SIOP in Action
Supporting SIOP Implementation with Authentic Classroom Video

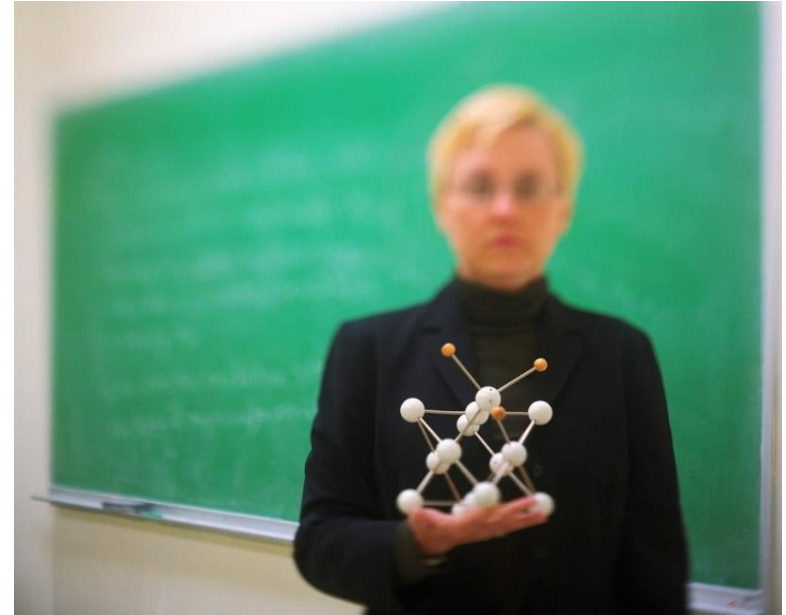*TESOL Conference*

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www.cal.org/siop

Overview of SIOP

- The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated model of sheltered instruction.

- Professional development in the SIOP Model assists teachers in planning and delivering lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.
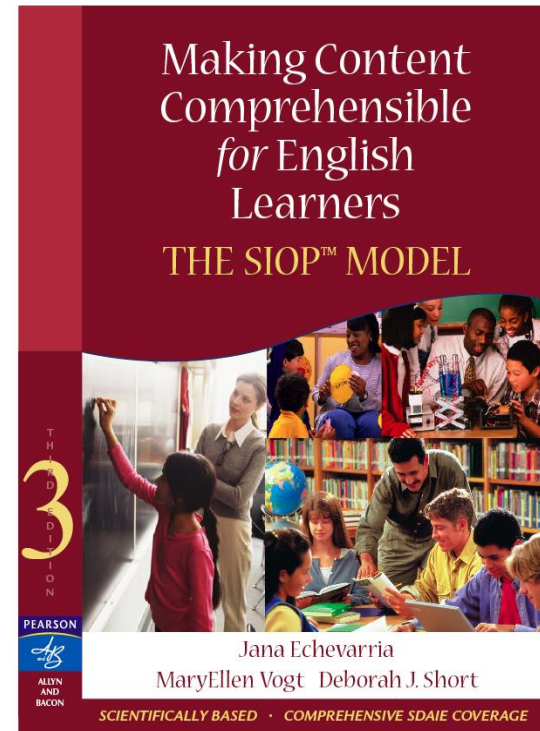
SIOP's Definition of Sheltered Instruction

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

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

SIOP Model Components

- 8 components
  - Lesson Preparation
  - Building Background
  - Comprehensible Input
  - Strategies
  - Interaction
  - Practice/Application
  - Lesson Delivery
  - Review & Assessment

Making Content Comprehensible *for* English Learners
THE SIOP™ MODEL

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SCIENTIFICALLY BASED · COMPREHENSIVE SDAIE COVERAGE

Is the SIOP Model Just Good Instruction?

It shares many features recommended for high quality instruction for all students, including the following:

- Cooperative learning
- Strategies for reading comprehension
- Emphasis on the writing process
- Differentiated instruction

Is the SIOP Model Just Good Instruction?

BUT it accommodates the distinct second language development and academic literacy needs of English learners through

- Inclusion of language objectives in every lesson
- Development of background knowledge
- Acquisition of general academic vocabulary
- Emphasis on oral language development
- Emphasis on academic literacy practice

Helping Teachers Use the SIOP Model

Workshops:

- SIOP Overview
- Review and Renew
- Coaching Training
- Training SIOP Trainers
- SIOP for Administrators
- SIOP for Specialists

Job-embedded support:

- Guided Lesson Design
- Coaching
- Lesson Study

Reasons for Using Video

- The learning and application of SIOP the components in the classroom can lead to increased academic achievement for English learners (Echevarría, Richards-Tutor, Canges, & Francis, 2011; Short, Echevarría, Richards-Tutor, 2011).

Reasons for Using Video

Video clips can:

- Help deepen teachers' subject matter knowledge and have the most long-term impact (Cohen & Hill, 2001; Gearhart et al., 1999)

- Prompt teachers to reevaluate their own practices

- Allow teachers to see what English learners can learn and do (Research for Better Schools, 2012)

SIOP in Action

Designed to assist districts and schools with the expansion of their professional development goals

- **Second Grade Science**: Life of a Butterfly
- **Eighth Grade Math**: Polyhedrons
- **High School/GED English Arts**: Irony

Purpose of the Videos

Professional developers may use them to :

- Illustrate what a SIOP classroom looks like for different contexts
- Demonstrate specific SIOP techniques
- Serve as points of self-reflection for instruction
- Illustrate what English learners can learn and do

Purpose of the Videos

- Can be used as a companion to any district- or school-led professional development initiative intended to prepare instructional support staff to become SIOP Model coaches or to become district-based SIOP professional development facilitators:
  - Serves as point of discussion
  - Can be used as basis for coaching role-play

Highlighted Techniques

- Age appropriate routine for presenting both content and language objectives

- Integration of partner talk for purposeful interaction.

- Connecting lesson concepts with the students' personal experiences

- Different types of academic vocabulary

- Instructional and verbal scaffolding

Second Grade Science: Life Cycle of a Butterfly

- **Teachers:**
  - Ms. Schuler (General Ed teacher)
  - Ms. Bechier (ESL teacher)

- **Students:**
  - Native English speakers and English learners

- **Lesson Background:**
  - students have been studying animal and plant life cycles
  - this lesson builds on their initial understanding of the butterfly life cycle.

Second Grade Science:
Life Cycle of a Butterfly

Demonstrated Techniques:

- Age appropriate routine for presenting both content and language objectives

- Integration of partner talk for purposeful interaction.

Eighth Grade Math Lesson: Polyhedrons

- **Teacher:**
  - Ms. White

- **Students:**
  - Native English speakers and a small number of English learners.

- **Background:**
  - Pre-algebra lesson on three-dimensional figures

- **Interesting Aspects:**
  - how the teacher connects the lesson's concepts with the students' personal experiences
  - the opportunities the students have to practice the academic language of math in relation to the four language skills.

Eighth Grade Math Lesson: Polyhedrons

Demonstrated Techniques:

- Connecting the lesson's concepts with students' personal experiences

- Teaching different types of academic vocabulary.

High School/GED ELA Lesson: Irony

- **Teacher:**
  - Ms. Liten-Tejada

- **Students:**
  - GED/ESL students
  - All are English learners
  - many are above the age of typical high school students.

- **Background:**
  - The students are learning about different literary devices, and this lesson introduces the concept of irony

High School/GED ELA Lesson: Irony

Demonstrated Techniques:

- Instructional and verbal scaffolding into the lesson.

Reflection

- How could you use these videos in your context?

- What would be the benefits?

- What would be the challenges?

Thank You!

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- Relevant articles and digests
- Lesson plans
- SIOP activities
- List of services