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

GPDI 5399A
Sheltered Instruction Observation Protocol (SIOP)
1 Semester Credit
Summer 2015

Course Dates & Location
June 17-19, 2015; CESA 10, Chippewa Falls, WI

Instructor Information
Kristen Gundry, kgundry@cesa10.k12.wi.us, phone: 715-720-2045

Course Description
The SIOP training at CESA 10 will guide teachers and/or administrators to support English Learners at the universal level of classroom support. Participants will learn about the eight components of SIOP and how using this protocol can impact student learning. When implemented with fidelity, SIOP based instruction has shown to increase the language of English Language Learners and children from low socio-economic status.

Student Learning Objectives
Upon completion of this class, the following primary objectives will be met:
 a. Participants will learn the 8 components of the SIOP Model
 b. Participants will practice writing language objectives to support content objectives
 c. Participants will create a plan of how to implement the strategies into their practice

Additional Resources
Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at gpdi.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.

Required Text: Provided as part of the training
Making Content Comprehensible for English Learners: The SIOP Model (4th Edition) by Jana J. Echevarria and MaryEllen Vogt

Synopsis of Assignments
Assigned Reading
Reflective Summary
Implementation Plan
Class Observation

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 the book <u>Making Content Comprehensible for English 1. Learners: The SIOP Model</u> and provide a one page reflection of the training and how embedding SIOP strategies into content lessons can positively impact student learning. (a, b, c)
2. Participants will submit twenty-five language objective that support lessons they teach.(a,b,c)
3. Participants will submit a SMART goal that outlines who they will implement the SIOP within their instruction/school. (c)
4. Participants will arrange for Kristen Gundry to view one SIOP lesson. The date needs to be set prior to end of the course. The visit will occur in October 2015. (a,b)

The criteria for the learner demonstrations will be processed with learners prior to the instructional activities and learner engagement with the course outcomes.

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 will not be automatically sent, but may be requested, free of charge, by submitting a Transcript Request form, which is found on the pdi.smumn.edu website.