How to Design, Structure, and Implement SIOP Model Programs: Focus on Current Research

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WARM UP
Stand Up if You:

- have attended a SIOP Model workshop.
- have worked with teachers implementing the SIOP Model.
- have provided SIOP Model professional development in your school, district, or state.
- know a lot about the SIOP Model.
- know a bit about the SIOP Model.
- know just a little, but want to know more.

Content Objectives

Participants will

- Identify key segments of a current CAL SIOP Model research project.
- Analyze the Strategies Component of the SIOP Model.
- Practice one effective learning strategy.

Language Objectives

- Summarize a video segment illustrating the Strategies Component of the SIOP Model.
- Discuss advantages and challenges of carrying out educational research.
- Discuss reasons to help ELLs develop learning strategies.

THE SIOP Model

SIOP =

Sheltered Instruction Observation Protocol

Explain, please.

Let’s start with the term, Sheltered Instruction.

Definition of Sheltered Instruction

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

- Clear objectives
- Scaffolding of instruction
- Connections to previous learning
- On-going review and assessment together with regular feedback

The SIOP Model:

Sheltered Instruction for Academic Achievement

(*Making Content Comprehensible for English Learners* by Echevarria, Vogt, & Short, 2004)

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

Sheltered Instruction Observation Protocol (SIOP)

- Tool for teacher observation
- Rubric (5 point scale) to measure teaching practice on 30 features of sheltered instruction, as developed by teachers and researchers
- Modified to be a lesson plan checklist

So, Does it Work?

The Effects of Sheltered Instruction on the Achievement of LEP Students
www.cal.org/siop

CREDE (Center for Research on Education, Diversity & Excellence)

- 7-year research study (1996-2003), funded by the U.S. Dept. of Education
- Teacher-researcher collaboration for SIOP model development
- Field-testing of professional development model

SIOP Program Models

- Sheltered content classes
- All K-12 classes
- ESL support classes
- Bilingual classes
- Selected teams within schools
- Selected teachers—those with the most ESL students

A Current SIOP Research Project

- Public School District in Northern New Jersey

  2004-2006

CAL
SIOP Research Project Overview

- Ongoing, collaborative professional development aimed at helping ELLs succeed in academic subjects
- 2-year research study to examine effects of SIOP Model implementation on student achievement
- Long-term commitment by the school district

CAL SIOP Project

- **Collaborators:**
  NJ School Dist.
  &
  Center for Applied Linguistics

- **Funders:**
  The Carnegie Corporation of New York
  &
  The Rockefeller Foundation

CAL SIOP Research Project Activities

- Summer institute and follow-up workshops on SIOP instructional practices
- School teams of SIOP teachers and coaches—60 teachers, 5 coaches
- Classroom visits to support and measure implementation
- Ongoing support via coaching, listserv and Web site articles and chats.
- Collection and analysis of student data
- Video taping. Peer critique.

Goals of the CAL SIOP Research Project

- Sustained, collaborative professional development for teachers of English language learners
- Implementation of the SIOP Model in teachers' classrooms
- High levels of academic achievement and success for English language learners in middle and high school

Research Questions for the CAL/Clifton SIOP Project

- Do students improve their academic performance after 1 or 2 years of SIOP instruction?
- Are teachers able to implement the SIOP Model to a high degree after 1 or 2 years?
- Does the degree of implementation affect student performance?

Challenges

- Time

  -for teachers to plan and meet together

  -for teachers to develop needed materials
- Distance

  -CAL staff to get to NJ
- Mobility of students and teachers
- Dueling innovations—priorities at schools

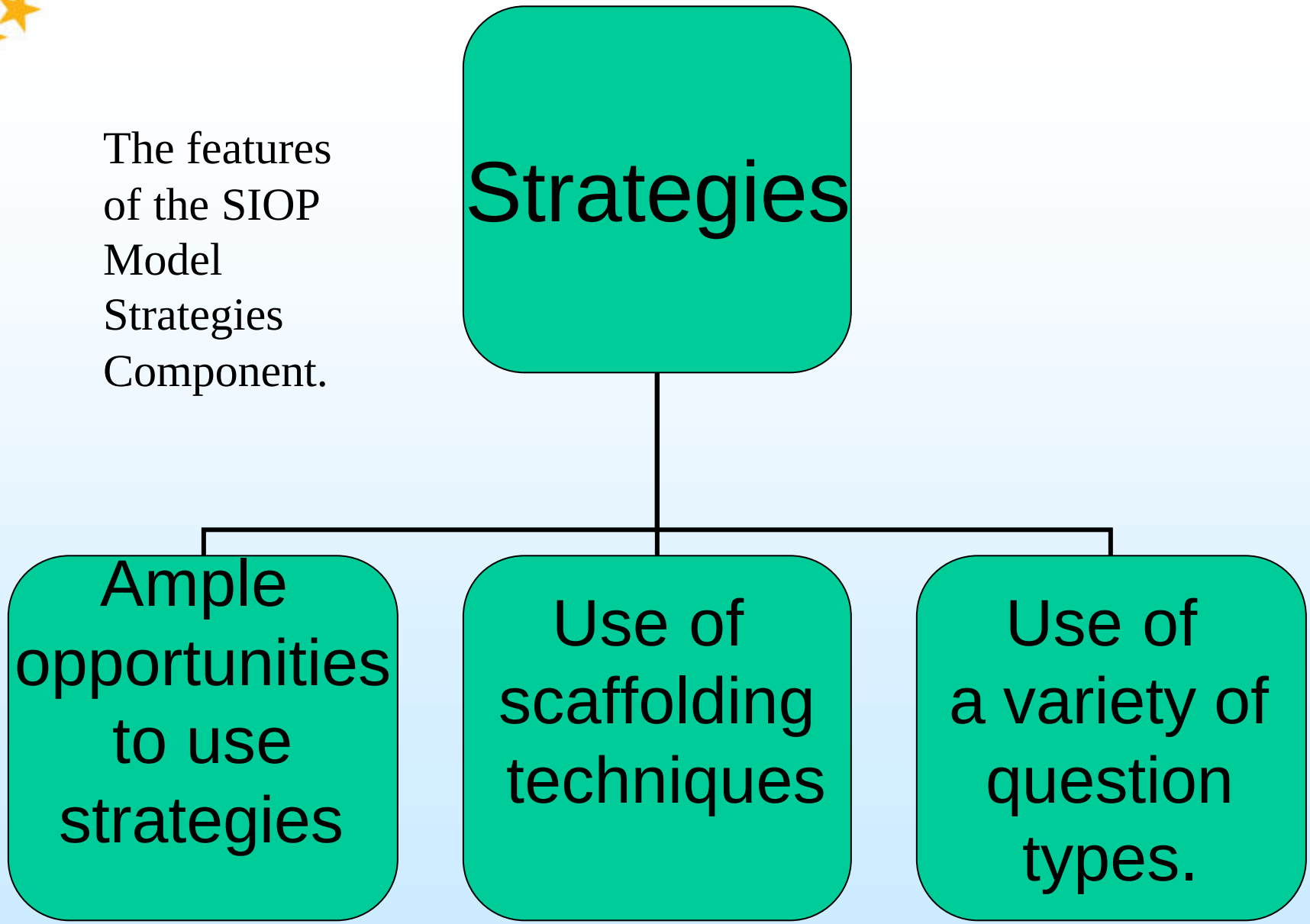
Reasons to Conduct the Research Anyway

- Confirmation and replicability of existing research. More data makes our case stronger.
- Subtle, but clear evidence of teacher collaboration.
- Gradual changes in school culture.
- Competent teachers given opportunities to share their creativity and skill with colleagues in local workshops, state conferences, and national conventions.
- School system gets useful student data which it can use to adjust programs.

Focus on One SIOP Model Component

Strategies

The features of the SIOP Model Strategies Component.



Strategies Video Activity
Predict-List-GIST-Compare

1. Predict. You are about to watch Randy Gibson's 7th Grade Social Studies class about the accomplishments of the Sumarians.

   * Write a prediction of two or three strategies she could use.

   * Share your predictions with a partner

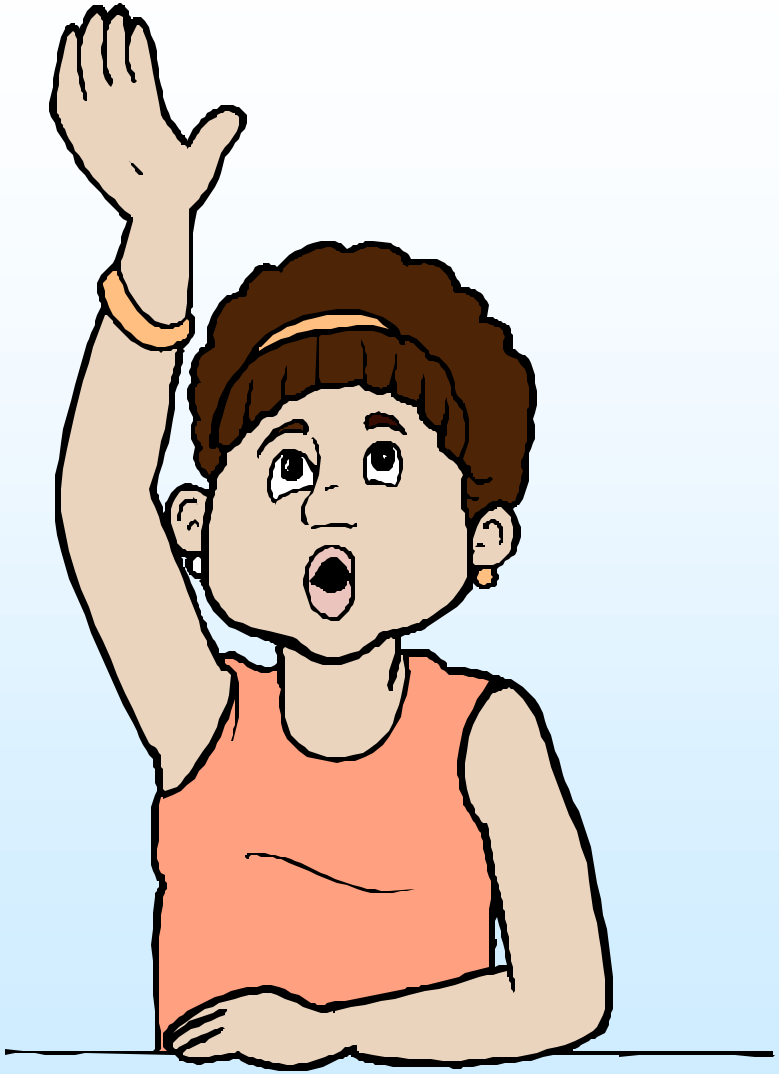
2. List. While watching the video, list 10 words summarizing or describing the strategies Randy uses.

3. GIST. Use your list to write a brief paragraph summarizing the strategies used.

4. Compare your predictions and your summary. What conclusions can you draw?

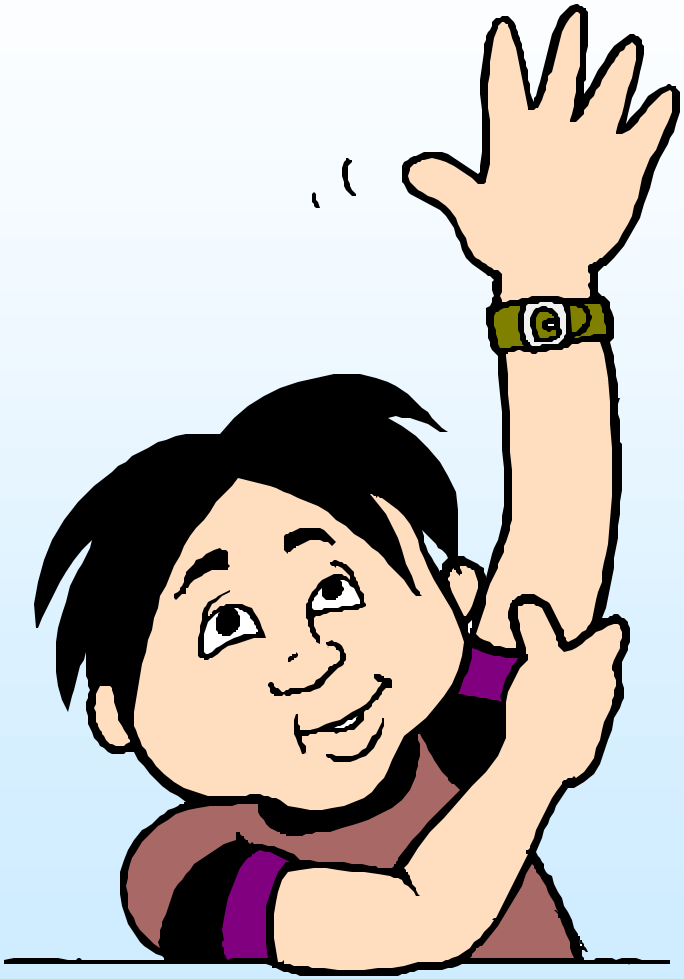
“By conscientiously sheltering instruction through strategy teaching and modeling, by appropriately scaffolding support, and by thoughtfully asking questions that require students to interpret, apply, and synthesize, we increase the chances English learners become critical

-Echevarria, Vogt, & Short, 2004, p. 97



What are Learning Strategies?

Why are Strategies Important?



What are some strategies that are effective for English language learners?

SQP2RS: An Effective Reading Strategy

(Echevarria, Vogt & Short, 2004 pp. 84, 92-93)

SQP2RS is a multi-step strategy which helps students master several important expository reading skills:

1. Survey
2. Question
3. Predict
4. Read
5. Respond
6. Summarize

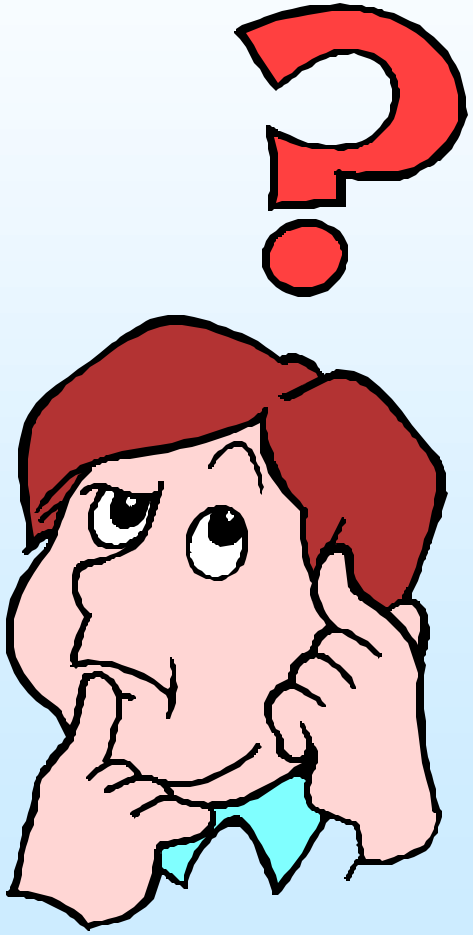
Let's try it.

SQP2RS
Step 1: Survey

- Quickly skim the text (about 2 minutes) to find the main ideas.

SQP2RS Step 2: Question

- Write 1-3 questions that you think this text will answer.
- Write your questions on your handout.



SQP2RS Step 3: Predict

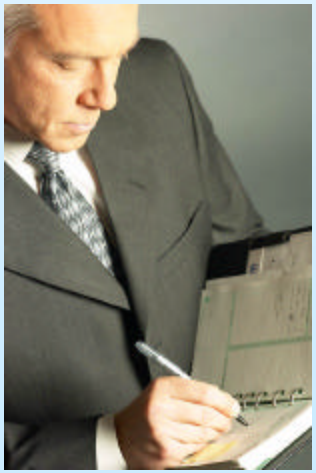
- Write 1 or 2 interesting things you think you will learn by reading this text.
- Use your questions to help you decide.
- Write your questions on your handout.

SQP2RS Step 4: Read

- Read the text.
- Look for answers to your questions.
- Decide if your predictions were correct.
- Write the results on your handout.

SQP2RS Step 5: Respond

- Write answers to your questions, OR write new questions so you can answer them.
- Write your answers on your handout.



SQP2RS Step 6: Summarize

Write on your handout 3 of the most important ideas from the reading.

Conclusions

Think-Write-Pair-Share

- How was this different from your typical reading experience?
- How can this strategy help English language learners be successful in our schools?

Let’s review today’s objectives to see if we did what we wanted to.

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Thank You

- Please use the contact sheet if you have questions or inquiries.
- Check out our Web site: **www.cal.org/siop**
- Best wishes to all. Enjoy the rest of the Summit.