



## **Fresno Unified School District Case Study**

Fresno Unified School District (FUSD) has partnered with CAL SIOP to provide content area-based professional development in the SIOP Model to all of its secondary sheltered instruction and math teachers, site administrators, English Language Development (ELD) coaches, instructional coaches, and content coordinators during a two year initiative. The collaboration between CAL SIOP and FUSD was one of the outcomes of the Superintendent's English Learners Task Force, which developed recommendations for a district-wide approach for accelerating the academic achievement of all English Learners (ELs). The Task Force, comprised of teachers, parents, instructional aides, principals, community members, FUSD Governing Board Members, and District Leaders, was created because:

- Four of every five ELs in the district were not performing successfully in English language arts and math
- Of the ELs who enter FUSD in kindergarten, only 40% are redesignated as English proficient
- Half of the 9<sup>th</sup> graders in 2003 did not graduate four years later

The Task Force devoted themselves to reading and participating in presentations by nationally recognized researchers in the field of English learner education such as Dr. Kenji Hakuta of Stanford University and Dr. Kate Kinsella from the University of San Francisco, and skilled practitioners. They also studied school performance by asking all FUSD schools to conduct an assessment of their instructional programs and services for ELs. This input revealed academic issues for ELs in FUSD and determined areas of concern and focus. Based on this data one of the Task Force's recommendations was to create professional learning opportunities that target the needs of ELs and the teachers who serve them. During the planning phase FUSD connected with CAL SIOP to learn about the SIOP Model and options for professional development, and began to make connections to ongoing district initiatives (Lesson Design, coaching, gradual release model). To align the SIOP Model to the needs of their ELs and to the other initiatives, FUSD decided to focus in-school support for teachers on the SIOP components of Lesson Preparation, with particular emphasis on Content and Language Objectives (C/LOs); Interaction; and Strategies. These components support the California Standards for the Teaching Profession focus areas. FUSD also modified their lesson plan template and the SIOP implementation indicators form for site administrators and coaches to reflect these areas of emphasis.

CAL SIOP worked with FUSD to plan and tailor intensive professional development workshops for introducing two cohorts of educators to the SIOP Model. The first cohort consisted of:

- Secondary sheltered instruction teachers (English language arts, social studies, and science)
- Site administrators
- ELD coaches
- Instructional coaches
- Content area coordinators

Teachers in this first cohort were introduced to the SIOP Model in seven daylong workshops with District ELD and instructional coaches, and content coordinators in attendance. The ELD and instructional coaches supported the Cohort 1 teachers as they began implementing the SIOP Model in their classrooms. The teachers established SIOP professional learning communities groups as part of their job-embedded professional development plan. The following year, ELD and secondary instructional coaches also participated in CAL SIOP coaching workshops throughout the year. Experienced CAL SIOP coaches shadowed them in order to help them support teachers who are learning to use the SIOP Model. Additionally, site administrators attended a one day SIOP overview workshop and participated in coaching consultations with CAL SIOP team members who are experienced in leading SIOP Model schools. The goal was to enhance administrators' ability to identify effective sheltered instruction techniques during classroom visits and walk throughs.

In a third year of CAL SIOP work, all FUSD secondary math teachers were introduced to the SIOP Model in a seven day workshop series with EL and instructional coaches in attendance. Participants from the first two years continued with site-based professional development via coaching, study groups, SIOP lesson study, and SIOP refresher/review sessions all led by FUSD EL and instructional coaches. They also added the SIOP Model components of Building Background; with particular emphasis on key vocabulary, and Review and Assessment to their areas of focus during in-school SIOP Model support.

FUSD has leveraged technology to make the most of its SIOP Model professional development program by developing protocols for its Sharepoint website to allow teachers to access and share exemplar lessons, descriptions of effective strategies, and resources.

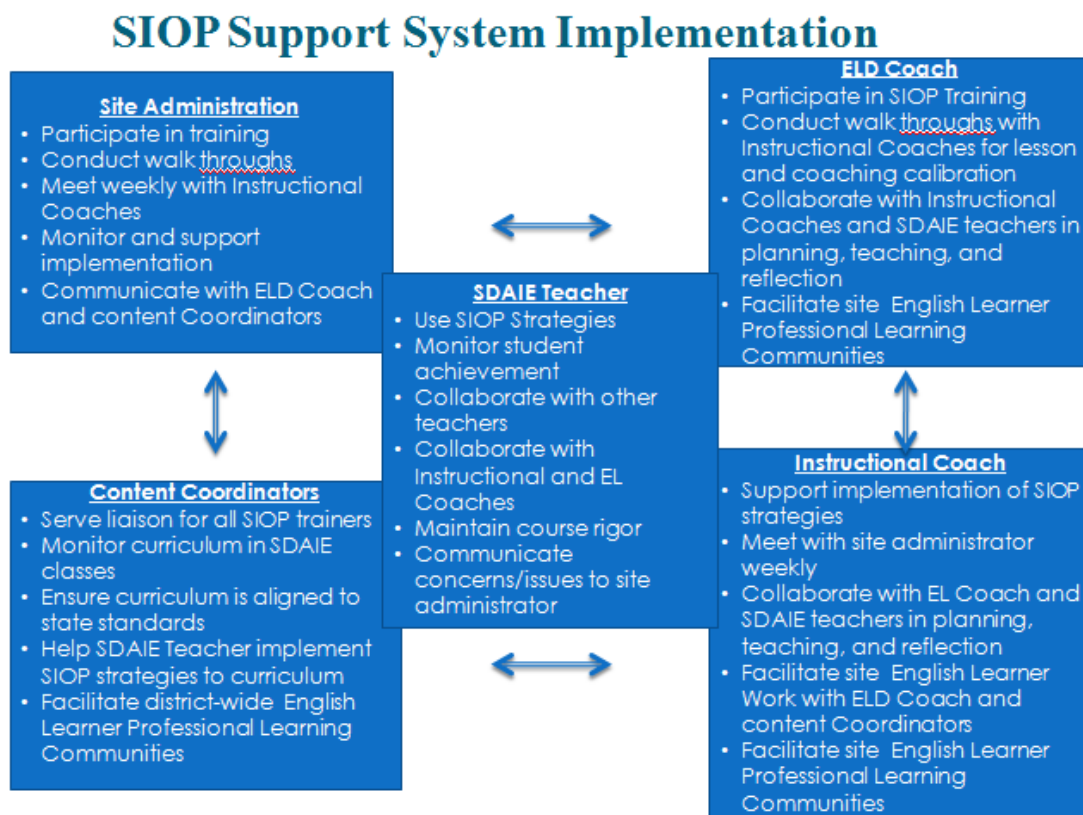
A key aspect of the Task Force's recommendations was collecting data to monitor progress towards their goals including teacher and staff surveys before and after SIOP Model professional development sessions and student performance data. Post SIOP workshop survey data found:

- 61% of the participants rated the professional development highly relevant to building their school's EL program.
- 71% thought the content was very practical and useful
- 67% agreed that ELs would be achieving at a higher rate had staff had the professional development in earlier years.

- 85% of the teachers surveyed agreed that they will continue to incorporate what they learned into their instruction.

In addition to survey data, FUSD looked at English language arts, science, and social studies state testing results for 2008-2010 and found that ELs' content area proficiency had increased for every grade in the two years since the SIOP Model initiative began. Although FUSD knows that an achievement gap still persists between its EL subgroup and All Students, the upward trend in EL student achievement is heartening.

The district plans to continue implementation of the SIOP support system to ensure that their investment pays off. The following graphic organizer outlines roles and responsibilities for implementing SIOP :



**From: FUSD, Department of English Learner Services and Secondary Division, EL Student Success Initiative. August 2010.**

FUSD also plans to have ELD and instruction coaches provide SIOP Model professional development for teachers newly assigned to sheltered instruction classrooms. Co-administrators will receive ongoing training on sustaining the SIOP Model at co-admin meetings and during scheduled onsite walk throughs, and coaches will continue to meet weekly with secondary EL coordinator and content coordinators in science, English language arts, and history/social studies. See Components document for a more complete view of FUSD's SIOP Model plan.

Through professional development in the SIOP Model FUSD teachers now have the tools to better help ELs access grade level content concepts while simultaneously building their proficiency in English, and through the comprehensive planning of the FUSD superintendents and coordinators the teachers also have a support system they can use to assist them with implementation of these tools. By adopting the research-based SIOP Model as its instructional framework for secondary ELs and creating a plan that builds on and sustains the professional development provided by CAL SIOP, FUSD has demonstrated that it is possible for school districts to begin to close the achievement gap between ELs and mainstream students.

Fresno Unified School District  
English Learner Services  
**SIOP IMPLEMENTATION Overview, 2008-2011**

Components	Year 1: 2008-2009 Planning	Year 2: 2009-2010 SIOP I	Year 3: 2010-2011 SIOP I & II
<p><b>Research and preparation</b></p> <p>(8 comprehensive high schools, 2 continuation high schools, 12 middle schools, secondary teachers from three K-8 or 5-8 middle schools)</p>	<p><b>FUSD Superintendent’s English Learner Task Force:</b></p> <ul style="list-style-type: none"> <li>• Comprised of school site, district, and community people</li> <li>• Defined scope of EL academic issues</li> <li>• Determined areas of concern and focus</li> <li>• Defined EL populations: newcomers and long-term ELs</li> <li>• Determined that long-term ELs were largest and neediest population</li> <li>• Clarified appropriate secondary EL programs and placement</li> </ul>	<ul style="list-style-type: none"> <li>• Middle and High School <b>English language arts, science, and history/social science (HSS)</b> chosen as focus content areas.</li> <li>• Laid groundwork for <b>technology</b> support through FUSD Sharepoint site for lesson, strategy, and resource sharing for teachers.</li> <li>• Determined SIOP target features-- <b>Lesson Preparation</b> with focus on Content and Language Objectives (C/LOs); <b>Interaction</b>; and <b>Strategies--</b> to support California Standards for the Teaching Profession) focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Examined teacher and principal feedback</b> from previous year to make determinations about Year 2 training.</li> <li>• Examined walk-through and achievement data</li> <li>• Started <b>3 new cohorts of SIOP I</b> training: all middle school math teachers and high school SDAIE math teachers</li> <li>• <b>Continued focus SIOP areas,</b> Lesson Preparation with focus on C/LOs; Interaction; and Strategies for <b>SIOP 1</b></li> <li>• Added <b>Building Background</b> and <b>Review and Assessment</b> for <b>SIOP II</b></li> </ul>

<p><b>Professional Learning</b></p>	<ul style="list-style-type: none"> <li>• Connected with CAL</li> <li>• Learned about the SIOP Model and options for implementation</li> <li>• Made connections to other district initiatives (Lesson Design, coaching, gradual release model, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• CAL trained English language arts, science and HSS teachers</li> <li>• Provided 7 training days for each</li> <li>• Trained on entire model, focused on targeted areas of C/LOs, interaction, strategies</li> </ul>	<ul style="list-style-type: none"> <li>• FUSD continues to train English language arts, science and HSS teachers in SIOP II <ul style="list-style-type: none"> <li>✓ 4 training days each</li> <li>✓ Training on entire model, continued focus on targeted areas of C/LOs, interaction, strategies and adding <b>Building Background</b> (focus: key vocabulary) and <b>Review and Assessment</b>.</li> </ul> </li> <li>• <b>Combined SIOP features</b> into our district <b>Lesson Design Model</b> with focus on developing objectives, interaction, monitoring student progress, and assessment.</li> </ul>
<p><b>Administrative training and support</b></p>	<ul style="list-style-type: none"> <li>• Informed/training department and site administration about new EL placement and program options</li> <li>• Helped sites determine appropriate teachers for SIOP training</li> </ul>	<p>Principals received one day of SIOP administrative training</p>	<p>Co-administrators receive ongoing training on SIOP Model at co-administrators meetings and during scheduled onsite walkthroughs</p>

<p><b>Training and support for coaches</b></p>	<ul style="list-style-type: none"> <li>• Hired and assigned site-based coaches to provide site-based assistance to teachers of ELs</li> <li>• English Learner coaches hired to provide support to ELD and SDAIE teachers and to provide technical assistance to instructional coaches</li> </ul>	<p>Coaches received two days of coaching training and ongoing support at weekly coaches meetings with Secondary EL coordinator and content coordinators in science, English language arts, and HSS.</p>	<p>Coaches continue to receive ongoing support at weekly coaches meetings with secondary EL coordinator and content coordinators in science, English language arts, and HSS. Both instructional coaches and EL coaches continue to attend and help facilitate training sessions for both SIOP I and SIOP II teachers.</p>
<p><b>Coaching support to teachers</b></p>	<ul style="list-style-type: none"> <li>• Coaches became familiar with school sites and teachers of ELs.</li> <li>• Provided onsite training of staff as requested.</li> <li>• Provided data to sites regarding EL achievement and progress.</li> </ul>	<p>Instructional coaches and EL coaches provided lesson observations, planning, demo, debrief, and re-working of lessons on specific SIOP components. Clear focus on objectives and interaction.</p>	<p>Instructional coaches and EL coaches continue to provide cognitive coaching: lesson observations, planning, demo, debrief, and re-working of lessons on specific SIOP components. Clear focus on objectives and interaction.</p>
<p><b>On-site teacher collaboration</b></p>		<p>EL coaches facilitated regular <b>English Learner Professional Learning Communities</b> (EL PLCs) at each school site for SIOP trained content teachers to collaborate on common strategies from SIOP training.</p>	<p>EL coaches facilitated regular <b>English Learner Professional Learning Communities</b> (EL PLCs) at each school site for SIOP trained content teachers to collaborate on common strategies from SIOP training.</p>
<p><b>Technology support</b></p>		<p>Secondary EL coordinator, content coordinators, and EL coaches developed framework and protocols for Sharepoint website to allow teachers to access exemplar lessons and effective strategies and resources.</p>	<p>Sharepoint website to allow teachers to access exemplar lessons and effective strategies and resources is online and maintained regularly.</p>