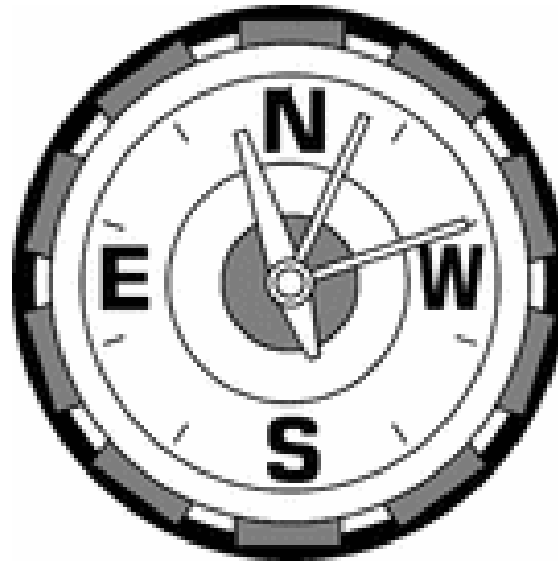


# GPS: GOING PLACES WITH SIOP

## *A ROADMAP TO SUCCESS*



Teresa Vignaroli  
Wezi Thindwa  
Julie Mazrum

“EVEN IF YOU’RE ON  
THE RIGHT TRACK,  
YOU’LL GET RUN OVER  
IF YOU JUST SIT  
THERE.”



*WILL RODGERS*

# OUR OBJECTIVES

## Content Objective:

- Today we will identify key characteristics of the SIOP model, staff development opportunities, and the ways SIOP fits in with other initiatives.

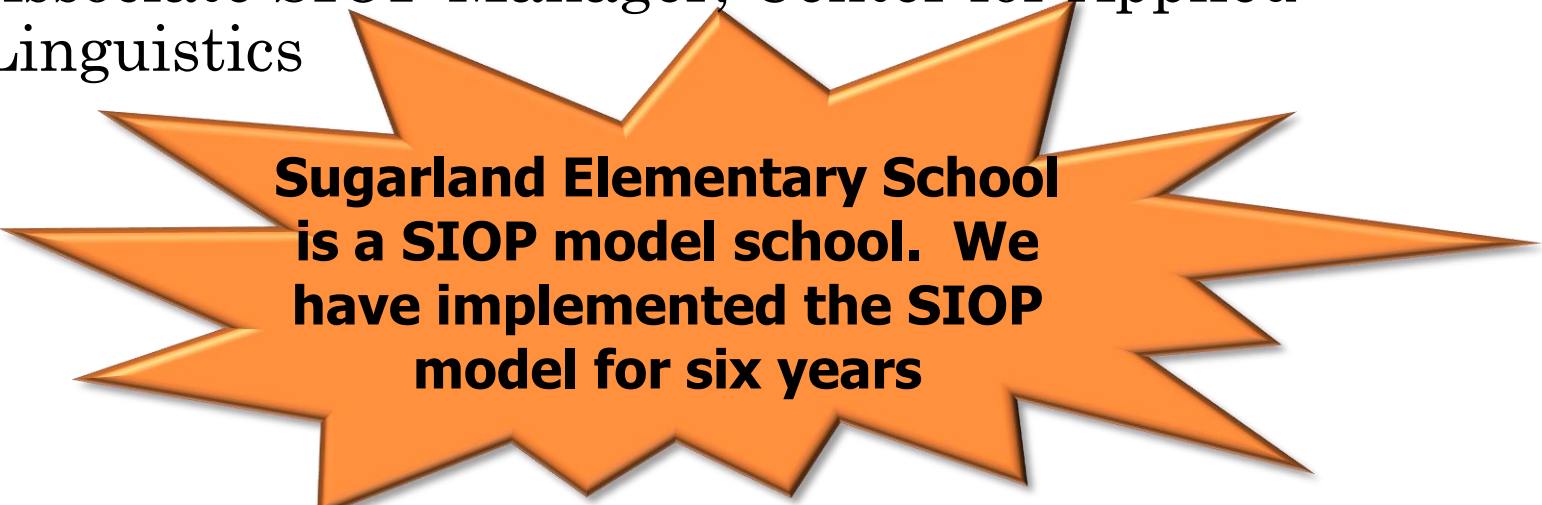
## Language Objective:

- Today we will discuss and list key topics relating to SIOP & the development of implementation of SIOP in schools.

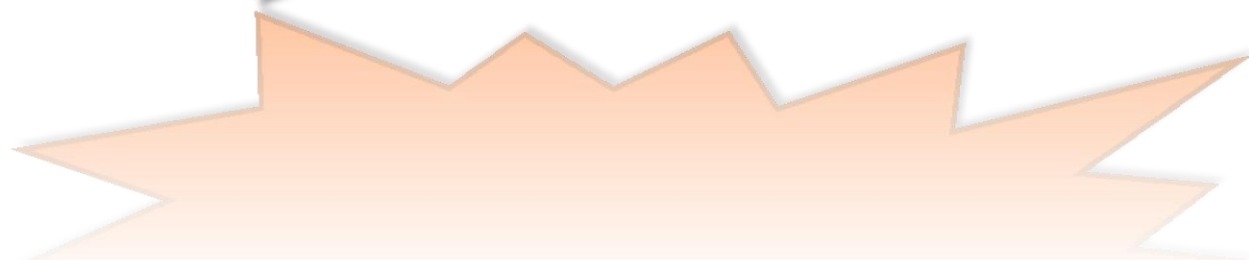


# WHO ARE WE?

- **Teresa Vignaroli** – ELL Supervisor for Loudoun County Public Schools
- **Wezi Thindwa** - is a LCPS SIOP Resource Coach
- **Julie Mazrum** – Research Associate and Associate SIOP Manager, Center for Applied Linguistics



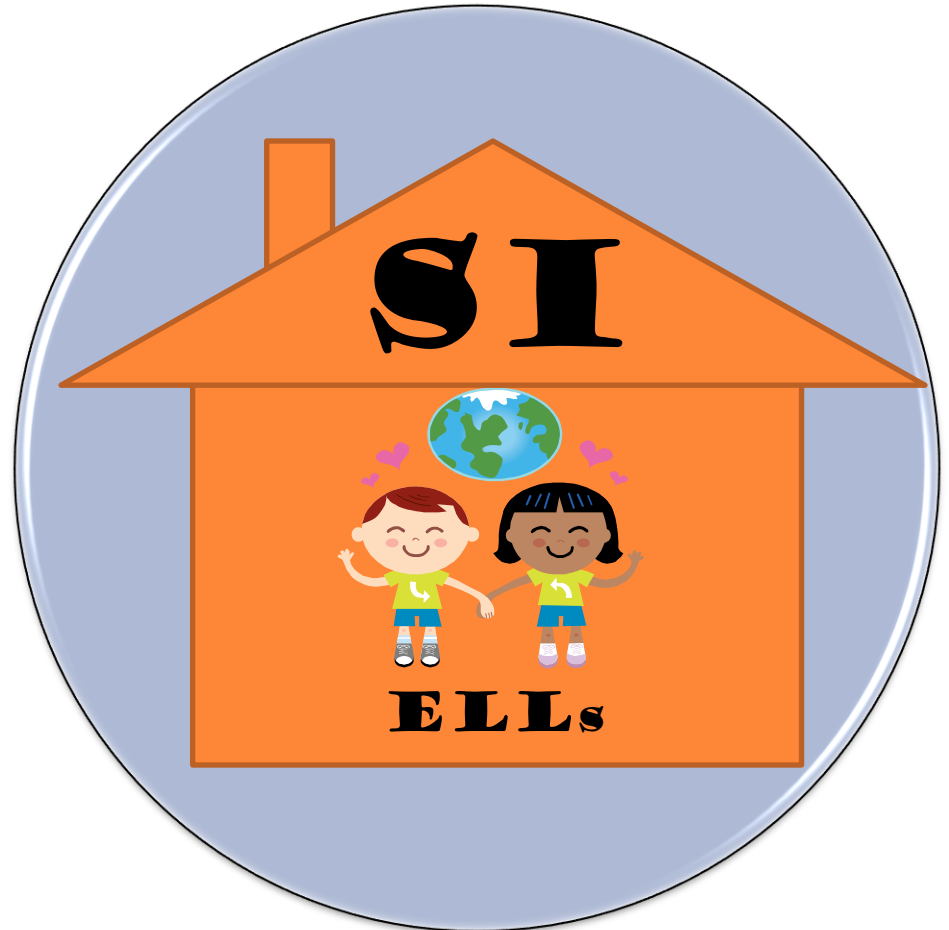
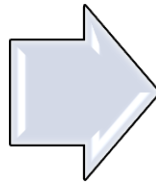
**Sugarland Elementary School  
is a SIOP model school. We  
have implemented the SIOP  
model for six years**



Content  
concepts



Support  
for  
academic  
English



# WHAT IS SHELTERED INSTRUCTION?

**It is a method for “delivering content knowledge in a way that allows both concepts and academic English proficiency to be nourished.”**

*Classroom Instruction that Works with English Language Learners* by Jane Hill and Kathleen Flynn



# CONTENT TEACHER, LANGUAGE TEACHER, OR BOTH?



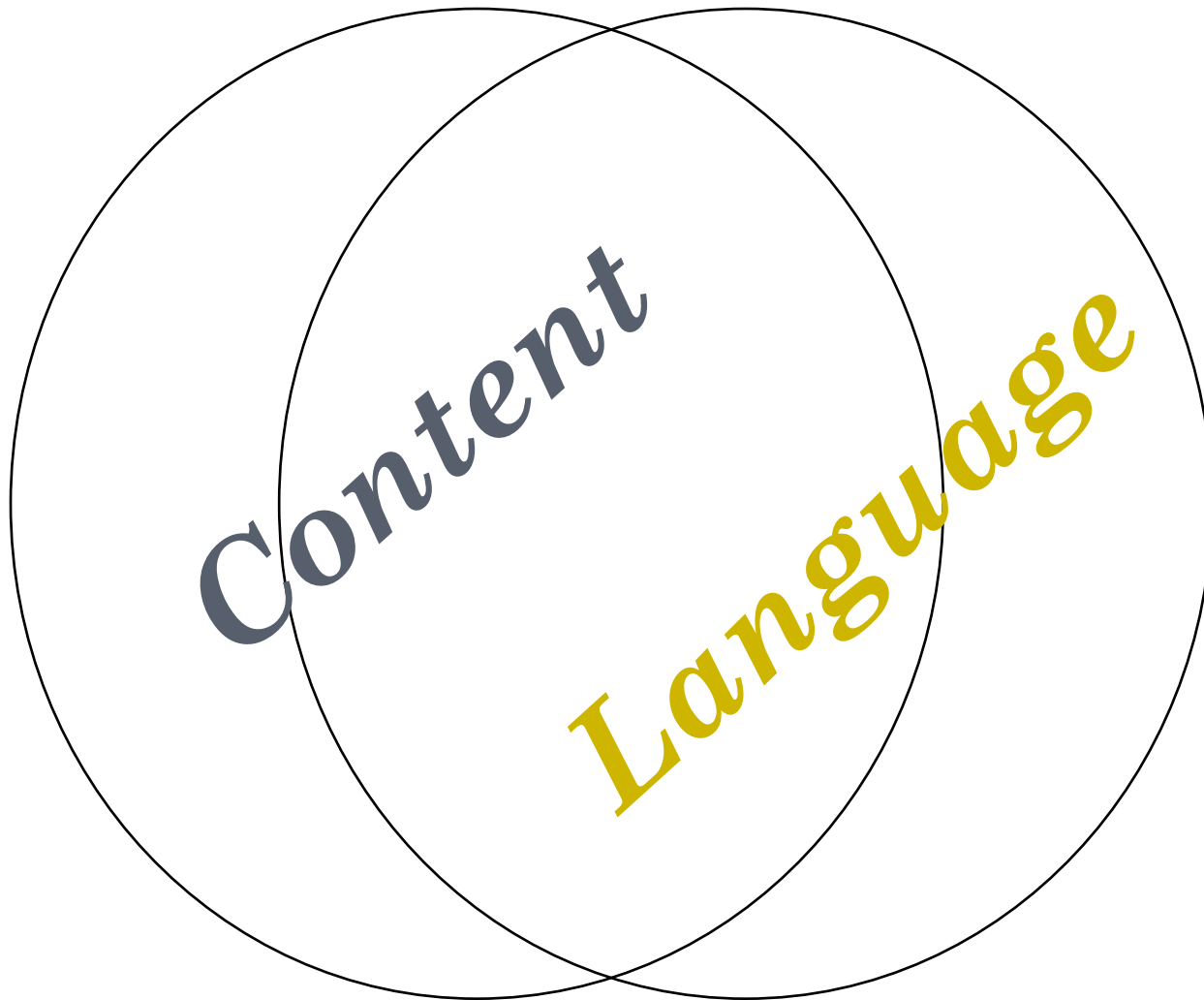
**Content**

**Language**

Graphic from *Using the SIOP Model:  
Professional Development Manual for Sheltered Instruction*



# CONTENT TEACHER, LANGUAGE TEACHER, OR BOTH?



Graphic from *Using the SIOP Model:  
Professional Development Manual for Sheltered Instruction*





gestures

adjusted

visuals

speech

**SI**



**ELLs**

scaffolded

interactive

manipulatives

cooperative  
learning



# THE SINGLE GREATEST IMPACT

**“More can be done to improve education by improving the effectiveness of teachers than by any other factor over which we have some **control**.”**

What Works In Schools, Robert Marzano 2003



# WHAT IS SIOP?

- Sheltered Instruction Observation Protocol
- SIOP lessons teach content objectives while supporting language development.
- It “offers teachers a model for lesson planning and implementation that provides English learners with access to grade-level content standards”. (*Making Content Comprehensible for English Learners: The SIOP Model*; pg. xi).



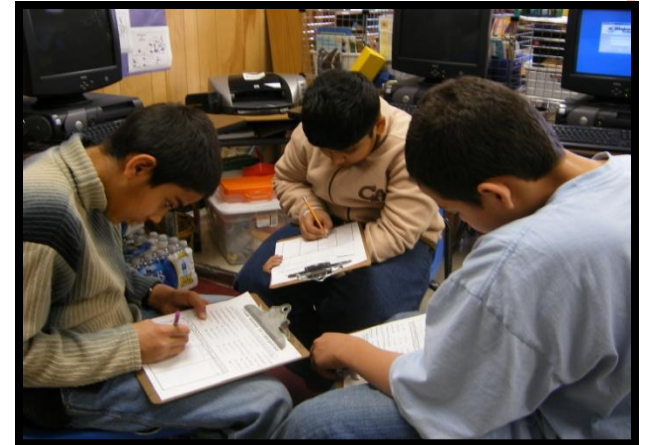
# WHAT IS SIOP?

- A specific model of sheltered instruction with 8 components and 30 features
- It is a tool to
  - Plan lessons
  - Improve teaching
  - Facilitate peer coaching
  - Foster staff development
  - Focus school improvement
  - Educate new and future teachers



# SIOP COMPONENTS

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



# One school's approach to implementation:



### *Year One:*

Two teachers trained by CAL (SIOP Team). Turn around training for team leaders

### *Year Two:*

SIOP Team trained the entire staff

### *Year Three:*

Get Smart with SIOP. SIOP mini workshop for new staff. Additional teachers trained by CAL

### *Year Four:*

SIOP team. Five tiered plan for staff development. **SIOP Resource Teacher added**

### *Year Five:*

Six tiered plan for staff development including parent sessions and training for support staff. **Additional SIOP Resource Teacher.** FOCUS –on **reading.**

### *Year Six:*

Tiered plan for staff development with. Parent sessions and training for support staff. Incorporating other **school /district** initiatives with SIOP.



## SIOP 101

This is our introduction course for all new staff offered each year.

## SIOP 102

**SIOP in Focus**  
Teachers bring lessons to participate in collaborative planning with a focus on assessment.

SSS

## SIOP for Support Staff

3 sessions to include our support staff.

Focus on implementing a variety of activities through a book study.

## SIOP and Assessment

This course is for all staff members after school to examine effective **assessment** in Math as the focus.  
Using the PD360 Learning Framework.

## SIOP 201 & 202

**Lesson Study** Teachers participate in small groups taping lessons and giving feedback. Each group focuses on assessment and one or two other SIOP features.





# HOW DID WE FUND IT?

- Department of Instruction
  - Local Funds
  - ELL Department Funding
    - Title III Funding
    - SIOP Resource Teacher
- Grants/ Title 1 Funding



# SIOP

A large yellow umbrella with a black outline and handle. The word "SIOP" is written in large blue letters across the top of the umbrella. Dashed arrows point from the word "SIOP" down to various educational initiatives listed below the umbrella. The initiatives are: PBIS, Technology Integration, Co-Teaching, RI, Instructional Programs/Initiatives (STEPS, History Alive, Investigations), SIP, PD 360, Marzano Strategies, \*Common Core Standards, and Professional Learning Communities. An orange circle is located in the bottom right corner of the slide.

**PBIS**

**Technology  
Integration**

**Co-Teaching**

**RI**

**Instructional  
Programs/  
Initiatives**  
(STEPS,  
History Alive,  
Investigations)

**SIP**

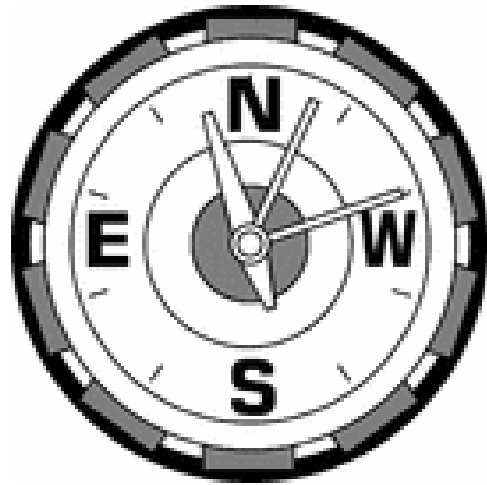
**PD 360**

**Marzano  
Strategies**

**\*Common Core  
Standards**

**Professional  
Learning  
Communities**

# WHAT DO TEACHERS SAY?



“The SIOP model helped me to focus on one or two objectives during my lessons. It took me a while to remember to start and end with the objectives, but now it's routine and if I forget my students are sure to remind me!”

Fifth grade teacher

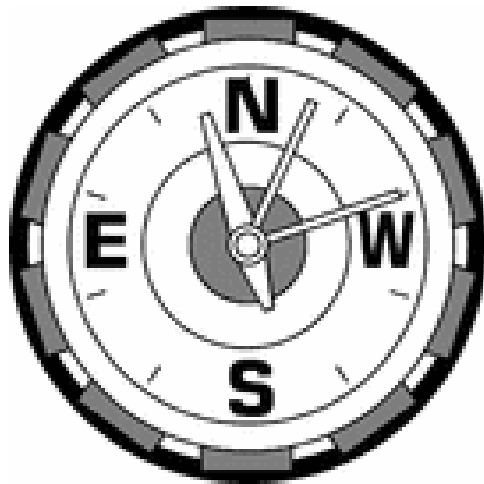


“At first, I thought... not another "in thing" to learn, but then... as I was introduced to SIOP I realized it was just a name for what good teachers do all the time. I believe the SIOP model has made me an even better teacher as it helps me refine and improve my teaching.”



Fifth grade teacher

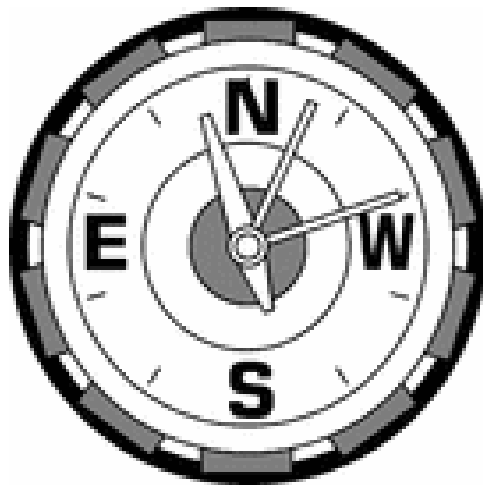
# WHAT DO THE STUDENTS SAY?



- “It’s fun to have two teachers ‘cause when one teacher has a hard time explaining something, the other teacher can probably explain it for us. And without the other teach(er) we probably won’t understand.” -*Lavinia*
- "It's fun! I like working with a buddy."-*Kevin*
- "I like objectives. It makes you know what you are going to do." -*Melanie*
- "I like math because the way you teach us you explain it all the way through." -*Sophia*
- "I like when we sing in science... The singing helps me remember things. Like if you are stuck ...you can probably remember it in your head."-*Rayland*



# WHAT DO THE PARENTS SAY?





“[My son] learns best with a hands on experience. He is a visual and active learner. SIOP makes an impression that lasts longer than a lecture or picture in a textbook ever could. I’m glad Sugarland uses SIOP in lessons.”

Eileen, parent



"Everyone in this room has at least one or two teachers that they remember that touched them in some way, that pushed them along when they were having difficulty, that inspired them to something that they had no interest in or had an interest in and didn't know it. Imagine creating an entire school of teachers like that. When you have a framework like this, you have teachers that get excited to teach and who want to catch those children....When your entire school has those teachers...that will inspire, that will catch you before you fall through the cracks, that's how I would see SIOP. And that works in schools that have large ESL populations, but it also has a need in any school."

Mr. L., Parent



# What Was Our Program Design?

- ✓ **SIOP Team established.**
- ✓ **Master Schedule included common planning time for grade level teams and their specialists to meet weekly.**
- ✓ **Co-teaching became synonymous with SIOP.**

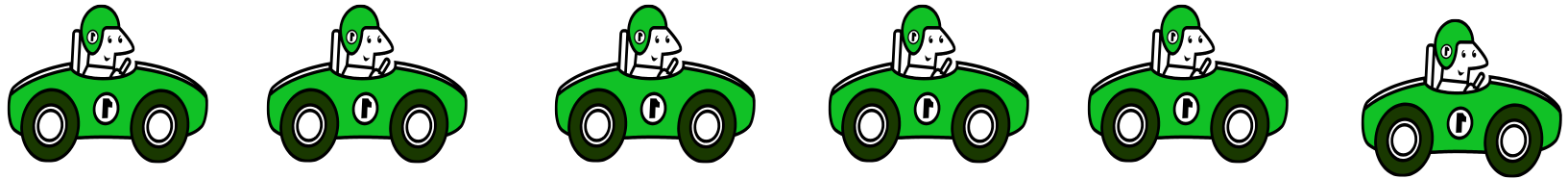


# **What Was Our Program Design?**

- ✓ Lesson plans were required to incorporate SIOP components.**
- ✓ Level of SIOP implementation was noted in classroom observations.**
- ✓ Hired personnel with background knowledge in sheltered instruction.**
- ✓ Ongoing, site-based, differentiated staff development opportunities were necessary to sustain the model over time.**



# WHERE DID THIS JOURNEY TAKE US?



- We share a **common language** that facilitates discussion across grade levels and specialty areas.
- We view **effective instruction** through the lens of the SIOP framework.
- We have a school-wide climate of **shared responsibility** and **high expectations** for all learners.
- The SIOP model has served as a **unifying factor** and a **change agent** for both teachers and students.



# Increasing Teacher Capacity at Sugarland Elementary

## **CAL SIOP Initiatives:**

- Lesson Study
  - Small group peer review of lessons
- SIOP Coaching
  - Peer coaching
  - SIOP Mentor Coaching



# Why Lesson Study and Coaching?

- Deepen implementation of the SIOP Model
- Increase teacher collaboration and reflection around the SIOP Model
- Transform practice



# Why Lesson Study and Coaching?

“Improving teachers’ learning – and in turn their own practice and their students’ learning – requires professional development that is closely and explicitly tied to teachers’ ongoing work.”

Neufeld, B. and Roper, D. (2003). *Coaching: A Strategy for Developing Instructional Capacity. The Aspen Institute Program on Education and The Annenberg Institute for School Reform*



# Benefits

Increase instructional capacity by:

- Shifting professional learning into the context of the classroom rather than just the direct instruction of the workshop
- Providing teachers with opportunities to apply learning more consistently and regularly
- Encouraging **collaboration** and **reflection**

Annenberg Institute for School Reform, *Professional Development Strategies That Improve Instruction*

# Sugarland SIOP Lesson Study

- Experienced SIOP teachers recorded themselves implementing a lesson.
- In small groups, peer reviewers viewed the videos of the lesson plans and analyzed the lessons.
- They engaged in a dialogue of:
  - Positive aspects of the lesson
  - Clarifying questions
  - Suggestions for improvement

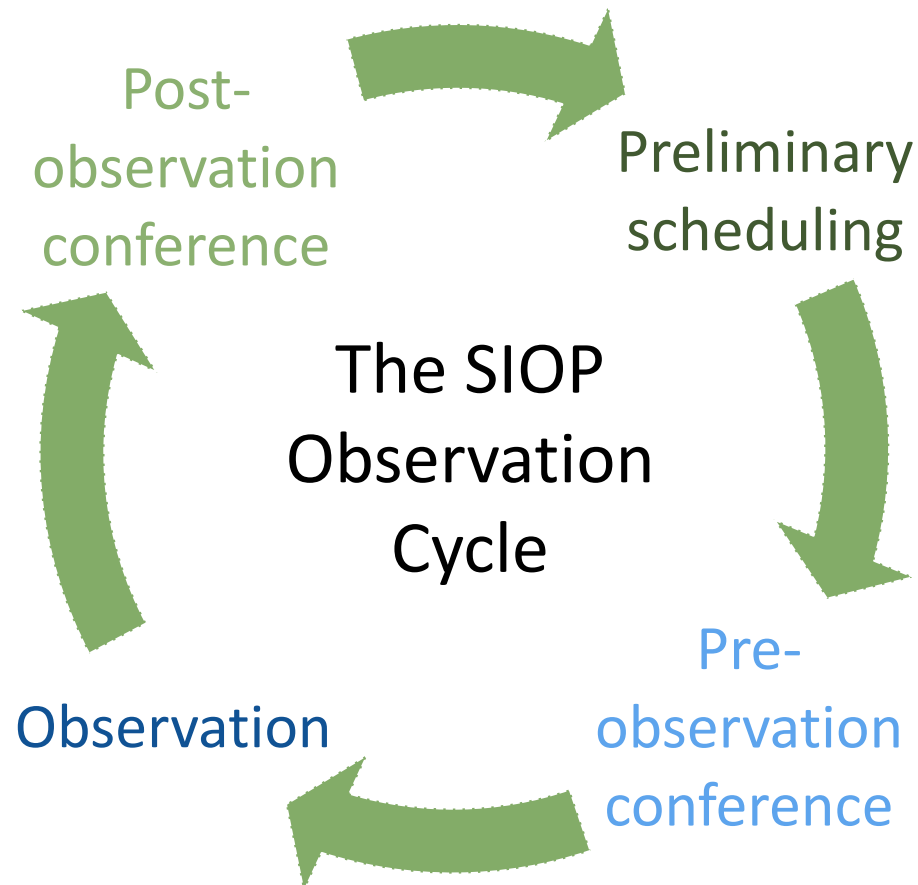
# Outcomes of SIOP Lesson Study

- Safe environment to objectively analyze implementation
- Clearly set new goals for deepening and improving implementation
- Many teachers found this process to be affirming of their practice
- Rich conversations continued across grade levels

# SIOP Coaching

- Process in which teachers transform SIOP practice through exploration, critique, and reflection
- Creates and maintain situation of collaborative professional development involving discussion between colleagues about improving approaches to educating English language learners

# The SIOP Observation Cycle



# Sugarland SIOP Coaching

## The ultimate goal:

- To help experienced, effective SIOP teacher leaders develop coaching skills in order to support early implementers of the SIOP Model



# Sugarland SIOP Coaching

## The Process

- 2 days of coaching workshops



- 2 days of shadow coaching



- Peer coaching



- Mentor coaching



# CAL SIOP Coaching Workshops

- Overview of the coaching process
- Analysis of each stage of the coaching process
- Reflection on coaching experiences in order to determine effective characteristics of a coach
- Viewing of videos and role play of coach and teacher
- Participants established partners to peer coach



# Coaching Support

## Shadow Coaching

- SIOP Facilitator coached each one of the participants
- The teacher's peer coach observed the process

## Peer Coaching

- Participants regularly coached one another in order to:
  - Deepen knowledge of the coaching process
  - Practice coaching before coaching mentors
  - Increase their own implementation

# Coaching Implementation

- Each teacher leader has been assigned a teacher who has begun SIOP implementation
- They have begun the coaching process with these teachers



# Teacher Leadership

The participants of the workshop:

- Established the process that would work best for them
  - Procedure and timeline
- Analyzed the characteristics of the coaching process and identified their needs
  - Asked targeted questions
  - Established priorities in order for initiative to be successful

# Sugarland Coaching Initiative

Coaching Relationship is mutually beneficial:

- Supports new implementers of the SIOP Model
- Increases capacity of the SIOP coaches



Vital step in increasing SIOP capacity at the school level

# Learn More

- [www.cal.org/siop](http://www.cal.org/siop)
- *Using the SIOP Model: Professional Development Manual for Sheltered Instruction*  
Deborah Short, Jennifer Himmel, Sandra Gutierrez, Justine Hedec
- *An Insider's Guide to SIOP Coaching*  
Ari Sherris, Thomas A. Bauder, and Lindsey Hillard
- *CREATE Brief: The SIOP Model: A professional Development Framework for a Comprehensive School-Wide Intervention*  
Jana Echevarria and Deborah Short

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