Montgomery Township School District

SIOP at MTSD

Sheltered Instruction Observation Protocol

ESL Program 2017-18

Alma Reyes, Supervisor

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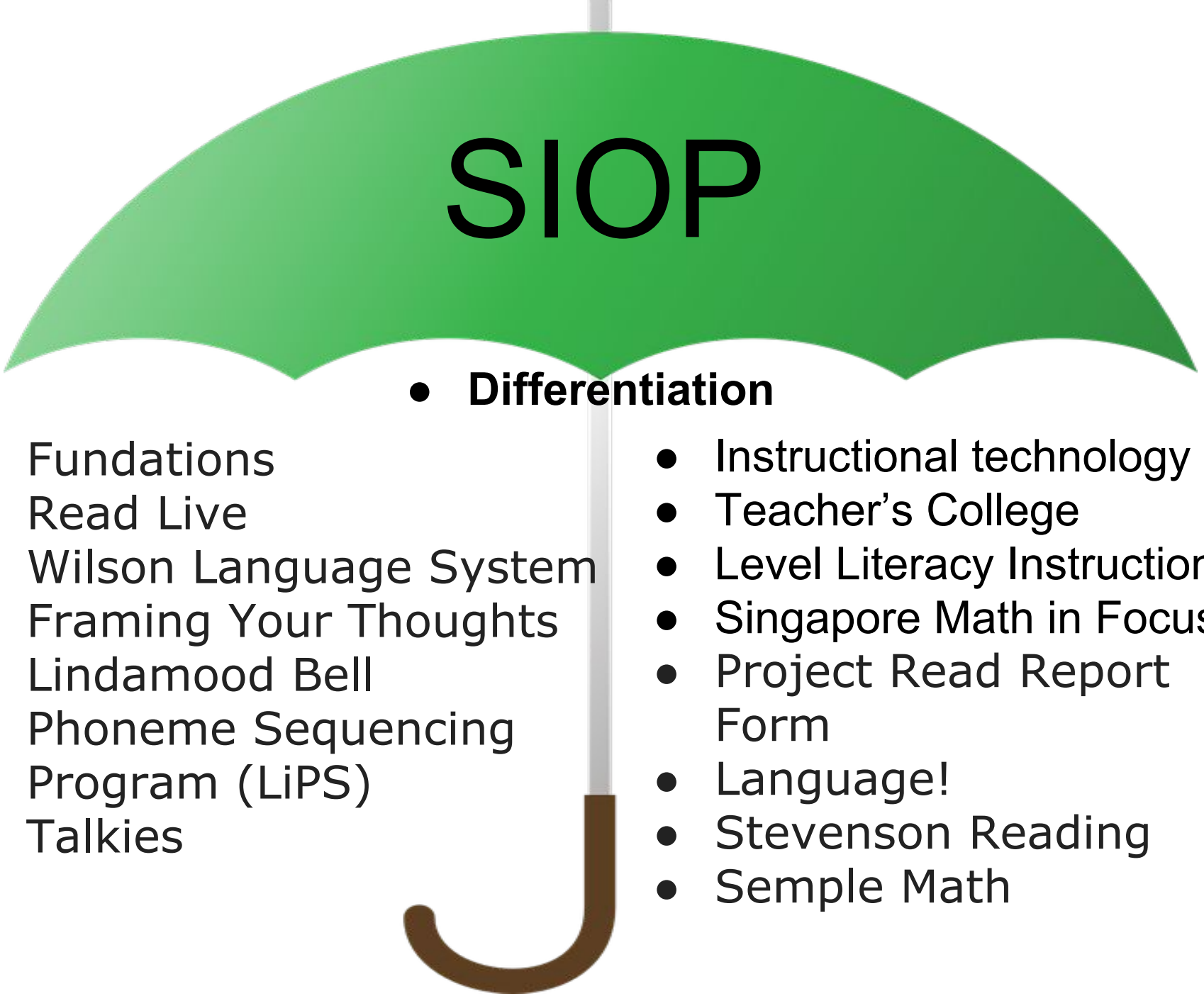
What is SIOP?

- **S**heltered **I**nstruction **O**bservation **P**rotocol (SIOP) ..
  Is a research-based and validated **instructional model** that has proven effective in addressing the academic needs of English learners throughout the U.S. and the world.

- Research shows that when teachers fully implement the SIOP Model, **English learners' academic performance improves**.
  Learn about the SIOP Model research base.

- In addition, teachers report that SIOP-based teaching **benefits all students**, not just those who are learning English as an additional language.


SIOP
Differentiation
Fundations
Read Live
Wilson Language System
Framing Your Thoughts
Lindamood Bell Phoneme Sequencing Program (LiPS)
Talkies
Instructional technology
Teacher's College
Level Literacy Instruction
Singapore Math in Focus
Project Read Report Form
Language!
Stevenson Reading
Semple Math

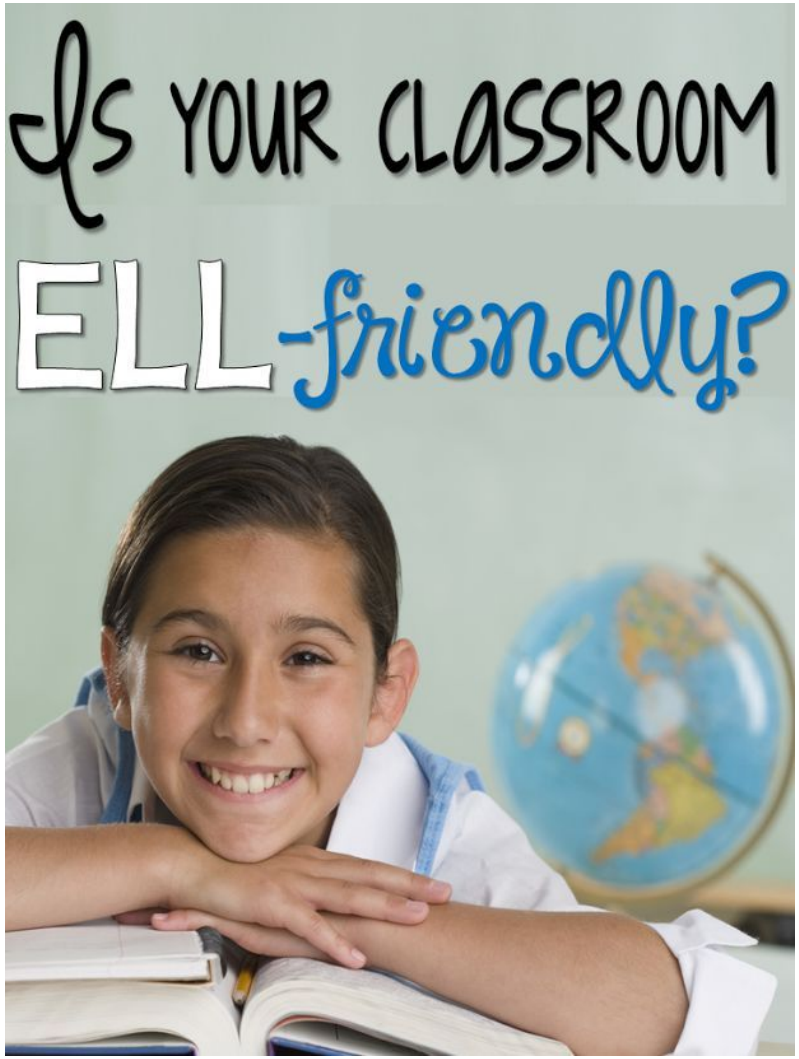
Elements of SIOP

The SIOP Model consists of eight components:

1. Lesson Preparation
2. Interaction
3. Building Background
4. Practice and Application
5. Comprehensible Input
6. Lesson Delivery
7. Strategies
8. Review and Assessment

Additional PD

- *Frontloaded, district-specific sessions presented by Supervisor Alma Reyes*



- Day 1: About the MTSD ESL program
  - Presentation link
  - What it feels like to be an ELL in a classroom
  - Our legal and moral obligations
- Day 2: Mainstream teacher resources
  - Presentation link
  - Shared Google folder
  - ELL Student profile & Multi-lingual learner doc
  - Genesis icons for student information
  - Learning Acquisition vs Learning Disability
- Day 3: Language Awareness
  - Training folder and presentation link
- Day 4: Cultural Awareness & Integration
  - Training folder and Presentation link

Sample resource: District ELL Profile on Genesis

English Language Learner (ELL) Profile

Student Name: _____ **ELL Instructor:** _____ **Year:** _____ **Country of Origin** _____ **Language(s) spoken:** _____ **ELL Program Start date:** _____

CAN DO Descriptors for Levels of English Proficiency, PreK- 12 For the given level of English proficiency, **with support,** this English language learner can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	☐ • Point to stated pictures, words, phrases • Follow one-step oral directions • Math oral statements to objects, figures or illustrations	☐ • Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	☐ • Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	☐ • Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	☐ • Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	
SPEAKING	☐ • Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	☐ • Ask WH- questions • Describe pictures, events, objects, people • Restate facts	☐ • Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	☐ • Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	☐ • Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	☐ • Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	☐ • Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	☐ • Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	☐ • Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	☐ • Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	☐ • Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, twords, phrases to convey messages	☐ • Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	☐ • Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	☐ • Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	☐ • Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/ genres of writing	

Students' cognitive development due to age, grade level spans, their diversity of educational experiences and any diagnosed learning disabilities are to be considered in using this info.

Sample resource: GO TO Strategies Matrix

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	• Use physical gestures to accompany oral directives. • Modify ***Teacher Talk.** • Label visuals and objects with target vocabulary. • Introduce **Cognates** to aid comprehension. • Ask for **Signal Responses** to check comprehension.	• Give two step **Contextualized** directions. • Restate/rephrase and use ***Patterned Oral Language** routines. • **Model Academic Language** and vocabulary. • Ask for **Total Physical Responses** from students.	• Provide graphics or objects to sequence steps in a process. • **Check Comprehension** of all students frequently. • Use ***Wait Time.** • Provide **Anticipation Guides** for previewing content reading.	• Compare/contrast relationships from auditory information using a **Venn Diagram.** • Require students to restate and rephrase from auditory input as in ***Paraphrase Passport.**	• Outline lectures on the SmartBoard. • Use ***Video Observation Guides.** • Confirm students' prior knowledge of content topics. • Extend content vocabulary with multiple examples and non-examples.
Speaking	• Provide wall charts with illustrated academic vocabulary. • Ask simple WH (who, what, when, where), yes-no or either-or questions. • Elicit ***Choral Responses.** • Encourage participation in group chants, poems, and songs.	• Use **10-2** structures. • Assign roles in group work. • Use **Clock Buddies.** • Use **Numbered Heads Together.** • Use ***Think-Pair-Share-Squared.** • Develop **Key Sentence Frames** for pair interactions.	• Provide **Graphic Organizers** or notes to scaffold oral retelling. • **Prompt** for academic language output. • Use **Think-Pair-Share.** • **Repeat** and **Expand** student responses in a ***Collaborative Dialogue.**	• Require full sentence responses by asking open ended questions. • Use **Varied Presentation Formats** such as role plays. • * Scaffold oral reports with note cards and provide time for prior practice. • Use **Reader's Theatre** to scaffold oral language growth.	• * Structure debates requiring various points of view with graphic organizers and/or outlines. • Require the use of academic language. • Require oral reporting for summarizing group work. • Include oral presentations in the content classroom.
Reading	• Preview the text content with pictures, demos, charts, or experiences. • Pair students to read one text together. • Preview text with a **Picture Walk.** • Use **Choral Reading.** • Use ***Teacher Read Alouds.**	• Use **Card Sorts.** • Use **K-W-L** charts before reading. • Use the **Language Experience Approach.** • Provide a list of important concepts on a graphic organizer. • Use ***Shared Reading** and/or simplify the text.	• Provide a content vocabulary **Word Bank** with non-linguistic representations. • Teach skimming for specific information. • Use **Teach the Text Backwards.** • Use **4 to 1** for main ideas from text. • Use ***Guided Reading.**	• Model the creation of a **Story Map** from a narrative. • Provide **Question Answer Relationship** questions for student pairs to research. • Use **Directed Reading Thinking Activity.** • Use **Cornell Notes.** • Use ***Jigsaw Reading** to scaffold independent reading.	• Require computer and library research. • Ask students to analyze text structure and select an appropriate **Graphic Organizer** for summarizing. • Use ***Reciprocal Teaching** to scaffold independent reading.
Writing	• Require students to label visuals and/or create language balloons. • Require vocabulary notebooks with L1 translations or non-linguistic representations. • Provide ***Key Sentence Frames** with word and picture banks.	• Teach note taking on a **Graphic Organizer.** • Use a **Roving Chart** in small group work. • Use **Interactive Journals.** • Use ***Think-Write-Pair-Share.** • Provide **Cloze** sentences with a **Word Bank.**	• Require **Learning Logs** for summaries of learning. • Use **Text to Graphics and Back Again.** • Teach **Signal Words** (comparison, chronology, cause -effect, and listing) for academic writing. • Provide ***Cloze** paragraphs with a ***Word Bank.**	• Provide **Rubrics** and exemplars to scaffold writing assignments. • Teach and utilize the writing process. • Provide an outline for the standard five-paragraph essay. • Provide ***Report Frames** for independent, structured, content writing.	• Require academic writing and the use of target academic vocabulary. • *Teach the process of writing a research paper. • Address students' cultures in differing genres of writing. • Hold frequent writing conferences with teacher and peers.

* Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

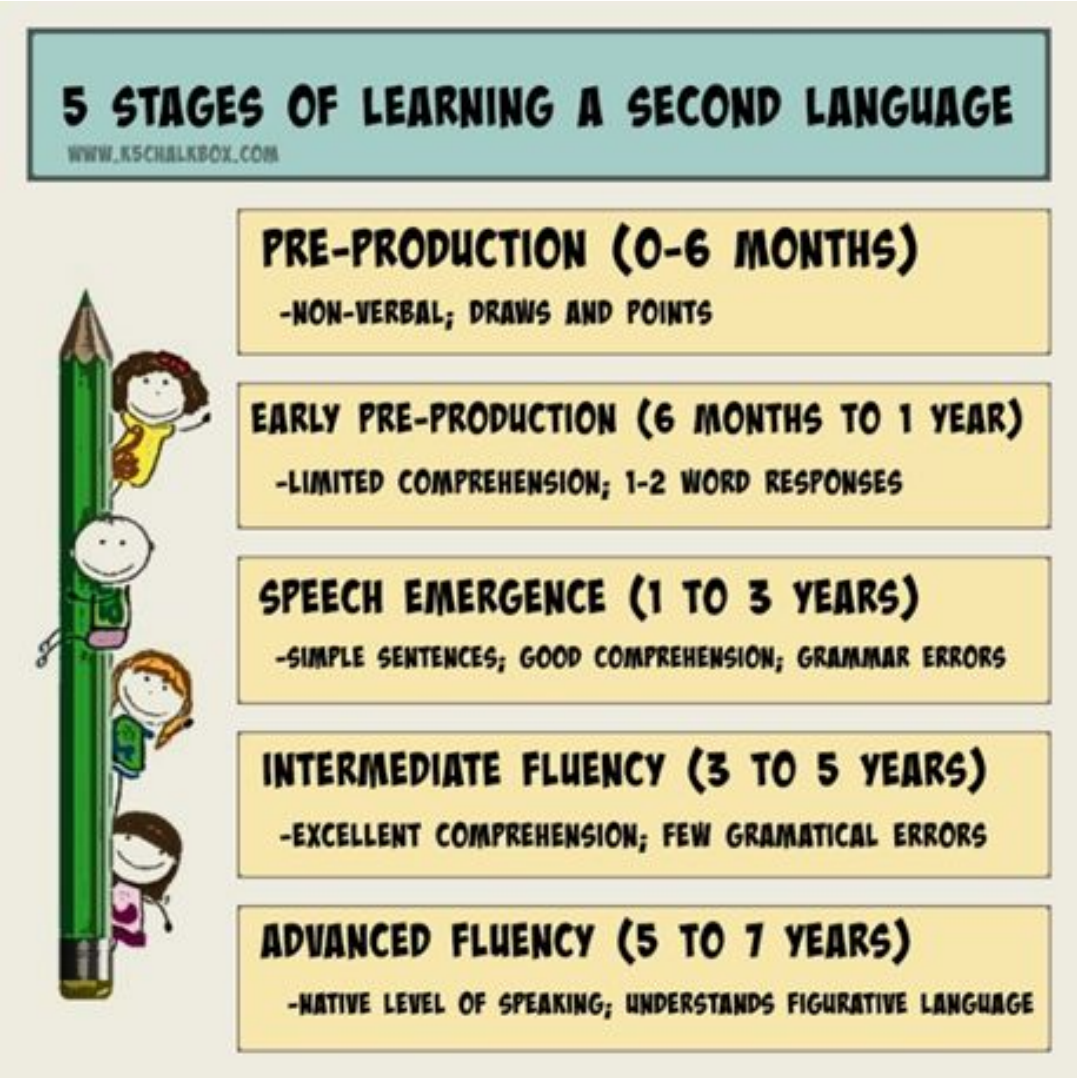
Justification

- **Strategic Plan**
  - Goal 1: Maximize the social-emotional and academic growth of every student
  - Objective 2.6: Address areas for improvement in English Language Learners (ELLs) program.

- ***N.J.A.C.* 6A:15-1.8**
  - District must provide in-service training to mainstream teachers of ELLs and administrators who observe teachers of ELLs. PD must include instructional strategies to help ELLs meet NJSLS and WIDA standards.

- **Growth of MTSD Program**
  - Since 2014, the MTSD ELL population has doubled.
  - In some buildings, such as LMS, the population grew from 5 to currently 19.
  - As a result, more mainstream teachers have ELLs in the classrooms.

- **Challenge to Mainstream Teachers**



- Increasingly diverse groups of students
- No training in language acquisition
- Frustration

- **Mainstream Teacher Challenge**
  - Teachers face the task of working with increasingly diverse groups of students, including English Language Learners (ELLs), and are expected to provide instruction that is relevant and meaningful.
  - Most teachers in mainstream classrooms have never received training in 2nd language acquisition and teaching ELLs. Yet, teachers are expected (by law and by moral imperative) to address the needs of all students, including ELLs. This has challenged both veteran and new teachers alike.
  - More teachers at MTSD have ELLs in their classrooms and express frustration about not knowing what to do to support or instruct these students.

Goals of SIOP Training

- To have ALL teachers assume the responsibility of making content comprehensible to ELLs while supporting their acquisition of academic English and their development of language skills

- To have ALL teachers use differentiated strategies and scaffolding that benefit ALL learners and thus, provide more equitable access to the curriculum

- To provide a more culturally–supportive learning environment for ELLs

- To maximize the academic and social-emotional growth of ALL students

About the presenters

Language & Literacy Associates for Multilingual and Multicultural Education, LLC (LLAMAME)

Have trained general and ELL educators on the SIOP method at Kean, William Paterson and numerous districts throughout NJ

Barbara Tedesco- taught ELLs at every level for 30 years; recognized in 2004 as Principal of the Year; Recently recognized by the Diversity Council at Kean University for her efforts to promote equity for all

Elizabeth Franks- 33 years as teacher, supervisor and professor; presents nationally and locally on Sheltered Instruction, ELLs and Sp.Ed.; and Culturally Responsive Education.

Montgomery Township School District

Training Projections

PERIMETERS

- 4-day training for all K-12 teachers
- 2 days in Spring and 2 days in Fall of following year
- teachers are not off-line 4 days in a single year

PROJECTION

- Number of teachers in district: 454
- 50% of all certified staff SIOP trained within 3 years (2020)
- 100% of all certified staff SIOP trained within 7 years (2024)

Montgomery Township School District

Cost

- WL/ ESL substitute acc't
  - 2017-18: $23,670 budgeted
  - 2018-19: $14,760 proposed
- Title III funds
- Consultant fee: $2500 / full-day training

Feedback

- Spring 2017 Exit tickets
- Fall 2017 Survey

Follow-up & Accountability

- Projected Administrator training late Spring / Summer
- CLT/PD: Solicit dept Supervisor support for lesson scaffolding made for all students, creation of resources; provide additional time for Mainstream resource folder exploration and strategies integration

Candid pics from a session