

# SIOP Workshop Sheltered Instruction Observation Protocol

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## SIOP Model Workshop Objectives

Content Objective  
Language Objectives

- ### Agenda
- Objectives
  - Introductions
  - Warm-up
  - Background on Second Language Acquisition (SLA) Research
  - Background on SIOP Model
  - Lesson Preparation: Intro & activities
  - Wrap-up

- ### Discussion
- Advantages of having English Learners in your class
  - Challenges of having English Learners in your class
  - Needs your English Learners have in your class
  - Needs you have to teach English Learners effectively
- Adapted from CAL, 2009

### Student Demographics

- Over **5 million** elementary and secondary students in the United States were identified as limited English proficient in 2002–2003, **10%** of the K–12 public school student population.
- The number of students with limited English proficiency **grew over 84%** from 1992–1993 to 2002–2003 while total enrollment increased by only

(Source: National Clearinghouse for English Language Acquisition, NCELA, 2004)

### MICHIGAN Most Commonly Spoken Languages

Language	Number of LEPs
Spanish	30,825
Arabic	13,344
Chaldean	2,480
Albanian	1,820
Japanese	1,263

National Clearinghouse for English Language Acquisition, NCELA, 2007

**Lansing School District**  
Comparison of Non-Bilingual, Bilingual and Bilingual with LEP Status  
2001 - 2002 thru 2008 - 2009 School Years

2001-02	Non-bilingual : 76.5%	Bilingual: 15.6%	Bilingual w/ LEP Status: 15.6%
2002-03	Non-bilingual: 75.4%	Bilingual: 15.5%	Bilingual w/ LEP Status: 9.1%
2003-04	Non-bilingual: 77.1%	Bilingual: 15.3%	Bilingual w/ LEP Status: 7.3%
2004-05	Non-bilingual: 76%	Bilingual: 15.4%	Bilingual w/ LEP Status: 6.6%
2005-06	Non-bilingual: 79%	Bilingual: 14.2%	Bilingual w/ LEP Status: 6.8%
2006-07	Non-bilingual: 86.29%	Bilingual: 5.71%	Bilingual w/ LEP Status: 7.0%
2007-08	Non-bilingual : 86.20%	Bilingual: 5.10%	Bilingual w/ LEP Status: 7.7%
2008-09	Non-bilingual : 85.80%	Bilingual: 5.80%	Bilingual w/ LEP Status: 9.3%

[http://www.edline.net/pages/Lansing\\_SD/3969590784692892/Departments/Bilingual\\_Education](http://www.edline.net/pages/Lansing_SD/3969590784692892/Departments/Bilingual_Education)

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## Myths on SLA and language learners

- ELL parents should make every effort to speak English with their children at home.
- Learning two languages can confuse children.
- Immigrants today are taking longer to learn English than in the past.
- Some children don't have any language.  
It's more helpful to see language as a RESOURCE & ASSET

Adapted from CAL, 2009

## Background on Second Language Acquisition (SLA)

- Natural Approach by Krashen
- Strong foundation in L1 can help L2
- It takes 7-10 years to be proficient
- There are factors affecting SLA

## Factors Affecting Second Language Acquisition (SLA)

1. Motivation
2. First language development
3. Language distance and attitude
4. Access to the language
5. Age
6. Personality and learning style
7. Peers and role models
8. Quality of instruction
9. Cultural background/Goals
10. Adapted from CAL, 2009

## Cummins (1979): BICS

**BASIC INTERPERSONAL COMMUNICATIVE SKILLS (BICS)**

Refers to conversational fluency

- Ability to use language in everyday social contexts
- Typically develops within 2 years

Examples:

- "Hi, how's it going?"
- "Can I have a bathroom pass?"
- "Want to be my partner?"

Adapted from CAL, 2009

## Cummins (1979): CALP

**COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP)**

Refers to grade-level academic proficiency

- Includes the kind of language needed to understand and discuss content-area topics
- Typically develops within 5-7+ years

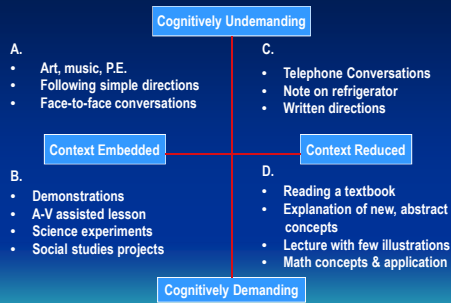
Examples:

- "During Civil War times, most businessmen in the north made profits from industry."
- "The sum of the squares of the legs of a right triangle is equal to the square of the hypotenuse."
- "Can you explain the second phase of meiosis?"

Adapted from CAL, 2009

## Cummins' Model of Academic Language

Adapted from CAL, 2009



## Introduction to Sheltered Instruction and the SIOP Model

- Loosely defined as a way to help ELLs develop proficiency in English and learn content concepts simultaneously.
- Nevertheless
  - There was not a common definition of sheltered instruction.
  - There was not agreement about what elements needed to be present in high-quality sheltered instruction lessons.
  - There was limited research on the effect of sheltered instruction on ELLs' academic achievement.

Adapted from CAL, 2009

## How was the SIOP Model developed?

**SIOP** = Sheltered Instruction Observation Protocol (sigh-op)

- See [Making Content Comprehensible for English Learners](#), by Jana Echevarria, Marry Ellen Vogt & Deborah J. Short

## SIOP's Definition of Sheltered Instruction

- A means for making grade-level **academic content** (e.g., science, social studies, math) more **accessible** for English language learners (ELLs) while at the same time promoting their **English language development**.

Echevarria, J., Vogt, M.E., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model*. Boston: Pearson/Allyn & Bacon.

## The SIOP Model

- It is eight components and 30 features.
- It is a tool to:
  - Plan lessons
  - Improve teaching
  - Facilitate peer coaching
  - Foster staff development
  - Focus school improvement
  - Educate prospective teachers

## Foundational SIOP Model Research

- Several years of field testing (1996-2003)
- Teachers and researchers redraft aspects of the model at early stages.
- Reliability and validity study—SIOP gets high scores on Likert-type scale.
- Continuing long-term data collection and synthesis by CAL research teams
- Research on student outcomes

## SIOP Model is an Umbrella Model\

Adapted from CAL, 2009



## SIOP Model

### Lesson Preparation

#### Features

- Content objectives
- Language objectives
- Grade-level concepts
- Adaptation of content
- Supplementary materials
- Meaningful activities link content & language

## Content Objectives

- Usually drawn from state standards
- Verbs related to *knowledge* of the content area
  - E.g., identify, analyze, rank, construct, graph, divide, solve, design

#### Examples:

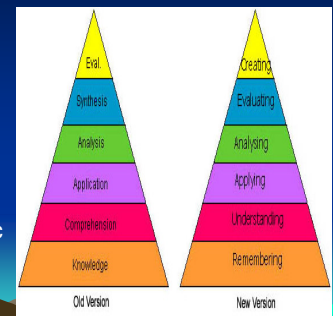
- Students will be able to *distinguish* plant from animal cells.
- Students will be able to *explain* how a bill becomes a law.

Adapted from CAL, 2009

## Writing Lesson Outcomes – Bloom Taxonomy

Adapted from CAL, 2009

- 80% of teacher questions are at knowledge level.
- Teachers need to
  - Promote critical thinking
  - Help students become strategic learners



## Language Objectives

- Address the *language* needed to achieve the content objectives
- Verbs related to listening, reading, and writing
  - Read, write, listen, list, tell, discuss, journal, record, persuade, debate, draft

#### Examples:

- Students will be able to *write* about similarities and differences of plant and animal cells.
- Students will be able to *list* parts of a step-by-step process in order.

Adapted from CAL, 2009

## Writing Content & Language Objectives

#### Objectives should be:

- Connected to standards
- Measureable, observable, and action-oriented
- Clear, age-appropriate, and student-friendly
- Shared with students
- Specific enough to be helpful to the students without being cumbersome
- Clearly supported by class activities
- Avoid verbs:** Learn, Understand, Comprehend, Practice & Review

Adapted from CAL, 2009

## Preparing Language Objectives for SIOP Lessons

1. Consider the **tasks** students need to complete and the embedded language.
2. Decide which **language skills** are needed to accomplish the lesson's activities.
3. Determine **key technical vocabulary, concept words, and other words** needed.
4. Identify possible **grammar** or **language structure** connections.
5. Consider the **language functions** students will use in the lesson.
6. Explore possible **language learning strategies**.

CAL 2009

## Choosing Verbs for Objectives: Some Examples

### Content

- Compare/contrast
- Apply
- Rank
- Analyze
- Design
- Measure
- Solve
- Discover
- Research
- Compute
- Search

### Language (4 skill areas)

- Describe
- Explain
- Discuss
- Tell
- Converse
- Quick write
- Write
- Journal
- List
- Log
- Listen
- Read

Adapted from CAL, 2009

## Approaches to Adapting Materials

- Graphic organizers
- Outlines
- Leveled study guides
- Highlighted Text
- Simplified text
- Elaborated text
- Jigsaws

Adapted from CAL, 2009

## Supplementary Materials

- What are some supplemental materials?