

- How well do you “stick to the plan”
- How well do you provide interventions as intended?

– Example:

- Core: Following the progress monitoring procedure
- Supplemental and Intensive: Making sure all pieces of the intervention have been implemented as intended



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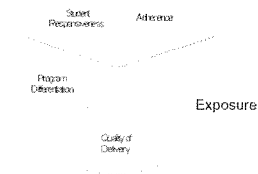
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Duration/Exposure

- How often a student receives an intervention
- How long an intervention lasts

– Example (in elementary schools):

- Core: Providing 90 minutes of reading instruction five days a week
- Supplemental: Progress monitoring every two weeks for academics.

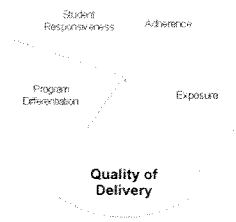


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Quality of Delivery

- How well was the intervention or instruction delivered?
- Good teaching practice
- Examples:
 - National Board for Professional Teaching Standards
 - Teacher enthusiasm
 - Time for student questions and feedback
 - Effective management of student groups and transitions

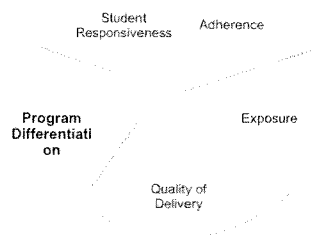


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Program Differentiation

- How well do you differentiate one intervention from another?
- Not inserting
- Staying true to the intervention and not drifting away from the core elements

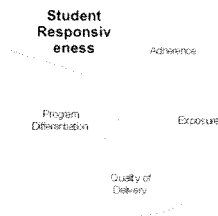


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Student Responsiveness

- How engaged are the students in this intervention or activity?
- Student engagement and involvement in the intervention or instructional activities



– Examples:

- Amount of time students spend on task
- Levels of enthusiasm for activity
- Extent students feel they learned what was expected