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**Sheltered Instruction Observation Protocol (SIOP) Model**

**About the SIOP Model**

* Developed in the mid-1990s by Echevarria, Vogt, & Short.
* It started as a rubric for observing teachers, but is now a lesson planning model.
* The SIOP Model is widely used across the United States to guide teachers in designing their lesson plans so that they are comprehensible to ESL students.
* It involves learning language and content at the same time.

**8 Components in the SIOP Model**

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| **Components of SIOP** | **What it looks like** |
| Preparation | -adapt content, meaningful activities |
| Building Background | -link prior learning, link to background, introduce vocabulary |
| Comprehensible Input | -clear explanations, visuals, graphic organizers, modelling |
| Strategies | -modelling, scaffolding |
| Interaction | -teacher-to-student, student-to-student |
| Practice/Application | -integrate speaking, listening, reading, and writing, hands-on opportunities |
| Lesson Delivery | -Pacing, wait times, interesting |
| Assessment | -review key concepts and vocabulary |

* The SIOP Model also includes 30 statements about instruction that observers rate on a scale from 0 to 6. Teachers learn to design their instruction following this observation protocol.

**Findings**

* + Echevarria, Vogt, & Short conducted a study in 2006 to compare the SIOP Method of teaching against a group that did not use the SIOP method. The SIOP teachers were trained 1 or 2 years depending on when they joined the study. The results were that the SIOP trained teachers had students who performed slightly better than a comparison group did on a writing task.
  + Lee Gunderson, author of ESL (ELL) Literacy Instruction is convinced that teachers who design their instruction following Mohan's knowledge framework are also using sheltered instruction. He believes that Mohan developed this framework as an early version of the SIOP Model to help ESL students learn about content as well as how to deal with the specialized content skills. He believes that a student would be better prepared to deal with content material if they are given the structures of the knowledge framework first.
  + Philip Hoare wrote a journal titled “Content-based language teaching in China: contextual influences on implementation”. His project was implemented to support the aim of providing enhanced English teaching for students in the competitive school environment. The project met many limitations as many schools in China do not use Content-Based Instruction. The schools’ own perceptions of the objectives and understanding of the project also influenced the implementation. While the focus in this project may appear to be on language practice rather than new learning, the teacher used her language teaching skills in her Content-Based Instruction lesson to provide experiential learning opportunities which complemented the teaching and learning styles in China. The results did not really support or contradict the aim of their project.

**Limitations**

* + It sometimes can be seen to oversimplify teaching ELLs.
  + It could be hard to meet language objectives that are presented in the model. The teacher may not set appropriate language objectives or be able to fully implement the objectives in class.
  + There could be various levels of language proficiency in class.
  + The location you teach this method could be a factor. (ie. China vs. Vancouver)

**30 Steps in the SIOP Lesson Plan:**

**Lesson Preparation**

􀂅 *1. Write* **content objectives** clearly for students.

􀂅 *2. Write* **language objectives** clearly for students.

􀂅 3. Choose **content concepts appropriate** for age and educational background level of students.

􀂅 4. Identify **supplementary materials** to use (graphs, models, visuals).

􀂅 5. **Adapt content** (e.g., text, assignment) to all levels of student proficiency.

􀂅 6. Plan **meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

**Building Background**

􀂅 7. **Explicitly link concepts** to students’ backgrounds and experiences.

􀂅 8. **Explicitly link past learning** and new concepts.

􀂅 9. **Emphasize key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.

**Comprehensible Input**

􀂅 10. Use **speech** appropriate for students’ proficiency level (e.g., slower rate, enunciation, and

simple sentence structure for beginners).

􀂅 11. **Explain academic tasks** clearly.

􀂅 12. Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities,

demonstrations, gestures, body language).

**Strategies**

􀂅 13. Provide ample opportunities for students to use **strategies**, (e.g., problem solving, predicting, organizing,

summarizing, categorizing, evaluating, self-monitoring).

􀂅 14. Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.

􀂅 15. Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson literal, analytical, and interpretive questions).

**Interaction**

􀂅 16. Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses.

􀂅 17. Use **group configurations** that support language and content objectives of the lesson.

􀂅 18. Provide sufficient **wait time for student responses** consistently.

􀂅 19. Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.

**Practice/Application**

􀂅 20. Provide **hands-on materials** and/or manipulatives for students to practice using new content knowledge.

􀂅 21. Provide activities for students to **apply content and language knowledge** in the classroom.

􀂅 22. Provide activities that **integrate all language skills** (i.e., reading, writing, listening, and speaking).

**Lesson Delivery**

􀂅 23. **Support content objectives** clearly.

􀂅 24. **Support language objectives** clearly.

􀂅 25. **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson).

􀂅 26. **Pace** the lesson appropriately to the students’ ability level.

***Review/Assessment***

􀂅 27. Give a comprehensive **review of key vocabulary**.

􀂅 28. Give a comprehensive **review of key content concepts**.

􀂅 29. Provide **feedback** to students regularly on their output (e.g., language, content, work).

􀂅 30. Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response.)

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