

The Sheltered Instruction Observation Protocol Model in Utah: (A tool for Teachers)

Utah SIOP I and Advanced
ELL/SE Conference
March 3, 4, 5, 2005



Content Objectives

ELL/SE Conference

March 2005

Participants will be able to:

- Understand and use the 8 (eight) components of the SIOP Model as a framework for effective sheltered instruction.
- Use the SIOP Model and its protocol to create lesson plans/team plans/school plans/district plans to address issues of students with language needs.



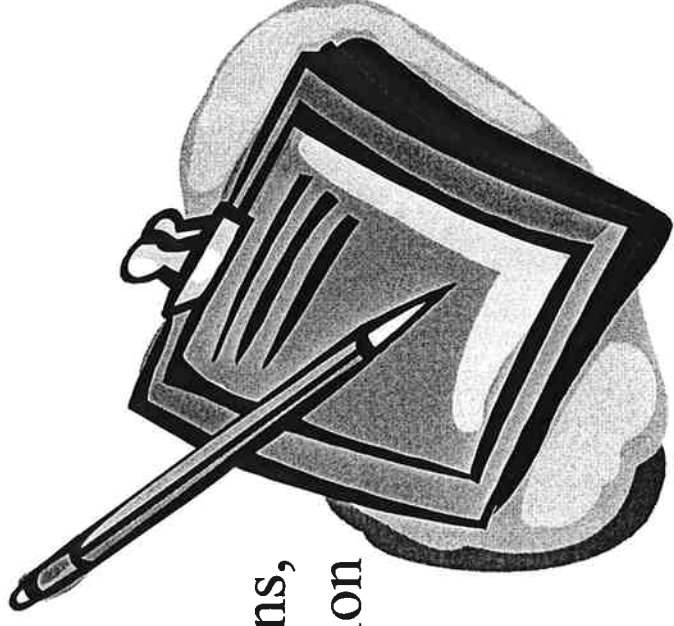
Language Objectives

ELL/SE Conference

March 2005

Participants will be able to:

- Discuss in small groups the importance of sheltering instruction for students with language needs.
- Write lesson plans, team plans, school plans, or district plans using the Sheltered Instruction Observation Protocol as a framework.
- Read about, listen to, participate in, and orally share with others information about strategies for sheltering instruction.



Sheltering Instruction Using the SIOP Model

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“Language teaching to students who are acquiring English should take place all day in all content areas. These students have no time to waste.”

Mary Lou McCloskey (1990)



Sheltered Instruction (SDAIE – Specially Designed Academic Instruction in English)

- Sheltered Instruction is widely advocated as an effective instructional strategy, but there is little agreement among practitioners as to what constitutes an effective sheltered lesson.



What is Sheltered Instruction?

- Sheltered Instruction is an approach to instruction and classroom management that teachers can use to help students with language needs acquire English and content area knowledge and skills.



Characteristics of Sheltered Instruction

- Comprehensible input
- Warm, affective environment
- High levels of student interaction, including small-group and cooperative learning
- Student centered
- More hands on tasks
- Careful, comprehensive planning, including selecting key concepts from core curriculum



Characteristics of Sheltered Instruction (cont.)

- Well-planned lessons
- Time-on-task
- Use of student background knowledge and experience
- Variety of delivery modes
- Grade-level content
- Checks for understanding
- Use of higher-order thinking skills
- Explicitly-stated content and language objectives

Sheltered Instruction Observation Protocol Model

- SIOP's goals:
 - Develop an explicit model of sheltered instruction;
 - Use that model to train teachers in effective sheltered strategies;
 - Collect data on teacher change and student achievement.
 - www.cal.org/crede/si.htm

Why the SIOP Model?

- Provides a common framework for understanding the components of effective sheltered instruction
- Research based and field tested
 - Guarino, A.J., Echeverría, J., Short, D., Schick, J., Forbes, S. & Rueda, R. (2001) The sheltered instruction observation protocol: Reliability and validity assessment. *Journal of Research in Education*, 11(1), 138-140.
- Designed in collaboration with teacher practitioners
- Provides a framework for ongoing professional development



Uses of the SIOP

- Research observation tool for fidelity of model implementation
- Supervision and observation tool
- Classroom observation tool
- Teacher lesson plan checklist
- Teacher self-evaluation tool



Who are the Authors?

- Jana Echevarria, Ph.D
 - Chair of the Department of Educational Psychology, Administration and Counseling at California University, Long Beach. Formerly a professor of Special Education, she focuses on effective instruction for language minority students and those with learning disabilities.

- MaryEllen Vogt, Ed.D
 - Professor of Education at California State University, Long Beach and Co-Director of the California State University Center for the Advancement of Reading. She is currently serving as the President of the International Reading Association.

- Deborah J. Short, Ph.D
 - Director of the Language Education and Academic Development division at the Center for Applied Linguistics (CAL) in Washington, DC. She has worked as a teacher, staff developer, researcher, and a curriculum/materials developer.
