

An Overview of the SIOP Model

WVEC – 5/9/18



Working Together for Student Success

Objectives

Content:

- To examine the 8 components and 30 features of the SIOP model
- To analyze instruction through a SIOP lens
- To determine the viability of the SIOP model within current contexts

Language:

- To listen, discuss, and take notes on the features of SIOP
- To observe a lesson and record notes on the features of the SIOP model being utilized
- To converse with peers their current contexts and what would need to occur to implement SIOP successfully



Agenda

- What is SIOP?
- SIOP's 8 Components
- Instruction In Action
- Application



When you think of quality instruction for English Learners (ELs) in the general education classroom – where ELs are tasked with learning language and content – what characteristics, strategies, practices come to mind?



What is SIOP?

- Research-based English language development instructional model for ELs receiving sheltered instruction
- Emphasizes the marriage of language and context
- Appropriate for grades K-12
- Contains 8 components



SIOP's 8 Components

**Lesson
Preparation**

**Building
Background**

**Comprehensible
Input**

Strategies

Interaction

**Practice and
Application**

Lesson Delivery

**Review and
Assessment**



Lesson Preparation

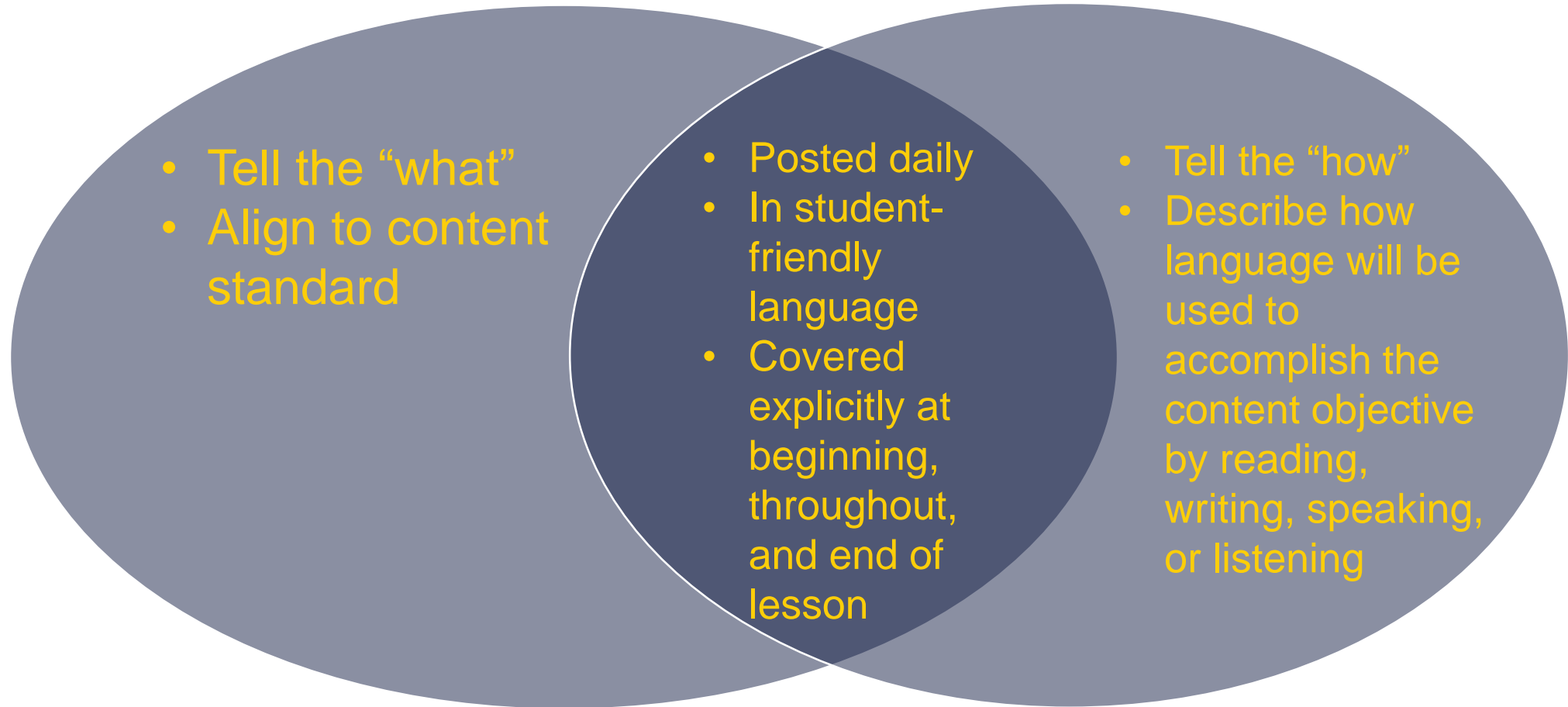
“With careful planning, we make learning meaningful and relevant by including appropriate motivating materials and activities that foster real-life application of concepts studied.”

FEATURES...

1. Content objectives clearly defined, displayed, and reviewed with students
2. Language objectives clearly defined, displayed, and reviewed with students
3. Content concepts appropriate for age and educational background level of students
4. Supplementary materials used to a high degree, making the lesson clear and meaningful
5. Adaptation of content to all levels of student proficiency
6. Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking



Content and Language Objectives



Five Words

What do the following 5 words have in common?



Five Words

1. Power



Five Words

1. Power
2. War



Five Words

1. Power
2. War
3. Curve



Five Words

1. Power
2. War
3. Curve
4. Loogy



Five Words

1. Power
2. War
3. Curve
4. Loogy
5. Tools



All five words have to do with...
baseball.



Building Background

“All ELs come to school with varied experiences, but not all of their background knowledge matches what they need to know to be successful in U.S. schools.”

FEATURES...

7. Concepts explicitly linked to students' background experiences
8. Links explicitly made between past learning and new concepts
9. Key vocabulary emphasized (e.g. introduced, written, repeated, and highlighted for students to see)



The Procedure

The procedure is actually quite simple. First you arrange things into different groups depending on their makeup. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise, you are pretty well set. It is important not to overdo any particular endeavor. That is, it is better to do too few things at once than too many. In the short run, this may not seem important, but complications from doing too many can easily arise. A mistake can be expensive as well.

The manipulation of the appropriate mechanisms should be self-explanatory, and we need not dwell on it here. At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but one can never tell.



Answer these questions...

- What's the first thing that you do?
- What is it important not to do?
- If you do too many things, what might happen?
- What is this passage about?





Comprehensible Input

“Acquiring a new language takes time and is facilitated by many ‘clues’, by speech that is geared to individual proficiency levels, and by techniques that are used consistently in daily teaching routines.”

FEATURES...

10. Speech appropriate for students’ proficiency levels
11. Clear explanation of academic tasks
12. A variety of techniques used to make content concepts clear



Strategies

“When teachers model strategy use (such as through think-alouds) and then provide appropriate scaffolding during practice sessions, students are more likely to become effective strategy users.”

FEATURES...

13. Ample opportunities provided for students to use learning strategies
14. Scaffolding techniques consistently used, assisting and supporting student understanding
15. A variety of questions or tasks that promote higher order thinking



Interaction

“One thing we know for certain about English Learners is that they will not become proficient speakers of the language unless they have frequent opportunities to use it.”

FEATURES...

16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses and lesson concepts
17. Grouping configurations support language and content objectives of the lesson
18. Sufficient wait time for student responses consistently provided
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text



Interaction - Microlabs

- 1) Form a group of three and number yourself 1-3
- 2) A question will be posted, and each person will have 90 seconds to give their response, starting with #1
- 3) During a person's time to talk, others are not allowed to speak, interrupt, etc. Their time is sacred.
- 4) After the 90 seconds, #2 will answer, and so on
- 5) At the end will be a final round to make follow up comments or questions for other group members.



What types of interaction do you see in classrooms currently? What is effective? What is missing in order to promote academic language use?



Practice and Application

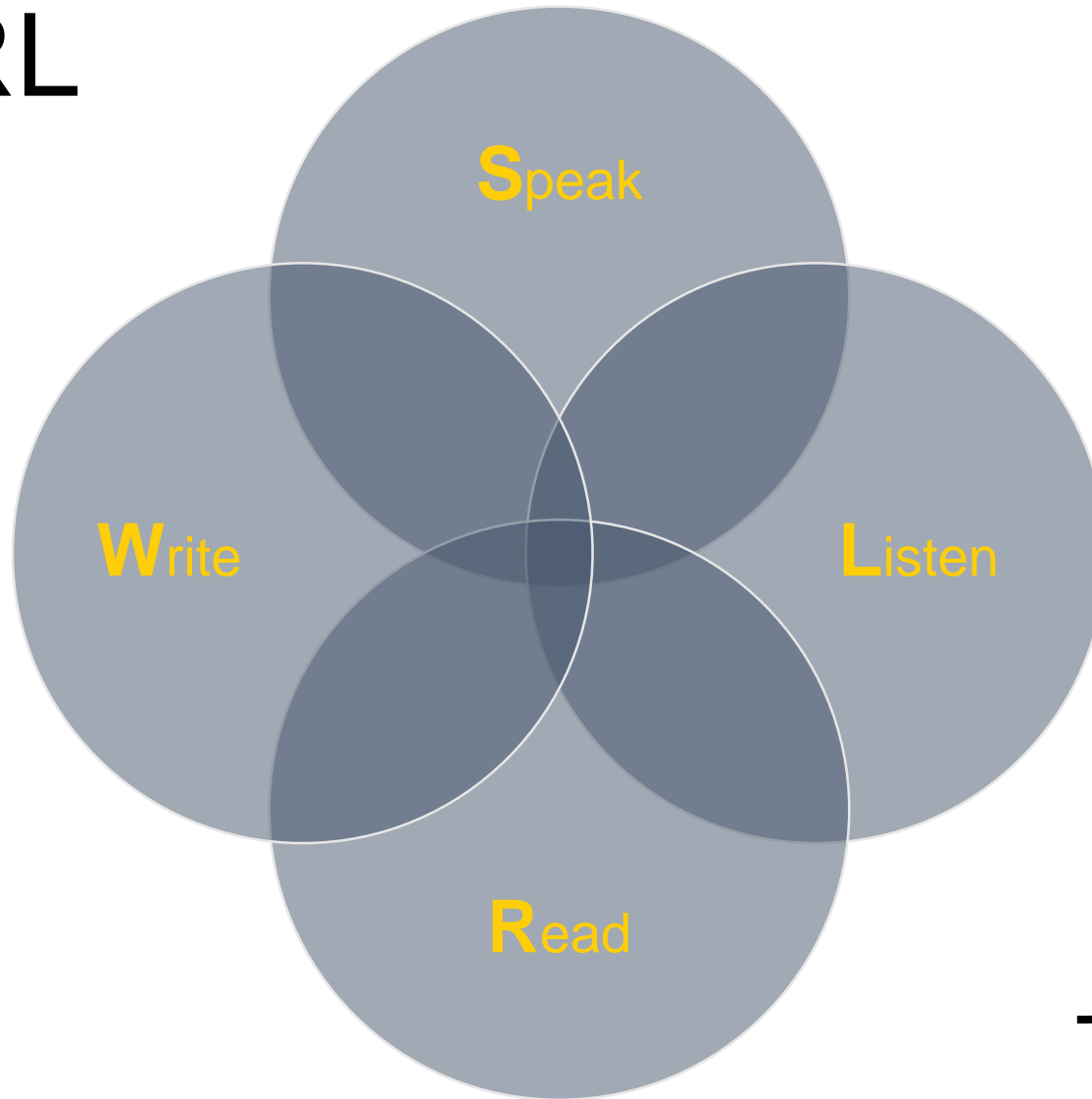
“It is desirable to provide students with hands-on practice and application. This may be in contrast to widely used worksheets and study guides that generally require a high level of English proficiency, but little language support.”

FEATURES...

20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge in the classroom
21. Activities provided for students to apply content and language knowledge
22. Activities integrate all language skills



SWIRL



Meaningful opportunities for each that are embedded with academic language use in each lesson



Lesson Delivery

“It is one thing to write the lesson and another to deliver it effectively. Because explicit content and language objectives guide the development of all SIOP lessons, the subsequent instruction must clearly support these objectives.”

FEATURES...

23. Content objectives clearly supported by lesson delivery
24. Language objectives clearly supported by lesson delivery
25. Students engaged approximately 90% to 100% of the time
26. Pacing of the lesson appropriate to students' ability levels



Review and Assessment

“The more specific and academic our feedback to English learners, the more they are able to self-monitor and adjust.”

FEATURES...

27. Comprehensive review of key vocabulary
28. Comprehensive review of key concepts
29. Regular feedback provided to students on their output
30. Assessment of student comprehension and learning of all lesson objectives throughout the lesson



SIOP In Action

- Use the checklist to determine which SIOP components you recognize throughout instruction: [Academic Language Development](#)
- AFTER:
 - What was the student impact of the SIOP components you recognized?
 - What differentiated the classroom in the video from the standard classroom you observe?
 - How was language and content merged and emphasized?



Questions to ask yourself

- What is your current model of English Language Development? Is it effective?
- If you would like to move forward with implementing SIOP, what barriers would need to be overcome? Who could you invest in? How will it be funded?

Recommendations

- Start small! Try implementing one component at a time
- Consistent instructional coaching and ongoing professional development
- Begin with principals/teachers who are willing and able – small cohort



Questions?

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