# Implementing Best Practices without Layering

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## Background

- A middle school receives comprehensive training on the SIOP model.
- Teachers decide to focus on the lesson plan but only a few teachers actually write lesson plans.
- School needs additional assistance in the delivery of instructional strategies and assessment as student success continues to decline.
- CORE is hired to provide onsite year long coaching for teachers and administration.
- Teachers are overwhelmed with what they view as too many initiatives.

## Purpose

The first step in implementing a new strategy, routine, or academic plan is to determine if this is meant to supplant or support an existing curriculum, procedure, or other expectation.

## Fidelity

An important, but often overlooked, aspect of implementation is whether or not time has been set aside to ensure teachers and administrators are reaching and maintaining fidelity.

- Weekly planning/reflection sessions
- Video tape delivery
- Team/Co-teaching

## Alignment

- Once the purpose is determined, teachers and administrators should work on how everything can be aligned to enhance current practices.

## Middle School Year 1

**Focus Y1**:
- Instruction that reaches all students, specifically English Learners.

**Program 1**: SIOP

**Implementation**:
- Teachers pick the aspects of SIOP they like. It is not a school wide initiative.

**Results**:
- Teaching styles do not change from pre-SIOP training and academic growth is not apparent.

## Middle School Year 2

**Focus Y2**:
- Improve academic achievement.

**Program 2**: CORE

**Implementation**:
- Consultants are in school one week per month, provide PD around the integration of programs, and model lessons.
- Work with administrators on the importance of walk-throughs and lesson plans.

**Results**:
- Model lesson plans help teachers see how the integration of program ideas can enhance the delivery of the content.
- Teachers start to use more strategies during instruction.
- Teachers are still reluctant to write out lesson plans.

## Template of a Lesson Plan

### Middle School Lesson Plan Template

| SIOP Lesson Area | Example or thought organizer for completing each SIOP lesson area. |
|---|---|
| Content Objectives *measurable, focus on the knowledge and skills students are expected to learn during the course of a lesson, and written in terms students can understand. | Students will be able to ___(Behavioral Verb)___ their knowledge of ___(concept or skill)__ by completing __(demonstration of learning/product)____. |
| Language Objectives *address the *language* needed to engage with the academic content, perform classroom tasks, and achieve the content objectives | Students will ___(Behavioral Verb for reading, writing or speaking) about ___(concept or skill)__ in (setting: small group, partner, independently)____. |
| State Standards *specific to the objectives listed above not just the blanket standard. | EXAMPLE: Standard: When reading *literature*, a proficient student: - Analyzes text for a central theme, its development over the course of the text and its relationship to story elements (character, setting, and plot); cites relevant and sufficient textual evidence to support literal and inferential interpretations; and provides accurate summaries. EXAMPLE: Specific to Lesson: Day 1: The day's lesson may just focus on analyzing text for theme. Day 2: The next day may focus on the development of the theme and its relation to story elements. |
| Bell Ringer/Warm-up | A quick activity to set the tone and pace of the daily lesson. It should be related to the content objective and not take more than 3-5 minutes on average. |
| Vocabulary List key vocabulary and strategy using to teach | SIOP Feature 9 (page 58-68 in SIOP book) CORE Sourcebook Section V pages 405-606 |
| Building Background | SIOP Chapter 3 CORE Sourcebook refers to this as World Knowledge (also see Comprehension Section starting on page 607) |
| Instructional Strategy | I Do portion of the Instructional Routine (CORE Sourcebook). Teach content using Continuum of Strategies (p.97 SIOP) to be able to reach all students. |
| Check for Understanding *include checks for understanding throughout the instructional strategy; fist to five, thumbs up, white boards. | As you teach content using strategies, how are you stopping to check to make sure the students understand the information? |
| Grouping/ Interaction-Guided Practice | We Do portion of the Instructional Routine (CORE Sourcebook). This portion is where you provide practice/application opportunities for students and scaffold instruction as needed (SIOP Chapter 7) Students should be interacting with each other and students should be expected to use a variety of response formats instead of responding to teacher directed questions. |
| Check for Understanding *Roam around the room for accountability and checking for individual understanding | How are you stopping to make sure the students understand the information? |
| Independent Practice *ensure students are practicing the exercises correctly-Monitor struggling students more closely. | You Do portion of the Instructional Routine (CORE Sourcebook). |
| Closure/ Formative Assessment (exit ticket directly related to the content objective) | Has to be tied directly to the content objective. Can be called Determination of Learning (DOL). Doesn't have to be written response. Short – approximately 1-3 minutes. |
| Personal Reflections on the lesson | |

## Example of a Lesson Plan: Grade 6 ELA

| SIOP Lesson Area | Example or thought organizer for completing each SIOP lesson area. |
|---|---|
| Content Objectives *measurable, focus on the knowledge and skills students are expected to learn during the course of a lesson, and written in terms students can understand. | Students will be able to identify and summarize the main idea of a paragraph by completing the summarization strategy with 90% accuracy. |
| Language Objectives *address the *language* needed to engage with the academic content, perform classroom tasks, and achieve the content objectives | Students will read The Greenhouse Effect during partner reading, using precision of language, summarize each paragraph in ten words or less in a whole group setting. |
| State Standards *specific to the objectives listed above not just the blanket standard. | EXAMPLE: Standard: CCS: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| Bell Ringer/Warm-up | Respond to the following statement on the back of the paper on your desk: Define summary, contribute, redundant |
| Vocabulary List key vocabulary and strategy using to teach | Summary, contribute, redundant Strategy – use syllabication; student definitions then confirm with dictionary definition; parts of speech |
| Building Background | Discuss the greenhouse effect in general. Discuss the vocabulary |
| Instructional Strategy | I DO: Discuss the steps to Paragraph Shrinking. Choral Read First paragraph and T summarizes using strategy – on PPT |
| Check for Understanding *include checks for understanding throughout the instructional strategy; fist to five, thumbs up, white boards. | As I conduct the lesson I am asking students to respond via cold calls and providing thumbs up/down to questions. |
| Grouping/ Interaction-Guided Practice | WE DO: Students Partner Read paragraph 2 and complete the summary. – on PPT |
| Check for Understanding *Roam around the room for accountability and checking for individual understanding | As the students read, I am circulating the room listening for errors. As students write, I am circulating the room looking for work completion and opportunities to scaffold and provide individual feedback. |
| Independent Practice *ensure students are practicing the exercises correctly-Monitor struggling students more closely. | YOU DO: Students read final paragraphs independently and complete the summary of Paragraph 3 - on PPT |
| Closure/ Formative Assessment (exit ticket directly related to the content objective) | Closure – Summarize whole passage by combining the three main idea statements. DOL – Write out the three steps to paragraph shrinking |

## Lessons Learned

- Working with a new program takes time and accountability.
- Having support throughout the first year of implementation helps provide fidelity to the program.
- Spending time in each teacher's classroom provides the individual support teachers need to master the new skill.
- Training administrators to conduct walk-throughs and to provide feedback on the walk-throughs provides support teachers need to be successful.