

Coaching Teachers on Using the SIOP Model

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Content Objective: To become familiar with a new resource for SIOP Model coaching

Language Objective: To describe aspects of effective coaching

What is the SIOP Model?

The SIOP Model is a research-validated approach to sheltered lesson planning and implementation that has proven effective with English language learners throughout the U.S. It is a framework for organizing ESL and content area instruction with required features for each lesson that accommodate the distinct second language development needs of English language learners, but with flexibility so teachers choose techniques they find effective. The SIOP Model shares features that are characteristic of high-quality instruction for all students, such as cooperative learning, reading comprehension strategies, writers workshop, and differentiation. However, the model adds key features that support the academic success of ELLs: inclusion of language objectives in every content lesson, development of background knowledge, acquisition of content-related vocabulary, and emphasis on academic literacy practice. The SIOP Model has 8 components and 30 features (Echevarria, Vogt, & Short, 2004).

What is SIOP Coaching?

SIOP coaches work with a variety of teachers: ESL and bilingual specialists, grade-level classroom teachers, secondary school content teachers, and resource teachers. SIOP coaching takes place in a wide range of professional development settings such as in-school coaching, mentoring/induction programs, preservice/graduate student teacher supervision, and district staff development. SIOP coaches may be mentor teachers, district staff developers, on-site facilitators, university faculty, and peer coaches. They need to have deep knowledge of the SIOP Model and of second language acquisition and literacy development for children and adolescents, knowledge of ESL methods, basic understanding of the content area curricula (for subjects taught by the SIOP teachers), leadership skills, and coaching or mentoring experience.

What does the new book, *An Insider's Guide to SIOP Coaching*, include?

Chapters to help coaches engage teachers in effective SIOP Model implementation. Activities to reflect on the SIOP coaching process and to apply suggestions to individual contexts. Appendices with lesson plans, planning templates, guides for conferencing and observing. See information for each chapter on second page of this handout.

What districts have engaged in SIOP Coaching and have field-tested activities in the book?

Districts that have worked with the Center for Applied Linguistics staff on SIOP coaching training and implementation include Clifton (NJ), Atlantic City (NJ), Clark County (NV), San Diego (CA), Treasure Valley (OR), Charlotte (NC), Minneapolis (MN), and the New Jersey Department of Education.

An Insider's Guide to SIOP Coaching
Arieh Sherris, Thomas Bauder, & Lindsey Hillyard (2007)

Introduction

This provides an overview of the SIOP Model for sheltered instruction, outlines the goals of this book, and briefly describes coaching contexts and the necessary knowledge, skills, and experience for SIOP coaches.

Chapter 1: The Lay of the Land: Charting Territory & Theory

This chapter explains the philosophy for SIOP coaching, including three dimensions of the coaching process (exploration, critique, and reflection) and describes different types of SIOP coaches and their roles.

Chapter 2: Setting the Stage for Coaching

This chapter offers guidance in laying the framework for sustained SIOP coaching: creating the SIOP team, organizing a coaching schedule, planning team meetings, promoting a whole school culture for SIOP implementation and so forth.

Chapter 3: Supporting the Lesson Planning Process

In this chapter, the author gives suggestions to help teachers write language and content objectives and develop full SIOP lessons. Several SIOP lesson plans and templates are discussed and then presented in the appendix.

Chapters 4 and 5: Observing SIOP Teachers: The Observation and Conferencing Cycle, Part I and Observing SIOP Teachers: The Observation and Conferencing Cycle, Part II

Together, these two chapters articulate a process for coaching teachers along with classroom observations. A cognitive coaching approach is suggested for conducting pre-observation and post-observation conferences and strategies for taking observation notes as well as providing feedback to teachers afterwards are explained.

Chapter 6: SIOP Coaching Over Time

Sustaining coaching once teachers have learned the SIOP Model is the focus of this chapter. The author argues for coaches to help teachers develop professional narratives and collect data on SIOP implementation through videotaping. In addition, 10 tips for building and maintaining a coaching relationship are presented.

Chapter 7: Deepening Capacity: Fostering a Community of Learner-Practitioners

This chapter explains how teacher study groups and action research can help teachers deepen their knowledge of the SIOP Model to improve the quality of their instruction and foster a professional learning community at a school or district site.