



## **Carlos Rosario International Public Charter School Case Study**

CAL SIOP provided professional development in the SIOP Model to all of Carlos Rosario International Public Charter School's workforce instruction teachers during a 10-month initiative from August 2010 - May 2011. This CAL SIOP professional development offering for Carlos Rosario is the first of its kind, as Carlos Rosario is a school for adults, and SIOP has previously been utilized in K-12 contexts only. The instructors offering the training included one adult ESL specialist and one CAL SIOP specialist.

The Carlos Rosario International Public Charter School in Washington, DC was the first Charter awarded for adult education in the United States. It is accredited by the Middle States Association of Colleges & Schools. The Carlos Rosario School's mission is to help prepare immigrants and other adult learners for success in the United States. The school provides instruction in all levels of ESL as well as GED, family literacy, and citizenship. It also offers workforce certificate programs for computer support specialists, culinary arts, and nurse aide training.

In January 2010, Carlos Rosario Charter School in DC approached CAL SIOP about the possibility of developing a SIOP Model professional development initiative tailored to their teachers working with adult English language learners – those teaching work force development certificate classes as well as teachers of other classes who integrate language and content instruction (citizenship, computer literacy, ESL health class, GED, and ESL transitions). Through an informal needs assessment the workforce coordinator determined the workforce instructors would benefit from incorporating strategies for making their content accessible to the English language learners in their classes. These instructors themselves had asked for training that was specific for teachers who work with English language learners in the courses that prepared them to be computer specialists, or nurse's aides, or chefs, for example. The school vice principal, a former middle school ESL specialist and SIOP trainer for his school district, shared his copy of the SIOP Model text, *Making Content Comprehensible* with the workforce coordinator. They contacted CAL SIOP to learn more about professional development options and CAL SIOP provided a general SIOP orientation session to the school administrators and some instructors. The school then decided to offer the training to instructors. Twenty-two participants, including the workforce teachers, their coordinator, the professional development coordinator for the school, and several general ESL instructors attended the 24 hours of training.

In addition, observations and meetings were held with 10 of the participants – those involved in the workforce classes. This allowed CALSIOP facilitators to identify the strengths and needs of instructors in terms of sheltered instruction. For example, the facilitators identified the need for workforce instructors to provide more opportunities for learners to interact with one another as they practiced the language and content needed in order to fulfill specific computer, math, health, or culinary tasks. During the trainings, then, facilitators focused special attention on providing the participants with multiple activities and grouping strategies they could use in their classroom to promote peer-to-peer interaction. These observations also gave the facilitators the opportunity to familiarize themselves with the course content and language needed so they could address these needs specifically throughout the course of the trainings. The observations, along with the access given to the school's workforce curricula, helped the facilitators tailor their professional development services to the needs of the workforce instructors.

## Carlos Rosario Scope of Work

SIOP Professional Services	Participants
<p><b>Pre-training SIOP observation</b></p> <p><b>Workshop 1:</b> Second Language Acquisition; SIOP Model intro</p> <p><b>Workshop 2:</b> Lesson Preparation</p> <p><b>Workshop 3:</b> Building Background</p> <p><b>Workshop 4:</b> Comprehensible Input</p> <p><b>Workshop 5:</b> Strategies; Interaction</p> <p><b>Workshop 6:</b> Practice/Application</p> <p><b>Workshop 7:</b> Lesson Delivery</p> <p><b>Workshop 8:</b> Review/Assessment</p>	<p>22 participants including instructors of workforce development classes (computer support, nursing aide, and culinary arts) and instructors of other classes where language and content are integrated (citizenship, computer literacy, ESL health, English GED, family literacy, transitions class, ESLs level 7 and 8). The workshops were held from 6-9 PM.</p>

At the end of the 24 hours of instruction and the observations, evaluations from participants indicated that they valued the interactive strategies and the activities they learned during the trainings and they would recommend the SIOP workshop series to practitioners working with adult learners. Specific comments made about the SIOP trainings included the following:

- I very much enjoyed the classes, and I think differently about how I deliver my lessons now.
- The trainings provided a good way to reflect on your own teaching – what you already do, what you could do.
- The instructors are very knowledgeable, and they helped to reshape my teaching.
- I learned about the value of content-based instruction.
- The trainings were very useful and practical with just a lot of information and examples to retain and use.
- Both ESL and mainstream students will benefit from the strategies presented in these workshops.
- The trainings change the way you provide instruction.
- I learned how to create a better lesson plan – more language objectives – to serve our student population.
- SIOP made me more aware of how to better serve our students.

Carlos Rosario is now doing the following:

- rewriting the health/ESL curriculum to include content and language objectives
- contextualizing ESL instruction to incorporate language and content so that there are career pathways and content ESL courses feed in to professional courses such as business and hospitality

As a result of the SIOP Model professional development, the instructional support staff at Carlos Rosario have noticed that instructors have a greater awareness of their learners' language and content needs and are becoming more adept at integrating language development into their instruction via different instructional strategies and learner activities. A greater focus is being placed on providing learners with multiple ways to practice the content using the four language skills. There is an awareness of the need to meet the learners where they are – to provide the language support and to employ instructional strategies and activities to give learners the practice they need and to help them be successful with the content. After the curriculum contextualizing is complete, the school will explore how to build on and sustain this SIOP Model professional development initiative.