



Preparing Teachers to use the SIOP Model

TESOL 2012

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Warm-Up: SIOP Implementation

1. On page 3, reflect on SIOP Model implementation at your school/district.
2. Share your reflection with your elbow buddy.

Who is Here?

Raise your hand if you

- Are a SIOP-trained classroom teacher
- Are an ESL or bilingual teacher or specialist
- Are a content specialist
- Are an administrator
- Are a SIOP Coach
- Are an educator at a higher learning institution
- Have ever worked with ELs before

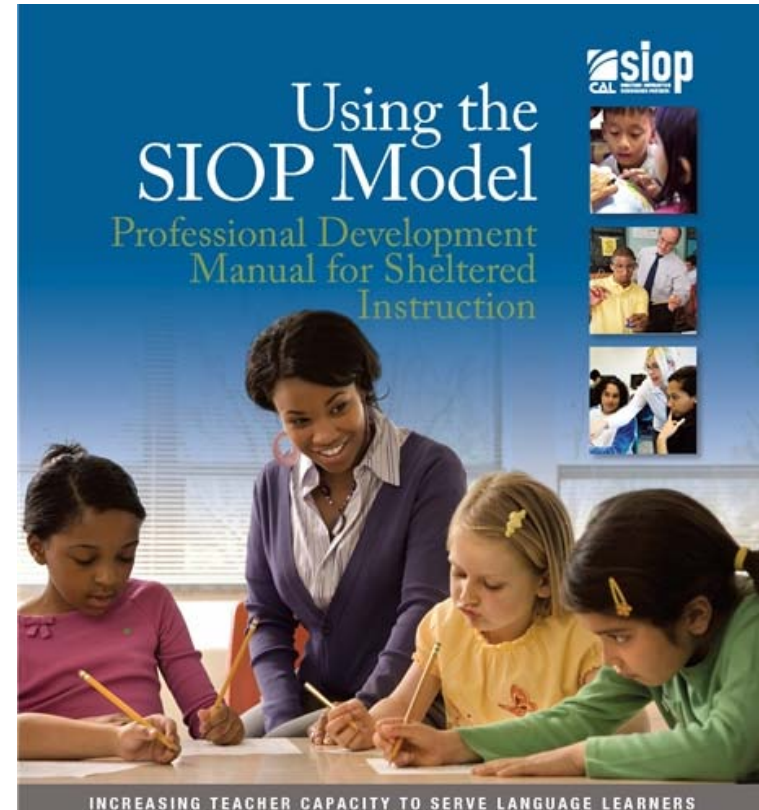
Session Objectives

Content Objectives: PWBAT. . .

- Identify resources in the revised manual to promote effective professional development for teachers of English learners

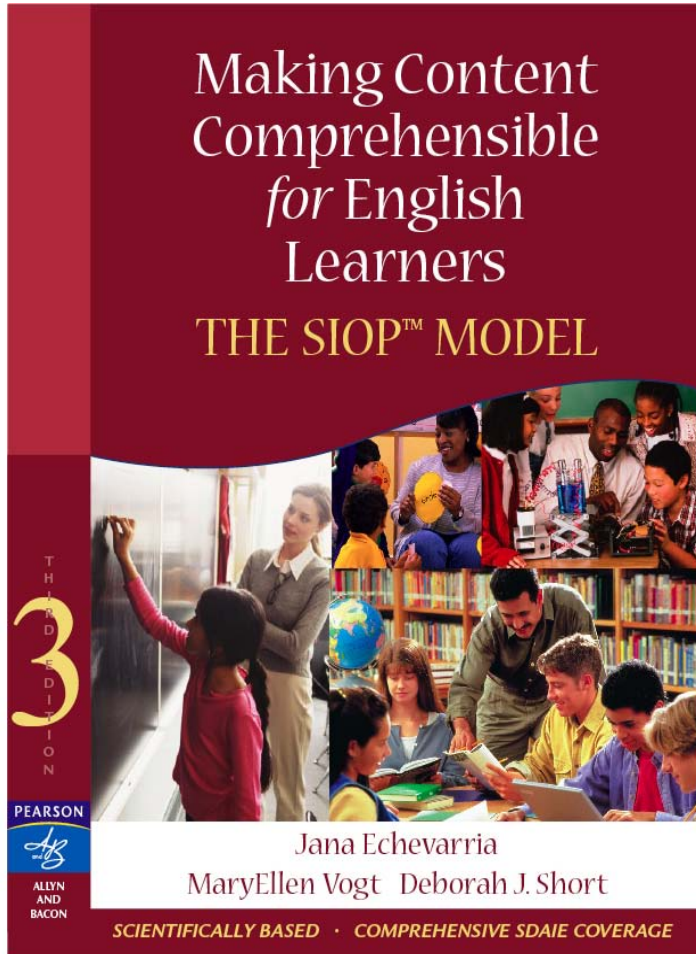
Language Objective: PWBAT. . .

- Describe characteristics of effective professional development for teachers of English learners



The SIOP Model

(Echevarria, Vogt, & Short, 2008)



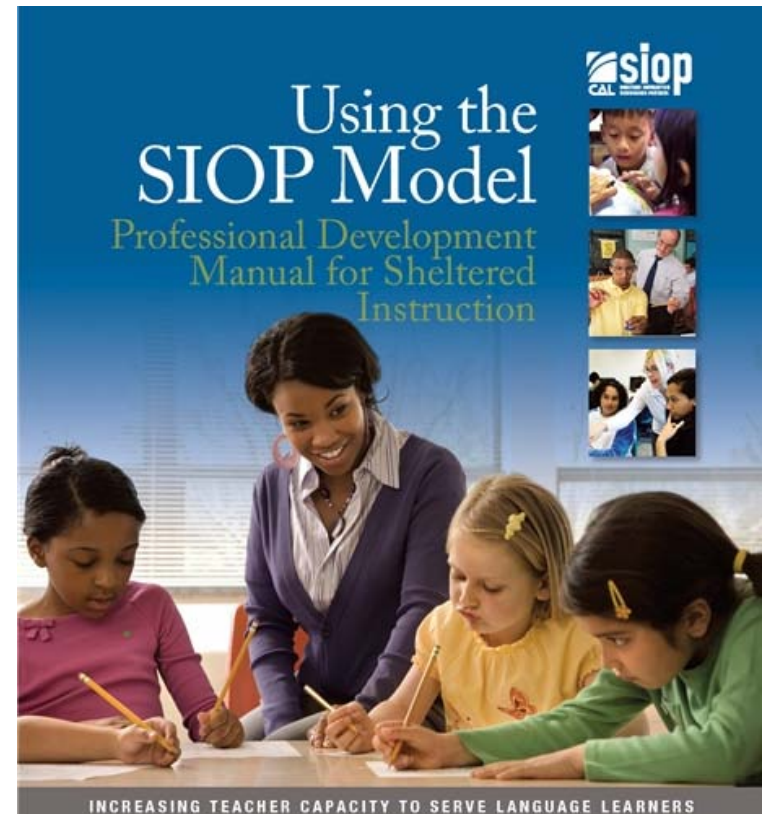
- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

The Role of the SIOP Facilitator: A Retelling Activity

1. Turn to page 4. Find a partner and decide who is partner A and who is partner B.
2. A reads aloud a sentence. Stops.
3. B asks, “What does it mean?”
4. A explains with an option to continue discussing.
5. B reads aloud the next sentence. Stops.
6. A asks, “What does it mean?”
7. B explains with an option to continue discussing.

Using the SIOP Model: Professional Development Manual for Sheltered Instruction

- Purpose of manual
- Description of manual
- Use of manual



Purpose of Manual

- Present a series of workshops that include strategies, activities, and tools to help teachers understand and implement all of the features of the SIOP Model or the Two-Way SIOP Model
- Demonstrate the implementation of the SIOP Model or Two-Way SIOP Model at the classroom level
- Provide guidance on how to plan and implement SIOP Model professional development that leads to improved teaching practices and student learning

Description of Revised Manual

- Table of Contents
 - Chapter One.....Overview
 - Chapter Two.....Quality Professional Development for Sheltered Instruction Teachers
 - Chapter Three...Background Information for SLOP Professional Development Facilitators
 - Chapter Four....SLOP Model Professional Development Workshop Sessions
 - Chapter Five....What's Next? Building Capacity in the SLOP Model
 - Chapter Six...SLOP Model Lesson Plans

Chapter One

■ ***Overview***

- Outlines purpose of the manual
- Contains brief chapter descriptions
- Addresses how to use manual resources such as the CD and related texts such as *Making Content Comprehensible for English Learners* and *An Insider's Guide to SIOP Coaching*

Chapter Two

- ***Quality Professional Development for Sheltered Instruction Teachers***
 - Contextualizes the need for high quality professional development of English learners in terms of:
 - ✓ Who are English learners?
 - ✓ What skills do teachers of English learners need?
 - ✓ What does a high-quality professional development program for teachers of English learners look like?
 - ✓ What is the role of the SIOP Model facilitator?

Chapter Two

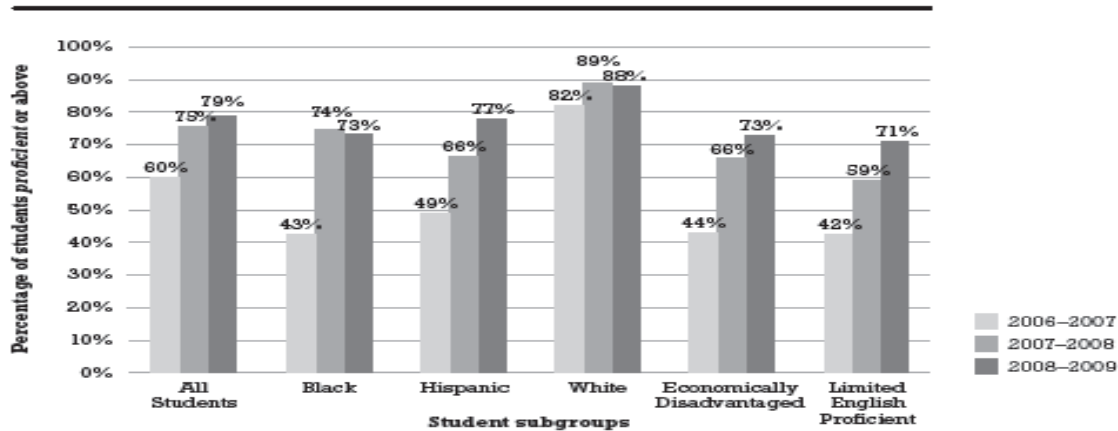


Figure 2 Percentage of Sugarland Elementary students scoring *proficient* or above on the Virginia Standards of Learning Exam for English over a 3-year period.

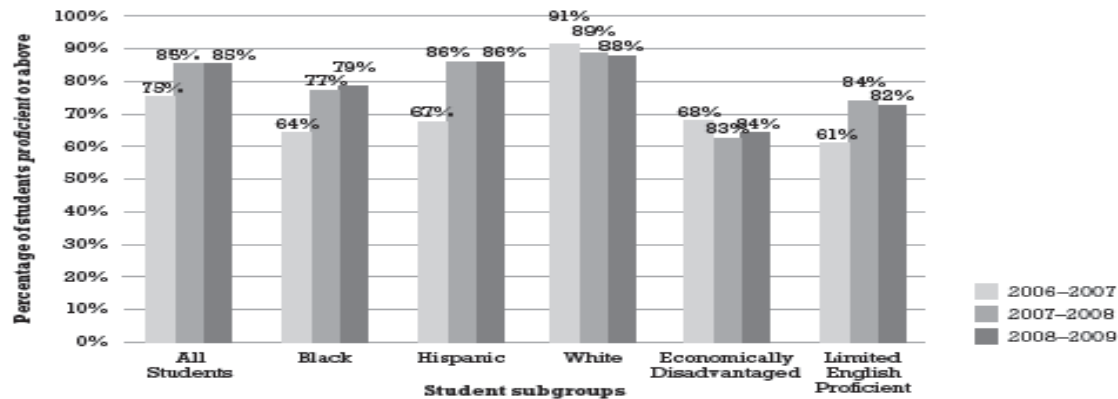


Figure 3 Percentage of Sugarland Elementary students scoring *proficient* or above on the Virginia Standards of Learning Exam for mathematics over a 3-year period.

Chapter Three

- ***Background Information for SIOP Professional Development Facilitators***
 - Provides important background information on each component of the SIOP Model
 - Facilitators can use this information to:
 - Learn more about key ideas and research findings relevant to each component
 - Create mini-lectures for the teachers in their workshops

Chapter Three

Lesson Preparation

For teachers who implement Two-Way SIOP, an important feature of lesson preparation is the inclusion of culture objectives. These objectives can be integrated into lessons along with content and language objectives. They assist in student learning by helping students

- Make connections to new learning by drawing on their background experiences
- Understand the idea of cultural diversity in general
- Gain knowledge about other cultures
- Deal with their feelings about living in the United States

Culture objectives are linked to language development because they promote

- Pride in one's native language or dialect
- Pride in knowing a second language (English or a partner language)
- Cross-linguistic connections
- Metalinguistic awareness
- Distinctions between academic language and social language

Culture objectives are especially important when the teacher must bridge the students' experiences and understanding of other languages and cultures to the content concepts or the aspects of language development involved in the lesson. For example, when studying ancient Mali and the role of the *griot* (a West African storyteller, keeper of oral history), the following culture objective might be used to connect content with personal experience:

Compare stories told by griots and those told to you by parents or grandparents. Describe the similarities and the differences.



Facilitator Note

SIOP teachers in two-way classrooms need to include culture objectives when planning lessons.

Chapter Four

- ***SIOPI Model Professional Development Workshop Sessions***
 - 10 workshop plans, one for each component and one for second language acquisition and an introduction to the SIOPI Model
 - Two-Way SIOPI adaptations/ideas
 - Each plan includes:
 - ✓ Content and language objectives
 - ✓ Workshop activities with instructions and material list
 - ✓ Participant handouts and PowerPoint slides
 - ✓ Suggested assignments for participants to complete between sessions

SESSION 4

Building Background

Post the content and language objectives in a place visible to the entire group.

Content Objectives

Participants will be able to

- Recognize the value of tapping into students' background knowledge and build upon it
- Identify strategies to help students link their past learning and experiences to new concepts
- Identify different ways to select and emphasize key vocabulary
- Incorporate Building Background features into a lesson plan

Language Objectives

Participants will be able to

- Discuss the importance of tapping into and building upon students' background knowledge
- List different ways to link students' prior learning and new content
- Write lesson activities that make links between students' experiences and new content
- Discuss the features of Building Background after viewing and taking notes on a video clip that illustrates these features

ACTIVITY

1

Warm-up: The Importance of Background Knowledge and Prior Learning

Purpose

To help participants recognize that content areas have specialized vocabularies and that it is important to make links between students' prior knowledge and new concepts and key vocabulary.

Materials

- Handout 25

Activity Instructions

1. Distribute handout 25 (My Personal Vocabulary).
2. Ask participants to brainstorm and list activities on the handout that they enjoy doing (e.g., hobbies, sports, pastimes, cultural events). Model by providing examples from your own life (e.g., doing yoga, herb gardening, fishing, going to *quinceañera* parties, reading mystery novels).

Chapter Five

- ***What's Next? Building Capacity in the SIOP Model***
- Ideas for moving teachers to higher levels of SIOP Model implementation
- Measuring the effectiveness of SIOP Model professional development programs
- Training on how to establish inter-rater reliability

Chapter Six

- ***SIOP Model Lesson Plans***
- Workshop activities to help teachers plan SIOP Model lessons
- 10 sample SIOP Model lesson plans. Can be used to:
 - Help teachers identify elements of sheltered instruction
 - Provide teachers with practice modifying the lessons for students of different proficiency levels
 - Give teachers more background on the lessons they view in the SIOP Model videos

Using the Manual

- Turn to a partner
- Discuss two ways to use this manual

How CAL SIOP Clients Use the Manual

- In-service teacher professional development
- Pre-service teacher preparation programs
- In-service preparation for SIOP teacher leaders and coaches
- As a resource for participants who attend CAL SIOP's Training of Trainers workshops

Thank You!
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