



Building Capacity through Job Embedded PD: A SIOP Success Story

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Wezi Thindwa

Loudoun County Public
Schools, VA

Jen Himmel

Center for Applied
Linguistics DC

Overview of SIOP

- The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated model of sheltered instruction.
- Professional development in the SIOP Model assists teachers in planning and delivering lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.



SIOP's Definition of Sheltered Instruction

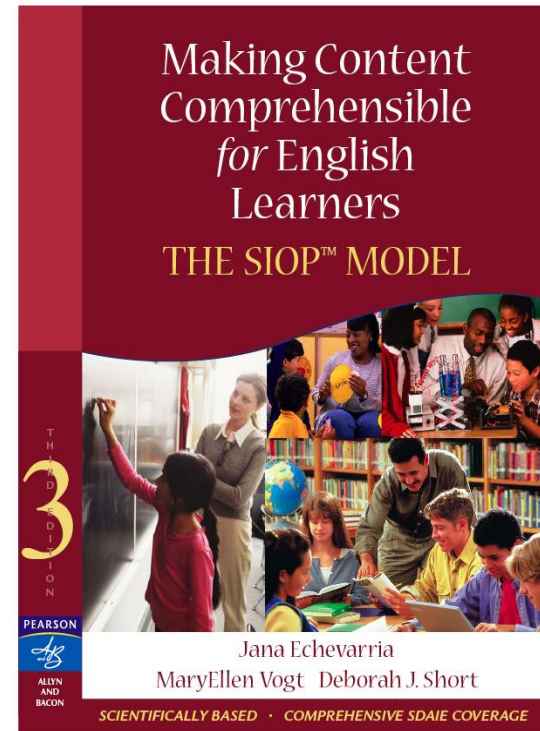
A means for making grade-level **academic content** (e.g., science, social studies, math) more **accessible** for English learners (ELs) while at the same time promoting their **English language development**.



Echevarria, J., Vogt, M.E., & Short, D. (2004). *Making content comprehensible to English learners: The SIOP model*. Boston: Pearson/Allyn & Bacon.

SIOP Model Components

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



Is the SIOP Model Just Good Instruction?

It shares many features recommended for high quality instruction for all students, including the following:

- Cooperative learning
- Strategies for reading comprehension
- Emphasis on the writing process
- Differentiated instruction

Is the SIOP Model Just Good Instruction?

BUT it accommodates the distinct second language development and academic literacy needs of English learners through

- Inclusion of language objectives in every lesson
- Development of background knowledge
- Acquisition of general academic vocabulary
- Emphasis on oral language development
- Emphasis on academic literacy practice

Helping Teachers Use the SIOP Model

Workshops:

- SIOP Overview
- Review and Renew
- Coaching Training
- Training SIOP Trainers
- SIOP for Administrators
- SIOP for Specialists

Job-embedded support:

- Guided Lesson Design
- Coaching
- Lesson Study

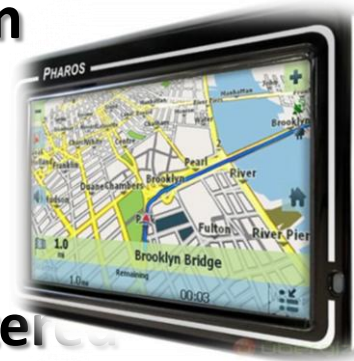
What Was the Program Design at Sugarland Elementary?

- ✓ **SIOP leadership team established.**
- ✓ **Two SIOP Resource Teacher positions added**
- ✓ **Master Schedule included common planning time for grade level teams and their specialists to meet weekly.**
- ✓ **Co-teaching became synonymous with SIOP.**



What Was The Program Design at Sugarland Elementary?

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



Sugarland Elementary School

- Sugarland Elementary is located in Sterling, Virginia, in the Loudoun County Public Schools System
- Sugarland has a total enrollment of 582 students in preschool through fifth grade
- The ELL program services 43% of the students in grades K-5

Sugarland Elementary Challenges

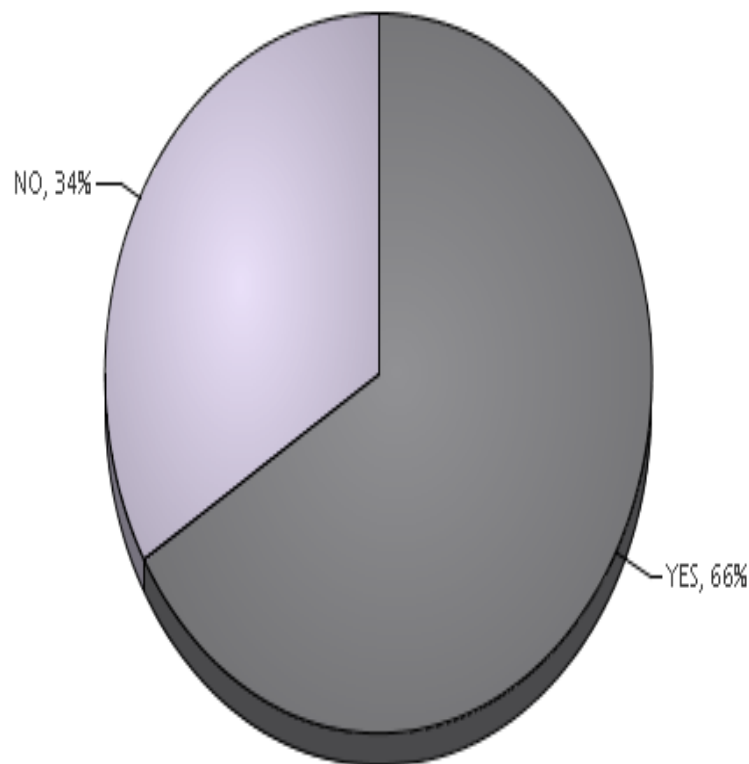
Economically Disadvantaged	Number of Students
YES	386
NO	196
	Total: 582

- **High poverty**

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- Student transience
- Low early literacy skills
- **Teacher turn over**
- **Focus school**

Economically Disadvantaged Enrollment



Increasing Teacher Capacity at Sugarland Elementary

CAL SIOP Initiatives:

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



Identifying Professional Development

Road to Lesson Study and Coaching

- School had developed SIOP 101 training to maintain school-wide implementation
- Teachers in year 2 and 3 of SIOP implementation requested further growth.
- Courses were developed to differentiate professional development for staff and to align with other district PD initiatives (SIOP 102, 201, 202, SSS, SIOP and Assessment)
- Request for continual growth from experienced teachers led to the collaboration with CAL SIOP on lesson study
- Teachers identified for coaching training had previously participated in lesson study

Identifying Professional Development

Using Walkthrough Data

- Different from classroom observations
- Data collection:
 - To acquire baseline information on instruction, NOT report individual performance
 - All data reported is shared to whole staff
 - Purpose of instructional improvement

Identifying Professional Development

■ Benefits of Using Walk Through Data

- On-going diagnostic assessment - A comprehensive system that monitors progress to facilitate timely and targeted action.
- Culture of caring and high expectations
- Collaboration and consensus for next steps in PD
- Teacher buy-in to on-going PD
- Facilitates support of instructional initiatives that are aligned with school improvement plan
- Systemic change – sustainability in focusing on multiple factors of change

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*

SIOP Lesson Study

- Experience SIOP teachers form small groups and select a few SIOP focus features.
- Each teacher in each group records herself implementing a lesson.
- In the small groups, peer reviewers view and analyze the videos of the lessons in the context of **content and academic language development**.
- They engage in a dialogue of:
 - Positive aspects of the lesson
 - Clarifying questions
 - Suggestions for improvement

Professional Development in SIOP Lesson Study for Sugarland Elementary

The Process

- 1 day to introduce teachers to lesson study
- ↓
- 4 days to facilitate the lesson study sessions
- ↓
- 1 day to reflect on the lesson study process and determine next steps



Introducing SIOP Lesson Study



SIOP Lesson Study Using the WWW Protocol

1. Courtney will give us some background on the lesson and explain what SIOP component she would like to focus on in the lesson study and why (5 min).
2. We will watch the lesson (3rd grade SIOP lesson on ancient Egypt) (about 1 hour).
3. As we watch, we will take notes on our WWW chart focusing on the component(s) Courtney selected (Wows, Wonders, What Ifs).
4. Then, we will discuss her lesson based on our notes. When it is our turn to discuss, Courtney will be actively listening and taking notes. When she responds, we will also actively listen for more information and insights.

SIOP Lesson Study Using the WWW Protocol

5. We will first discuss the “Wows.” (10 min.)
6. Courtney will have the opportunity to tell us what she has heard and share any new thinking/ideas. (5 min.)
7. We will then share our “Wonders.” Remember these are clarifying questions. (10 min.)
8. Courtney will have an opportunity to answer our questions and give us more information about the lesson. (5 min.)
9. Finally, based on our observations and new information from Courtney, we will discuss the “What Ifs.” Remember What Ifs are feedback and suggestions phrased in constructive and supportive ways. (10 min)
10. When we are done, Courtney will summarize what she has heard and share any new thinking/ideas to revise her lesson. She will decide which ideas resonated more with her and she wants to try out . (5 min.)

WWW Organizer

Wows	Wonders	What ifs
Things that caught your eye and made you go WOW!	Questions you would like to raise and discuss with the peer reviewers	Suggestions that the teacher may want to think about
Example: Wow! I liked how he used that very simple graphic organizer to scaffold student writing.	Example: I wonder what students did prior to this lesson? I wonder which students are the ELLs in her classroom? I wonder how she selected the vocabulary words?	Example: What if she used a word bank to teach/ emphasize the key vocabulary she wants students to use when they talk about their posters?

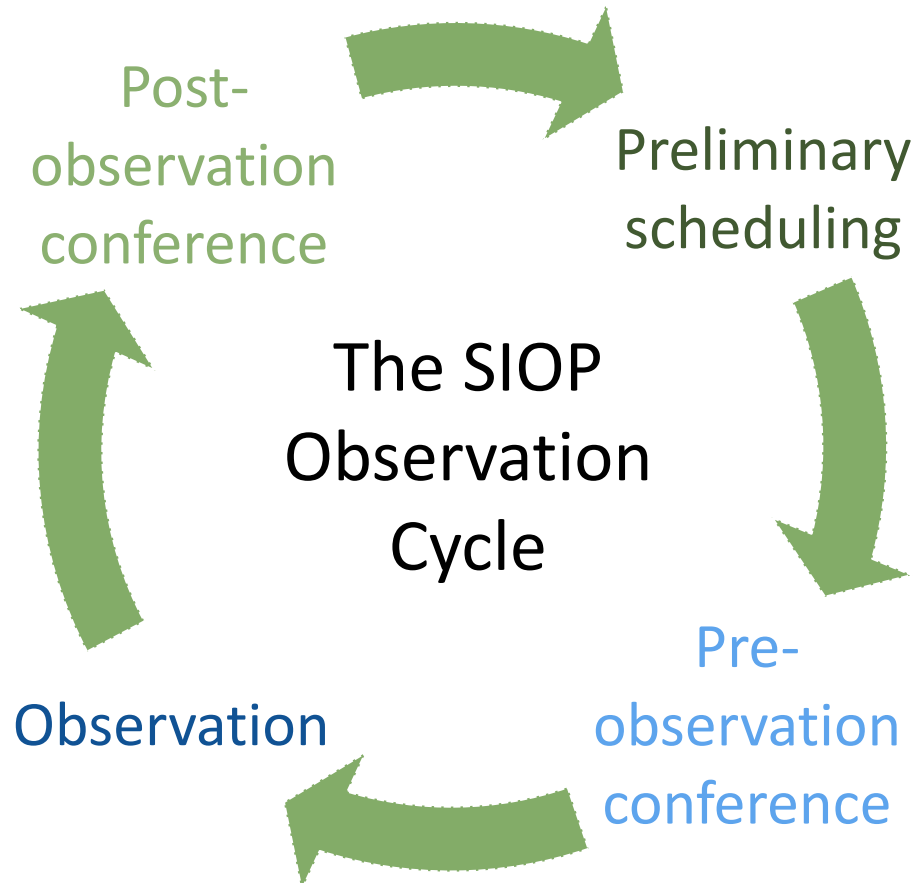
Outcomes of SIOP Lesson Study

- 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 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

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

Coaching Implementation

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



Trends

Data is showing a 16.5% average increase of implementation of the SIOP components after 2 months of collecting walkthrough observation data.

Journey Outcomes

- A **common language** that facilitates discussion across grade levels and specialty areas.
- View **effective instruction** through the lens of the SIOP framework.
- 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.

Sugarland: Lighthouse SIOP School

- Since Sugarland ES adopted the model, 15 LCPS schools have since initiated school-based SIOP training.
- District level SIOP training is offered for awareness level, leadership team, and administrator training.
- Eight schools have established and trained SIOP Leadership Teams to build leadership capacity in helping their schools become self-sustaining of school-wide SIOP implementation.

LCPS SIOP Course Offerings

Awareness Level	Implementation Level	Skill Building Level	Coach Level
<p>Courses for Teachers:</p> <ul style="list-style-type: none"> 101: SIOP At a Glance* (No longer offered) 101: SIOP in Action** SIOP and Math SSR: SIOP Support for Reading Instruction <p>Courses for Administrators: SIOP for Administrators</p>	<p>Courses for Teachers:</p> <ul style="list-style-type: none"> SIOP 101 Enrichment SIOP 102: SIOP in Focus* 	<p>Courses for Teachers:</p> <ul style="list-style-type: none"> SIOP 201: Lesson Study* SIOP 202: Book Study * <p>Courses for Administrators: SIOP Roundtable</p>	<p>Courses for School Coaches and/or Teacher Leaders:</p> <ul style="list-style-type: none"> SIOP for Coaches SIOP Leadership Team (SLT) Training <p>Courses for Administrators: SIOP Inter-Rater Reliability Training</p>

*Courses offered only at schools implementing SIOP professional development.

**Courses offered at both the district and school levels.

The SIOP Model School

SIOP Model School
<ul style="list-style-type: none">✓ School shares common language of SIOP✓ Observation data consistently reflects high-level implementation of SIOP features✓ Teachers and administrators continue to engage in SIOP professional development opportunities✓ School welcomes opportunities for visiting educators to observe SIOP in action
<p style="text-align: center;">5+ Years</p> <ul style="list-style-type: none">• School continues to renew SIOP Leadership Team members to reflect changes in staff members and/or training needs• Teachers and administrators continue to seek opportunities for on-going SIOP professional development• School incorporates opportunities for collaboration and observation with other SIOP schools
<p style="text-align: center;">2-4 Years</p> <ul style="list-style-type: none">• SIOP Leadership Team established and sent to district training*• SIOP 101 training provided to new faculty members• On-going support and training provided to SIOP 101 trained teachers and administrators**• Administrators communicate implementation trends observed through walk-throughs to staff and coaches*** <p>*These teachers must participate in a SIOP 102 **See Course Offering brochure ***Inter Rater Reliability training offered to support observations</p>
<p style="text-align: center;">0-1 Years</p> <ul style="list-style-type: none">➤ School may have received At A Glance Training *➤ School Wide SIOP 101 Training➤ Targeted School-Based SIOP 101 Training**➤ School may have sent group of teachers to district SIOP 101 Cohort➤ Based on initial training and subsequent implementation, administrators work to identify teachers for the SIOP Leadership Team. <p>*After school training of SIOP components no longer offered. See Best Practices guide for additional information. **Offered to select teachers in the building</p>

→ Progression of school-wide SIOP implementation

What do the teachers say?

“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.”

-Jennifer Warren, fifth grade teacher

What do the 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 its routine and if I forget my students are sure to remind me!”

-Jenn Clouden, fifth grade teacher

What do the teachers say?

It is a school-wide initiative that everyone has the opportunity to be hands-on with. It is a common language.”

-Brenda, Middle School Assistant Principal

Words from a few LCPS Secondary teachers:

“Excellent content, relevant and useful for teachers in all subject areas!...”

“Very useful sessions, absolutely helps in the classroom.”

“I always pick up new ideas to incorporate into classroom.”

What do the students say?

- "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?

“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. Lawrence, Parent

Learn More

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