SIOP Trainer of Trainers

Workshop Objectives:

- Create an action plan for SIOP implementation within a district.

- Develop strategies and techniques necessary to become an effective trainer.

- Present a SIOP mini-workshop.

Trainer of Trainers

Characteristics of an Effective Trainer

- Time/Dedication
- Organization
- Knowledge of Content Material
- Confidence
- Ability to Interact with Audience
- Field-work Experience (practice teaching, classroom observations, etc.)
- Others

Why SIOP?

- It is a model that provides additional support for ELL's while they are learning content information.

- Research-based

- Uses instructional methods and strategies widely recommended for both second language and mainstream classrooms.

- An effective tool for lesson planning, self-evaluation, and coaching other teachers.

- It is observable!

Teacher Reflections…

- "I feel my teaching style is close to this training style. I try to convey to my students the objectives of each lesson, but I don't write them on the board. I plan to do the content and literature objectives on the board next year. I teach more than one subject, so I'll probably just choose one to concentrate on."

Teacher Reflections…

- "Creates a visual for students to look back upon to remember what their goal is. I think this keeps both teacher and student focused on what the objective is. Can ease student anxiety because they know what is expected of them."

- "I think that this practice would increase/improve student performance in the classroom. Students will always know what is expected of them. They will become comfortable with the fact that their objectives can be easily seen. For those students who are incapable of retaining directions they can benefit greatly from this technique. A great classroom management tool."
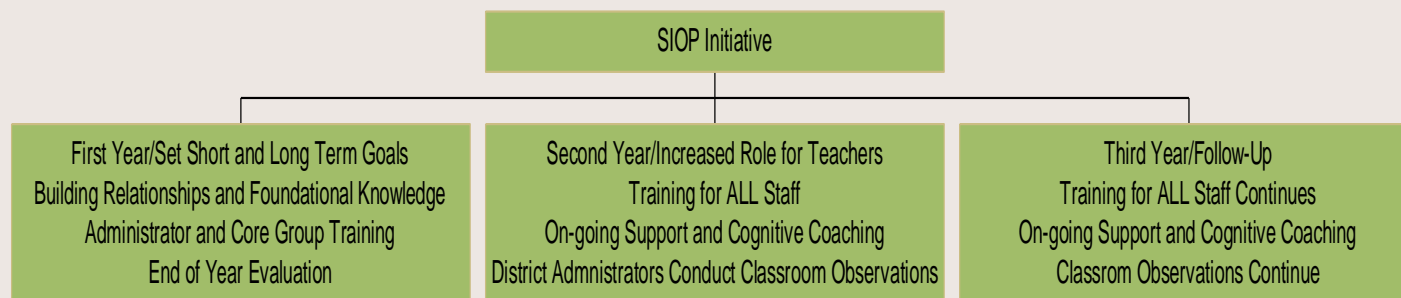
Lobbying for Support

- ***<u>SUPERINTENDENT</u>***
- District Administrators
- Guidance Counselors, Specialists, Support Staff
- ESL/Bilingual Teachers
- Mainstream Teachers
- Parents

Implementation Plan

Full-Implementation of the SIOP initiative takes at least three years

SIOP Initiative

| First Year/Set Short and Long Term Goals
Building Relationships and Foundational Knowledge
Administrator and Core Group Training
End of Year Evaluation | Second Year/Increased Role for Teachers
Training for ALL Staff
On-going Support and Cognitive Coaching
District Admnistrators Conduct Classroom Observations | Third Year/Follow-Up
Training for ALL Staff Continues
On-going Support and Cognitive Coaching
Classrom Observations Continue |

Models of Staff Development

- Half or full day in-service workshops
- Weekend seminar
- A workshop series
- Year-long training
- After-school training (if possible with a stipend)
- Summer institutes
- Study groups

Designing SIOP Professional Development

- List and include participants in the PD (professional development) process.

Make a clear plan that includes:

- How the SIOP PD supports the school/district's long-term plan.

- SIOP PD Goals, including at least the following: improving all students' learning, improving teacher effectiveness, setting high standards for teachers, promoting continuous staff learning, and enhancing staff leadership capacity.

Continues…

- Determine SIOP PD content, process, and activities and how each supports goals.

- Examine resources available to support PD.

- PD evaluation steps.

- *Finally, share the plan with the school community.*

Workshop Activity
Creating a Campaign for SIOP

- How would you present SIOP in your district?
- What factors would you take into consideration? (e.g. other district initiatives, demographics, funds, time allocation, etc.)
- What would your three year implementation plan look like?

Designing Workshop Instruction

Effective staff development related to designing instruction includes the following:

- Incorporation of theory and research into teaching.

- Demonstration of practice

- Practice and feedback

- Application

- Follow-up

- Evaluation

Staff Development Timetable
Suggested

Section	Estimated Time
Introduction, Second Language Acquisition Theory	3 hours
SIOP Framework	3 hours
Writing Objectives: Language and Content	3 hours
Lesson Preparation	3 hours
Instruction	3 hours
Lesson Review and Assessment, Coming Full Circle	3 hours
Total Time	18 hours

Responding to common SIOP questions

- "I already do this…"
- Do I need to write objectives for every lesson?
- Are language objectives really necessary?
- Can posting objectives be distracting?
- How can we get common planning time?
- This is great, but how can I get my principal to support this?
- Our district does not have a lot of money for PD, how can we get started?
- Our district has too many initiatives. Do we need another one?
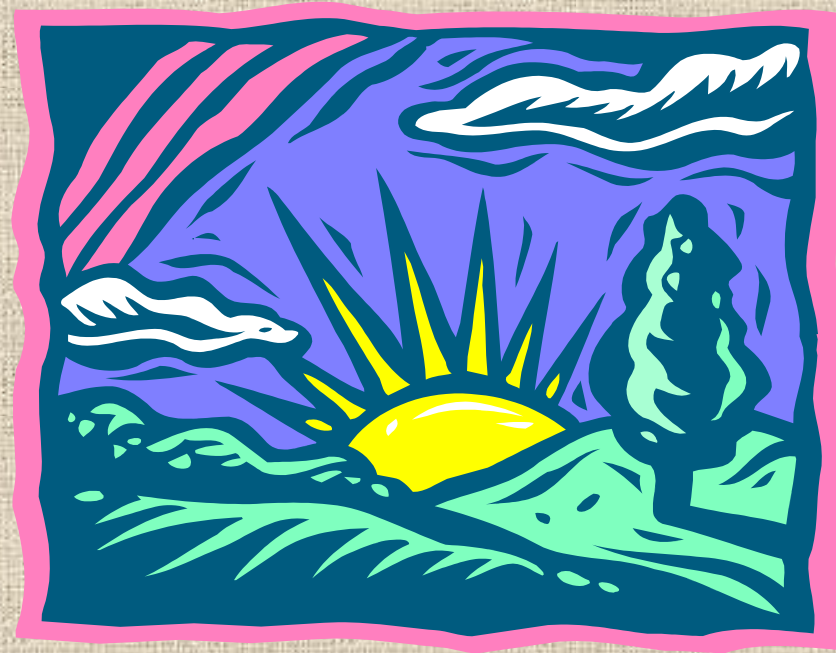
Time to Reflect

- Reflect on the day's activities.

- What personal characteristics do you have that are an asset for becoming a SIOP trainer?

- What things do you feel you need to work on/improve?

Trainer of Trainers
Day #2

Cognitive Coaching Strategies for Sustained Staff Development

- Informal Teacher Conversations/Interviews
- Conducting Informal/Formal Classroom Observations
- Encouraging Peer Collaboration
- Videotaping SIOP Lessons
- Study Groups
- E-Mail/Internet Forums
- Others

The Three Phase Cycle of Cognitive Coaching

Planning Conversation Questions

- What are your content and language objectives for the lesson?

- Where does this lesson fit into the curriculum?

- How will you know that your students have met these objectives?

- How will you help your students meet these objectives? What strategies might you employ?

- What data would you like me to collect about your students and/or yourself?

Data Collection

- Teacher and Observer discuss items of SIOP and specific areas to consider during the lesson.

- Observer gathers data during lesson using SIOP instrument.

Reflecting Conversation Questions

- How do you feel about the lesson?
- What do you remember about the lesson that supports this feeling?
- How does the data collected compare to your impressions?
- What would you have done differently?
- What areas of the SIOP do you feel you need to improve? What areas are you comfortable with?
- In your opinion, were content and language objectives met?

Additional Suggestions for Post-Observation

- Describe the strengths that you observed in your visit.

- Discuss the relation of the lesson to SIOP and district/state standards.

- Discuss the activities that helped support the language development of English language learners.

- Provide feedback on any factor the peer teacher asked you to focus on.

- Talk about what the visit meant to you as you reflect on your classroom practice.

Trainer Notes Introduction

- The trainer must have a clear understanding of the second language acquisition process and the principles of sheltered instruction (Examine related literature).

- Consider your audience.

- Model the strategies and techniques of the SIOP.

- Present objectives for each session. This is a practice that should be followed in subsequent sessions.

- Prepare an agenda.

- Promote a collegial and interactive professional dialogue throughout the course of the sessions.

- Develop follow-up activities such as a "Reflective Journal".

- Conduct an evaluation at the end of each session. Read each evaluation carefully and make adjustments if necessary.

Staff Development: SIOP
Sample Agenda

- 7:30-8:00 a.m. Registration, Coffee
- 8:00-8:30 Welcome, Presentation of District Goals/Workshop Objectives
- 8:30-10:00 Second Language Acquisition Theory
  - *Differences among ELL's*
  - *Academic vs. Communicative Language*
  - *Myths about Second Language Acquisition*
  - *General Principles of Language Acquisition*
- 10:00-10:15 *BREAK*
- 10:30-11:00 What is the SIOP? Alignment with BEST Practices
- 11:00-11:30 Cooperative Learning Groups: Writing Content Objectives
- 11:30-12:15 p.m. *LUNCH*
- 12:15-1:30 Cooperative Learning Groups: Writing Language Objectives
- 1:30-2:00 Group Presentations
- 2:00-2:30 Reflective Journal
- 2:30-3:00 Workshop Evaluation, Future Objectives

Staff Development Evaluation

- What is your reaction to the ideas presented in today's session?

- Have your concerns been addressed today? How?

- Is the information you are receiving sufficient for explaining and implementing the SIOP? How?

- To this point, what issues does the session have yet to address so that it better assists you in meeting the expectations the project has of you, or that you have of yourself?

- Suggestions for future workshops

SIOP Preparation

- Examine the first 6 items of the SIOP. Using the SIOP Binder, book, and other resources design a mini-workshop for this section.

- What activities would you use to engage participants?

- How would you advocate for writing clear and specific content and language objectives for ALL lessons?

- You have 20 minutes for your presentation!

SIOP Instruction

Building Background/Comprehensible Input

- Examine items 7-12 of the SIOP. Using the SIOP Binder, book, and other resources design a mini-workshop for this section.

- What activities would you use to engage participants?

- How would you explain to teachers the importance of comprehensible input in a lesson?

- You have 20 minutes for your presentation!

SIOP Instruction/Strategies

- Examine items 13-15 of the SIOP. Using the SIOP Binder, book, and other resources design a mini-workshop for this section.

- What activities would you use to engage participants?

- How would you encourage teachers to use learning strategies throughout their lessons?

- You have 20 minutes for your presentation!

SIOP Instruction/Interaction

- Examine items 16-19 of the SIOP. Using the SIOP Binder, book, and other resources design a mini-workshop for this section.

- What activities would you use to engage participants?

- What recommendations would you make to teachers for providing sufficient wait time?

- You have 20 minutes for your presentation!

SIOP Instruction:
Practice /Application and Lesson Delivery

- Examine items 20-26 of the SIOP. Using the SIOP Binder, book, and other resources design a mini-workshop for this section.

- What activities would you use to engage participants?

- How would you stress the importance of these items?

- You have 20 minutes for your presentation!

SIOP Review/Assessment

- Examine items 27-30 of the SIOP. Using the SIOP Binder, book, and other resources design a mini-workshop for this section.

- What activities would you use to engage participants?

- How would you stress the importance of lesson closure?

- You have 20 minutes for your presentation!

Follow-up, Follow-up…
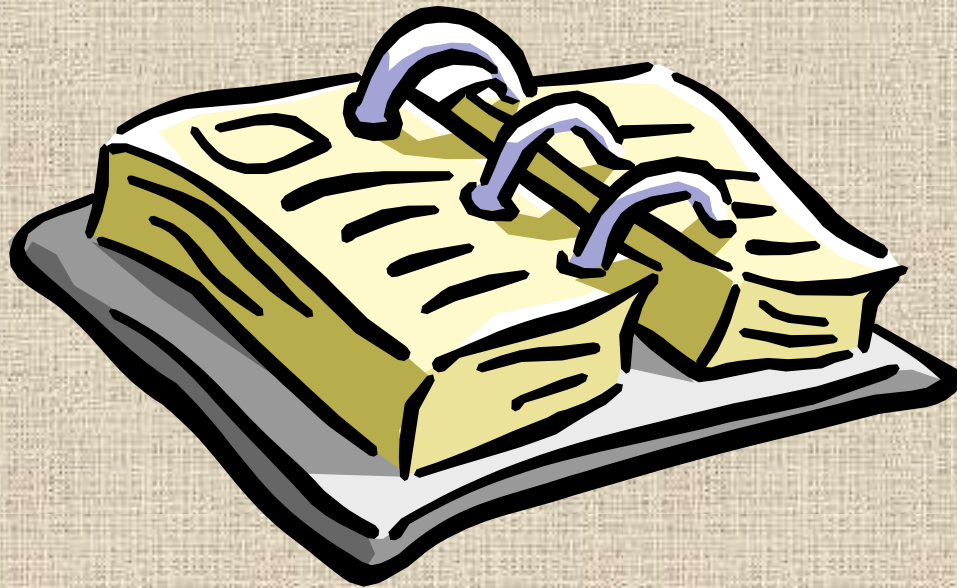
Share your Success!
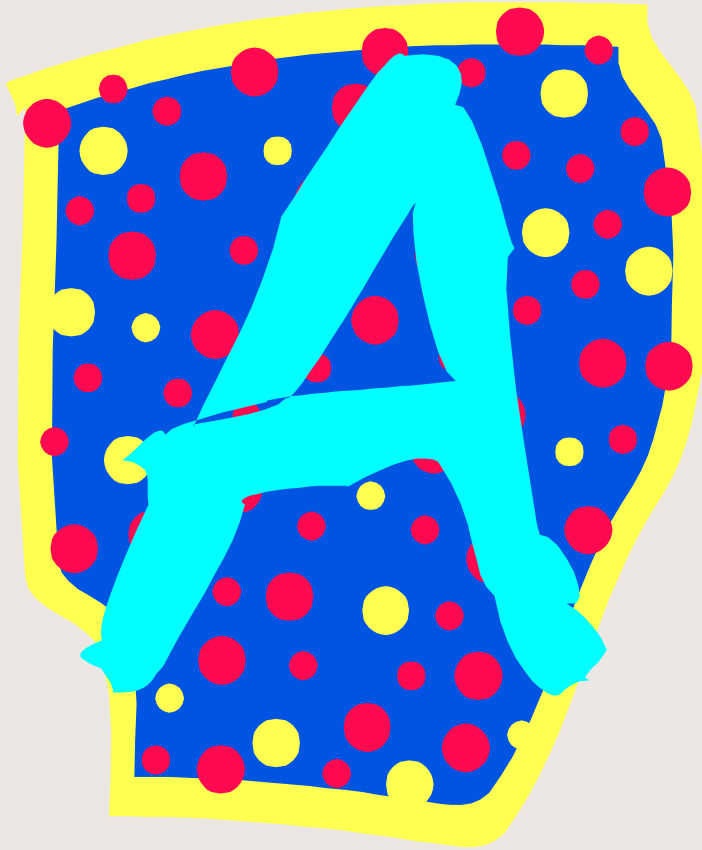
- Conduct an end of the year evaluation.
- Write goals and objectives for next year.
- Present an end of the year report to administrators and colleagues.

Time to Reflect

- Reflect on the activities conducted during these two days.

- What challenges do you foresee in implementing SIOP in your district?

- What resources do you have at your disposal that will help you in this process?

- What is the first thing you plan on doing to get started?