

SIOP: Classroom Language Support for ALL Students

January 2008

Fawn Jelinek, Title I Staff Development Coordinator
Fairbanks North Star Borough School District
(907) 452-2000 ext. 469

fjelinek@northstar.k12.ak.us

Objectives

Content

Language

Participants will:

- Explore collective knowledge of the SIOP
- Examine the elements of the SIOP
- Connect SIOP to other professional development
- Consider options for implementation
- Orally question other participants and respond to questions
- Read and collaboratively categorize elements
- Discuss other trainings and how they fit under the SIOP “umbrella”
- Write a plan for implementation at own site

Intentionally Blank

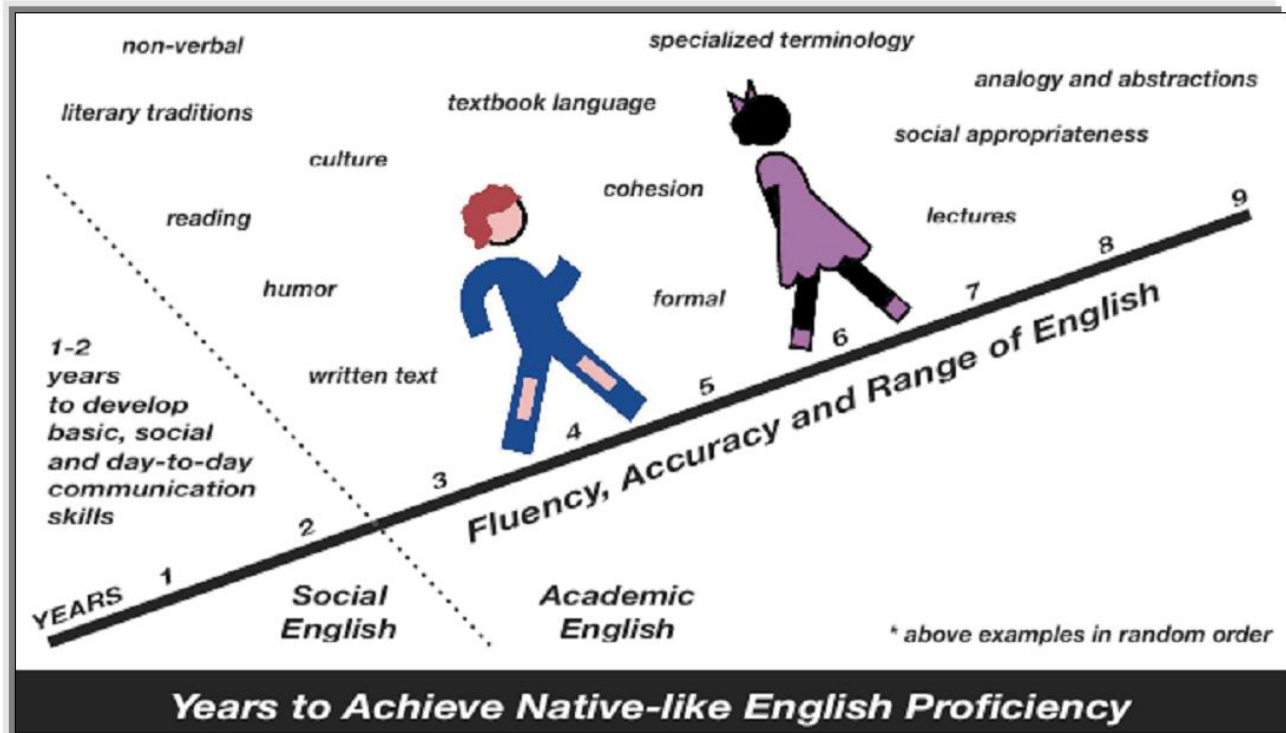
Find Someone Who...

<p>Can tell you what “SIOP” stands for</p> <p>Name _____</p>	<p>Uses graphic organizers</p> <p>Name _____</p>	<p>Already uses the SIOP</p> <p>Name _____</p>	<p>Has taught in another country</p> <p>Name _____</p>
<p>Speaks two or more languages</p> <p>Name _____</p>	<p>Lives in a village</p> <p>Name _____</p>	<p>Can say “hello” in five or more languages</p> <p>Name _____</p>	<p>Has attended a potlatch</p> <p>Name _____</p>
<p>Uses cooperative learning structures</p> <p>Name _____</p>	<p>Can cook Thai food</p> <p>Name _____</p>	<p>Is an immigrant</p> <p>Name _____</p>	<p>Teaches ESL</p> <p>Name _____</p>
<p>Provides professional development.</p> <p>Name _____</p>	<p>Can name the eight components of the SIOP</p> <p>Name _____</p>	<p>Speaks an indigenous language</p> <p>Name _____</p>	<p>Often code switches between 2+ cultures</p> <p>Name _____</p>

Find Someone Who...

<p>Can tell you what “SIOP” stands for</p> <p>Name _____</p>	<p>Uses graphic organizers</p> <p>Name _____</p>	<p>Already uses the SIOP</p> <p>Name _____</p>	<p>Has taught in another country</p> <p>Name _____</p>
<p>Speaks two or more languages</p> <p>Name _____</p>	<p>Lives in a village</p> <p>Name _____</p>	<p>Can say “hello” in five or more languages</p> <p>Name _____</p>	<p>Has attended a potlatch</p> <p>Name _____</p>
<p>Uses cooperative learning structures</p> <p>Name _____</p>	<p>Can cook Thai food</p> <p>Name _____</p>	<p>Is an immigrant</p> <p>Name _____</p>	<p>Teaches ESL</p> <p>Name _____</p>
<p>Provides professional development.</p> <p>Name _____</p>	<p>Can name the eight components of the SIOP</p> <p>Name _____</p>	<p>Speaks an indigenous language</p> <p>Name _____</p>	<p>Often code switches between 2+ cultures</p> <p>Name _____</p>

Social English vs. Academic English



Second language acquisition research suggests that students develop basic, social and day-to-day communications skills in one to two years. However, reaching “native-like proficiency” in academic language requires from five to nine years with appropriate support. Without appropriate support, an ELL is unlikely to achieve competency in academic English.

Adapted from Hartley, B. & Bridges, L. (2002) “Promoting Success for Bilingual Students.” BMEEC Conference, Anchorage, AK.

Notes:

Sheltered Instruction Observation Protocol

- *Mark those elements of the SIOP that most teachers do well and often with a +.*
- *Mark those that most teachers do rarely or not at all with an X.*

Lesson Preparation

- ___ Clearly defined content objectives for students
- ___ Clearly defined language objectives for students
- ___ Content concepts appropriate for age and educational background level of students
- ___ Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)
- ___ Adaptation of content (e.g., text, assignment) to all levels of student proficiency
- ___ Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking

Building Background

- ___ Concepts explicitly linked to students' background experiences
- ___ Links explicitly made between past learning and new concepts
- ___ Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)

Comprehensible Input

- ___ Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)
- ___ Explanation of academic tasks clear
- ___ Uses a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

Strategies

- ___ Provides ample opportunities for students to use strategies
- ___ Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding (e.g., think-alouds)
- ___ Teacher uses a variety of question types, including those that promote higher order thinking skills (e.g., literal, analytical, and interpretive questions)

Interaction

- ___ Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
- ___ Grouping configurations support language and content objectives of the lesson
- ___ Consistently provides sufficient wait time for student responses
- ___ Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text

Practice/Application

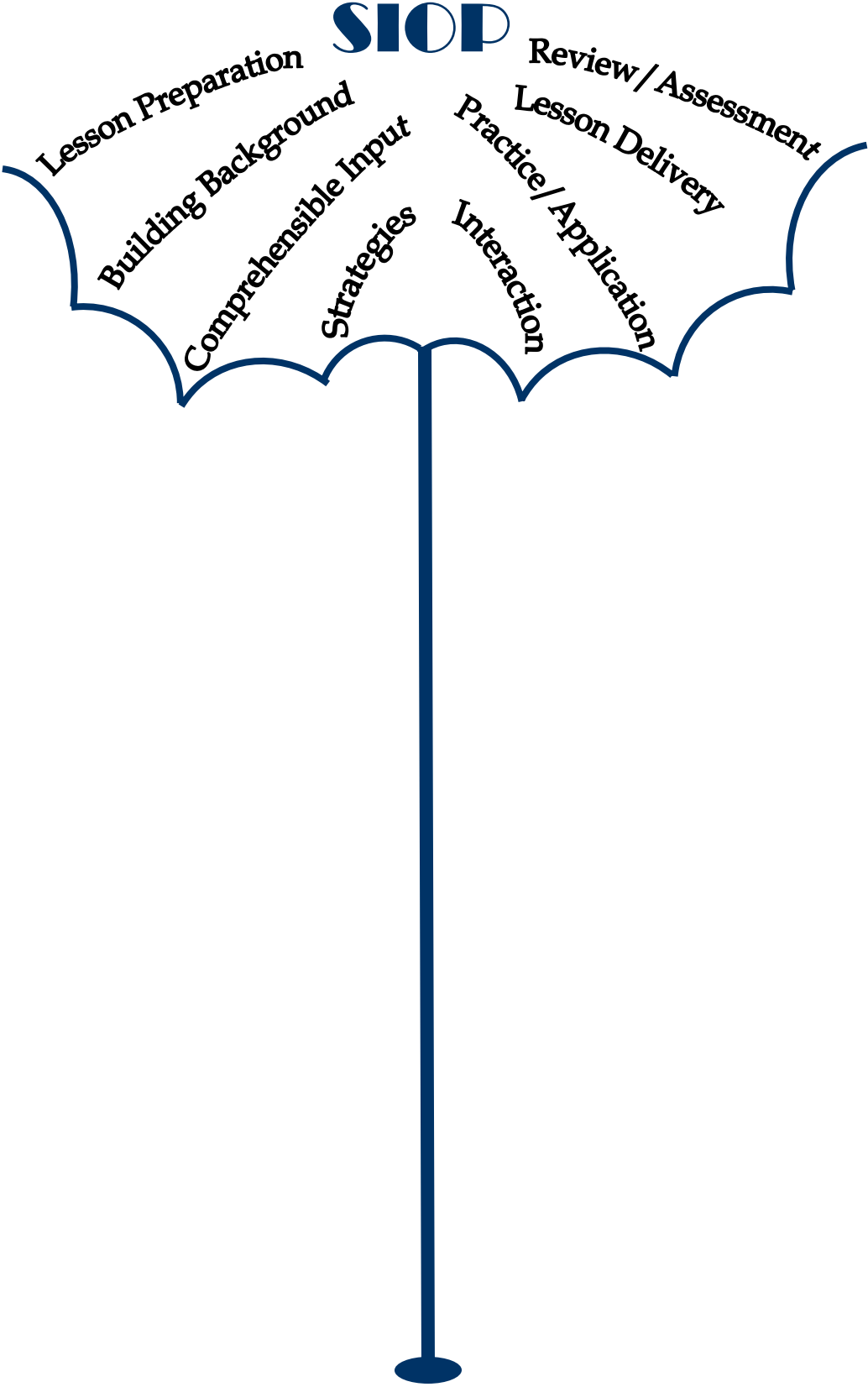
- ___ Provides hands-on materials and/or manipulatives for students to practice using new content knowledge
- ___ Provides activities for students to apply content and language knowledge in the classroom
- ___ Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking)

Lesson Delivery

- ___ Content and language objectives clearly supported by lesson delivery
- ___ Students engaged approximately 90% to 100% of the period
- ___ Pacing of the lesson appropriate to the students' ability level

Review/Assessment

- ___ Comprehensive review of key vocabulary and key concepts
- ___ Regularly provides feedback to the students on their output (e.g., language, content, work)
- ___ Conducts assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson



Effective Staff Development

	Concept Understanding	Classroom Application
Workshop Presentation	_____	_____
Modeling	_____	_____
Practice and Low-Risk Feedback	_____	_____
Coaching	_____	_____

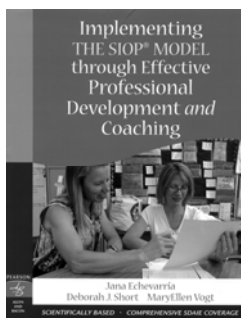
From the work of Bruce Joyce and Beverly Showers
Presented at the Annual Conference of the National Staff Development Council, March 1982

Notes:

At a Glance: Featured Districts and Schools Using the SIOP® Model

Program Site	Grade Level	Setting	Key Features	SIOP® Coaching	*Demographics
American Falls Joint School District (ID)	Pre-K-12	Rural	SIOP® implementation piggybacked on statewide literacy initiative; Reading Fellow trained in the SIOP® Model during staff collaboration meetings.		1,619 students; six schools; 33% EL; 57% free/reduced lunch (F/RL)
Beaverton School District (OR)	Pre-K-12	Urban	Second language acquisition was strong component of SIOP® training; identified a team per building to work with them rather than whole building at start.	Teachers on Special Assignment and building-level coaches	35,333 students; 49 schools; 14% EL; 30% F/RL
Charlotte-Mecklenburg School District (NC)	Pre-K-12	Urban	Year 1: 15 pilot schools, each with a 4-5 SIOP® teacher team. Year 2: hired full-time SIOP® Coach, added 5 more schools, continued training for 15 original sites, trained all ESL teachers. Year 3: extensive coaching, ESL site facilitators trained, some curriculum development, 34 sites involved. Administrators trained each year.	Full-time District SIOP® Coach who observes, models lessons, has regular teacher meetings All ESL central office staff trained in SIOP® Model and support implementation	132,000 students; 161 schools; 13% EL; 45% F/RL
Creighton School District (AZ)	Pre-8	Urban	Began using SIOP® in dual language schools. After AZ English-only law, used SIOP® in all schools. Collegial coaching cycles were used to learn and practice the SIOP® Model.	Coaching cycles at each school	9 schools; 45% EL; 83% F/RL
Dearborn Public Schools (MI)	K-14	Urban	A team attended SIOP® Institutes then trained district middle school staff; offered Saturday classes for all teachers and presented two components per session. Also, summer courses were offered. SIOP® training is part of bilingual/ESL endorsement.	Observations with feedback using the SIOP® protocol	17,500 students; 33 schools; 35% EL; 48% F/RL
Fresno Unified School District (CA)	K-12	Urban	Japanese Lesson Study used to analyze SIOP® lessons; started with high school social studies and expanded to other grades and subject areas.	Observations as part of Lesson Study	79,000 students; 104 schools; 28.5% EL; 79% F/RL
Houston Independent School District (TX) (Featured School: Waltrip High School)	K-12	Urban	Title III lead teachers throughout the district were trained in the SIOP® Model. At Waltrip High approximately 50 teachers were trained at SIOP® Institutes; all 110 high school teachers received SIOP® training.		HISD: 209,879 students; 296 schools; 28% EL; 80% F/RL. Waltrip: 1,849 students; 8% ELL; 100% Title I; 65% F/RL
Isaac School District (AZ) (Featured School: Lela Alston Elementary School, K-3)	K-8	Urban	Year 1: Principal, coach, and lead teacher trained all teachers, one component per quarter. Year 2: Continued learning and implementing remaining components.	Coaches observed, coached, and team-taught lessons	450 students; Alston School: 74% EL; 91% F/RL

*This information was compiled in 2006 based on district websites and interviews. Please see district websites for current information.

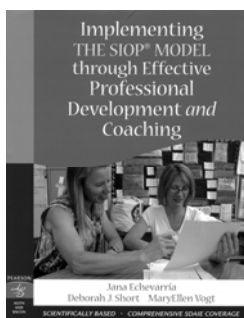


At a Glance: Featured Districts and Schools Using the SIOP® Model

Continued from inside front cover

Program Site	Grade Level	Setting	Key Features	SIOP® Coaching	*Demographics
Kansas City Public School District (MO)	Pre-K–12	Urban	Year 1: Began at one elementary school. District ELL administrator studied 1 SIOP® component per month with teachers. Year 2: Teachers implemented SIOP® with support of instructional coach.	Coaches observed and videotaped lessons	38,285 students; 86 schools; 14% ELs; 60% F/RL
Lawrence Public School District (KS) (Featured School: Hillcrest Elementary School, K–6)	K–12	Urban	All teachers and principal were trained at SIOP® Institutes; formed study groups for support and deeper understanding of the SIOP® Model. University partnership provided a trainer for mini-sessions.	University trainer observed and supported teachers. Coaching provided	Hillcrest School: 470 students; 49% F/RL; 63% ELs
Lawrence Public Schools (MA)	Pre-K–12	Urban	Under an English-only mandate, superintendent and team addressed low student achievement. Pearson Achievement Solutions trained a Master Cohort of 50 teachers and 15 central office staff in the SIOP® Model.	SIOP® Resident Classrooms; 48 school-based content coaches	12,275 students; 19 schools; 83% EL; 84% F/RL; 100% Title I
Lewisville Independent School District (TX)	K–12	Urban	Began with elementary and secondary ESL/bilingual district specialists. District offers 19-hour level one SIOP® course to any teacher. Level two SIOP® course offered at select schools for in-depth component work (one per month).	Teachers videotape own lessons and get peer and SIOP® leader feedback. District prepared a training videotape with district SIOP® teachers	47,000 students; 51 schools; 8% EL; 12% F/RL
The Oxford Schools (pseudonym) (AZ)	7–12	Urban	Buy-in from superintendent. SIOP® team spent 5 months developing trainings; initial trainings were with administrators and curriculum coaches.	Coaches observed, assisted with lesson planning and grade-level meetings	7,000 students; 17 schools; 25% EL; 70% Title I
Pacific Resources for Education and Learning (HI) (PREL)	K–12	PREL serves 10 Pacific jurisdictions.	Supports SIOP® across a large geographic region; a number of distance and on-site support options offered. Trained key staff from seven islands in SIOP® Model for turnkey training.	PREL staff trained local site trainers	Native students from Hawaii, Guam, American Samoa, North Mariana Islands, Chuuk, Pohnpei, Palau, Yap, Marshall Islands
South Texas Unified School District (pseudonym) (TX)	K–12	Urban	Year 1: Rapid growth changed district focus; systematic implementation plan developed. Year 2: Key people at schools learned and implemented SIOP®.		10,000 students; 13 schools; 13% EL; 81% F/RL
Waller Independent School District (TX)	K–12	Semirural	Initial training at middle school level. Hired SIOP® trained ESL/Bilingual Director who supports SIOP® Model implementation. Sites choose different ways to train teachers and implement the model.	ESL/bilingual director acts as a part-time coach, observes and models lessons, provides training	5,000 students; 7 schools; 16% EL; 46% F/RL
Washoe County School District (NV)	Pre-K–12	Urban	Adopted SIOP® Model for all K–12 schools. Offered SIOP® courses with free graduate credit toward an ESL endorsement.	Some schools have funded SIOP® coaches	64,200 students; 100 schools; 14% EL; 36% F/RL

*This information was compiled in 2006 based on district websites and interviews. Please see district websites for current information.



Tickets Out

1. How effective was this session in meeting your expectations and the stated objectives: 1 - not effective 5 - very effective



2. What did you learn?

3. What questions do you still have?

4. Comments:

Thank you!