

LEARNING SNAPSHOT

Sheltered Instruction Observation Protocol

- The Sheltered Instruction Observation Protocol (SIOP) is a research-based instructional model that helps students acquire academic knowledge as they develop English language proficiency (Kareva & Echevarria, 2013).
- The SIOP model outlines specific strategies to make cognitively challenging ideas, tasks, and materials comprehensible and accessible to English learners (Cloud, Genesee, & Hamayan, 2009; Echevarria & Graves, 2010; Short, 2002). Several of these strategies are highlighted in the Instructional Practices box.
- The SIOP model has eight components for the design and delivery of culturally and linguistically responsive instruction: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment (Echevarria, Vogt, & Short, 2013).
- The SIOP model can be used across all grade levels and content areas and is an effective tool for peer and administrator observation (Kareva & Echevarria, 2013).
- The SIOP model is most effective if teachers receive comprehensive professional development that includes opportunities for peer observation and reflection (Short, 2013).

Instructional Practices

- Provide content and language objectives that are clearly defined, displayed, and reviewed orally with students throughout each lesson.
- Provide supplementary materials (e.g., visuals, adapted or bilingual texts, multimedia) to support conceptual understanding.
- Ensure multiple opportunities for repetition and “safe” practice using key vocabulary across reading, writing, listening, and speaking tasks.
- Model using context clues, word parts (i.e., affixes), visual aids, and cognates to help students independently support their comprehension.
- Explain academic tasks in steps and use examples of completed steps to help students envision the desired result.
- Group or pair students of varied language proficiency levels for interactive and meaningful practice with new language structures and functions (e.g., evaluating opinions, citing evidence to support comments).
- Use a variety of assessment methods to gauge conceptual understanding.

Resources

A Framework for Raising Expectations and Instructional Rigor for English Language Learners

This framework, published by the Council of the Great City Schools, outlines specific criteria to determine whether instructional materials are appropriate for English learners.

<http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf>

Center for Applied Linguistics

The Center for Applied Linguistics SIOP website provides information and resources about the SIOP model and its implementation.

<http://www.cal.org/siop/>

Connecting Research About English Language Learners to Practice: An Introductory Guide for Educators

This introductory guide offers an overview of key research findings and presents district- and school-level action opportunities to improve the academic achievement of English learners.

http://www.air.org/sites/default/files/downloads/report/ConnectResearchPractice_ELL_IntroGuide_0.pdf

Empowering the Language Learner | The New School

This recorded video was sponsored by the English Language Studies Department at The New School for General Studies and Oxford University Press. Researcher Diane Larsen-Freeman discussed language teaching methodology and the implications for teaching linguistically diverse students.

<https://www.youtube.com/watch?v=Na5IzXZKEVO>

English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)

The U.S. Department of Education's Office of English Language Acquisition created a comprehensive toolkit for English learners that includes sample tools and resources for districts and educators.

<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

National Education Association Video Series: Best Practices for ELLs

These videos show teachers employing strategies found within the SIOP model to address content and language learning.

<http://www.colorincolorado.org/multimedia/nea-ell/>

Teaching English Language Learners: What the Research Does—and Does Not—Say

The Colorín Colorado website, a bilingual site for educators and families of English learners, provides a direct link to an article written by Claude Goldenberg, Ph.D., that focuses on two major reviews of research related to ELLs.

<http://www.colorincolorado.org/research/teaching-english-language-learners-what-research-does-%E2%80%94-and-does-not-%E2%80%94say>

The Division of English Language Learning of the Illinois State Board of Education

The Division of English Language Learning offers multiple professional development resources, including webinars and presentations related to meeting the needs of English learners.

<http://www.isbe.net/bilingual/htmls/prof-dev.htm?col1=open#CollapsiblePanel1>

The Illinois Resource Center

The Illinois Resource Center provides resources, professional development, and technical assistance to districts and educators serving language learners throughout Illinois.

http://www.thecenterweb.org/irc/pages/f_workshops.html

What Are the Components of Sheltered English Instruction?

This online toolkit provided by the Education Alliance at Brown University contains a practical overview about the specific components of sheltered instruction.

<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/what-are-components-sheltered-english-instruction>

References

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- Kareva, V., & Echevarria, J. (2013). Using the SIOP model for effective content teaching with second and foreign language learners. *Journal of Education and Training Studies*, 1(2), 239–248.
- Short, D. (2002). Language learning in sheltered social studies classes. *TESOL Journal*, 11(1), 18–24.
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