

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Winona Campus

Summer 2016
Implementing SIOP
(Sheltered Instruction Observation Protocol)
GPDI 5399A
1 Semester Credit

Course Dates & Location

June 16 - 17, 2016; CESA 10, Chippewa Falls, WI
Coursework due by June 30, 2016

Instructor Information

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Course Description
Implementing SIOP

During this course, participants will work together to design lessons that meet the needs of ALL learners. You will learn about structures that support academic language structures and close achievement gaps. At the end of the two-day workshop, participants will be better prepared to help grow academic language in the classroom

Student Learning Objectives

Upon completion of this class, the learner is expected to be able to do the following:

- a. Utilize activities that incorporate SIOP components to plans of instructions.
- b. Enhance lessons by adding academic language learning tools.
- c. Create resources to support all learners in engaging in academic conversations.

Additional Resources

Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at gpd.smumn.edu. Instructors will provide the required username and passwords. Resources include access to ProQuest, an extensive database of practitioner-oriented and research-based articles. The ProQuest link is accessible once students log in to the website that is available through your school's collaboration with Saint Mary's University. Guides for using ProQuest are posted on that website. Additional library resources and assistance are available upon request, especially for students in degree-seeking programs at Saint Mary's University. Contact the PDI Program Office via email at pdi@smumn.edu for further assistance.

Teaching Methods

The GPDI program works collaboratively with teacher leaders, administrators, and schools to design and facilitate job-embedded and application-based professional learning. Course instructors design instructional and reflective strategies and activities that require the application and analysis of job-embedded learning, where teachers engage in additional inquiry-based professional learning related to the student learning objectives.

One graduate credit requires 15 contact and/or direct instructional hours. In addition, it is **suggested** that students invest a minimum of two hours per contact hour in outside study.

Required Text: Provided as part of the training

Vogt, M., & Echevarría, J. (2008). *99 ideas and activities for teaching English learners with the SIOP model*. Boston: Pearson Allyn and Bacon.

Synopsis of Assignments

Assigned Reading (SLO a, b, c)

Reflective Summary (SLO a, b)

SMART Goal (SLO a, b, c)

Professional Dialogue (SLO a, b)

Assessment of Student Performance

Throughout the course, the learner will be assessed on the completion of the following assessments:

For one (1) graduate credit

1. Participants will read: 99 Ideas and Activities for Teaching English Learners (SLO's a, b, c)
2. Provide a one-page reflection of which strategies could be added to current practices to increase growth and one page of how the participant will share what they learned with their colleagues. (SLO's a, b, c)
3. Participants will submit a SMART goal that outlines how they will work with colleagues to add these strategies within their instruction/school. (SLO's a, b,)
4. Attend the 2-day Implementing SIOP workshop at CESA 10 (SLO's a, b, c)
5. Actively participate in group activities that are imbedded in the presentations (a, c)

Grading Policies

Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. Grading is based solely on the assessment of the student learning objectives. The grade of "I" (Incomplete) may or may not be given by the instructor at the student's request when the required work is not completed. The student must submit a written request to the instructor prior to the final class session, indicating when the work will be completed.

Graduate Grading Scale

A	90-100%
B	80-89%
C	70-79%
NC	below 70%

[Schools of Graduate and Professional Programs Student Handbook](#)

Included in the Handbook are details regarding SGPP Academic Policies, Registration & Tuition Policies, and University Conduct policy. Transcripts may be requested, free of charge, by submitting a [Transcript Request](#) form, which is found on the pdi.smumn.edu website.

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