

Preparing Teachers to Use the SIOP Model

TESOL 2012



Facilitated by:

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Session Objectives

Content Objectives

Participants will be able to

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

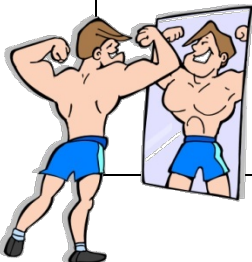
Language Objectives

Participants will be able to

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

Warm-Up Exercise

<p>What is your experience/expertise with the SIOP Model?</p>	<p>What are some ways that you/your teachers have been successful in meeting the needs of the English learners?</p>
<p>What are some challenges your teachers face in working with English learners?</p>	<p>What goals do you have for SIOP implementation at your school?</p>



The Role of the SIOP Facilitator¹

This SIOP professional development manual is designed to be used by two different types of facilitators: teacher educators working in higher education institutions or in collaboration with school systems and professional development staff working in schools and school districts. In order to effectively deliver professional development and adapt the materials contained in the SIOP manual to meet the unique needs of the teachers with whom they are working, SIOP facilitators need to possess the following:

- ✓ A deep understanding of the SIOP Model
- ✓ Academic knowledge of second language acquisition, bilingualism, cultural diversity, and sheltered or bilingual instruction
- ✓ Experience providing sheltered content instruction or content-based language instruction
- ✓ Knowledge of best practices for professional development and theories of adult learning
- ✓ Experience planning and delivering courses or other types of professional development, particularly related to the education of language learners

¹ From Short, D. J., Himmel, J., Gutiérrez, S., & Hudec, J. (2011). *Using the SIOP model: Professional development manual for sheltered instruction*. Washington, DC: Center for Applied Linguistics. Reprinted with permission.

“When a teacher who is about to design a new course asks, ‘Are there any guidelines? Is there a procedure to follow?’ the hoped-for answer is yes. No teacher wants to invent the wheel, and if there is a procedure to follow, she wants to know what it is. In practice, however, the answer to the questions is both yes and no: yes because there are models, guidelines, and principles to consider that can help a teacher make sense of her situation, mobilize her resources, and organize her progress; no because the guidelines are not a recipe. There is no set procedure to follow that will guarantee a successful course because each teacher and each teacher’s situation is different. Put another way, there is no answer to give, but there is an answer to find.”

Kathleen Graves (2001, p. 5)²

8:30 Model

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

The SIOP Model has *eight components & thirty features*.

² Graves, K. (2001). *Teachers as course developers*. New York: Cambridge University Press.

Revised SIOP Manual Table of Contents

Chapter Number	Chapter Title	My Notes
Chapter One	Overview	
Chapter Two	Quality Professional Development for Sheltered Instruction Teachers	
Chapter Three	Background Information for SIOP Professional Development Facilitators	
Chapter Four	SIOP Model Professional Development Workshop Sessions	
Chapter Five	What's Next? Building Capacity in the SIOP Model	
Chapter Six	SIOP Model Lesson Plans	

SIOP Model Workshops' Instructional Cycle

What?	How?
Tap into participants' background related to the SIOP component or features OR Review to previous workshop learning.	
Share objectives.	
Introduce/present key ideas regarding the research base of the component and the features of the component.	
Engage participants in activity(ies) that model(s) the SIOP feature/component.	
Analyze activity from different perspectives: Objective of activity Why is it helpful to English learners? How does it represent particular SIOP feature? How could it be adapted to their classrooms (content areas, proficiency levels, grade levels)?	
Practice and apply the feature/component.	
Continuously assess and reteach or provide more scaffolding when needed.	

SIOP Resources

- Echevarria, J., & Short, D. J. (2011). *The SIOP model: A professional development framework for a comprehensive school-wide intervention*. Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) Brief. Retrieved from <http://www.cal.org/create/resources/pubs/professional-development-framework.html>
- Echevarria, J., Vogt, M. E., & Short, D. J. (2008). *Making content comprehensible for English learners: The SIOP[®] model* (3rd ed.). Boston: Pearson/Allyn & Bacon.
- Echevarria, J., Vogt, M. E., & Short, D. J. (2010). *Making content comprehensible for elementary English learners: The SIOP[®] model*. Boston: Pearson/Allyn & Bacon.
- Echevarria, J., Vogt, M. E., & Short, D. J. (2010). *Making content comprehensible for secondary English learners: The SIOP[®] model*. Boston: Pearson/Allyn & Bacon.
- Himmel, J., Short, D. J., Richards, C., & Echevarria, J. (2009). *Using the SIOP model to improve middle school science instruction*. Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) Brief. Retrieved from <http://www.cal.org/create/resources/pubs/siopscience.html>
- Howard, E. R., Sugarman, J., & Coburn, C. (2006). *Adapting the Sheltered Instruction Observation Protocol (SIOP) for two-way immersion education: An introduction to the TWIOP*. Washington DC: Center for Applied Linguistics.
- Hudec, J., & Short, D. J. (Prods.). (2002a). *Helping English learners succeed: An overview of the SIOP model* [Video]. Washington, DC: Center for Applied Linguistics.
- Hudec, J., & Short, D. J. (Prods.). (2002b). *The SIOP model: Sheltered instruction for academic achievement* [Video]. Washington, DC: Center for Applied Linguistics.
- Sherris, A., Bauder, T., & Hillyard, L. (2007). *An insider's guide to SIOP coaching*. Washington, DC: Center for Applied Linguistics.
- Short, D. J., & Echevarria, J. (1999). *The sheltered instruction observation protocol: A tool for teacher-researcher collaboration and professional development*. Educational Practice Report No. 3. Santa Cruz, CA & Washington, DC: CREDE.
- Short, D. J., Himmel, J., Gutierrez, S., & Hudec, J. (2012). *Using the SIOP model: Professional development for sheltered instruction*. Washington, DC: Center for Applied Linguistics.