Sheltered Instruction Observation Protocol (SIOP)

Verona Area School District
2010-11
Presentation Objectives

Content Objectives:
- Teachers will:
  - consider how SIOP fits with the district priorities and best practice protocol
  - understand how SIOP applies to classroom teachers
  - be introduced to the 8 components of SIOP
  - learn about the district’s implementation plan for SIOP

Language Objectives:
- Teachers will:
  - listen to background on SIOP
  - be able to name the components of SIOP
  - begin to develop a common vocabulary to assist with effective instruction within the SIOP model
Mission:

The Verona Area School District, a community of learners, values and supports education excellence. To foster the joy of learning and to prepare students for future challenges, we set rigorous academic and creative expectations for each student. Students, in turn, must show they meet these expectations.

Strategic Priorities:

1. Ensure all students acquire skills and knowledge to be successful in a diverse society.

2. Dedicate resources in flexible and creative ways to meet individual student needs.

3. Integrate technology into all curriculum to improve problem solving abilities.
Background

- Our student population is becoming more ethnically and linguistically diverse.

- Since 2000, the Hispanic population in Wisconsin has increased by 48.2% to 285,827 people, or 5.1% of the state's populations.

- More than 90% of all immigrants to America come from non-English speaking countries.

- In 1980, about seventy-five percent of this country's school-age population was white.

- Current projections indicate that by the year 2040, white children will comprise less than half of the total school-age population in the United States.
Total ELL growth in VASD has gone from 92 ELLs in 2000-01 to over 700 ELLs at the end of 2009-10.
Interestingly Enough...

- Students challenged by the English language are not always immigrants, or even second language learners.
Meaningful language differences in a student’s home experiences

- Number of words heard by age 3:
  - Low income students: 10 million
  - Upper Middle income: 20-30 million

- Speaking vocabulary by age 6:
  - Low income students: 3,000
  - Upper Middle income: 20,000

*Risley & Hart, Meaningful Differences in the Everyday Experiences of Young Children*
Meaningful differences cont.

Quality of what is heard per hour:

- Low income
  - 5 affirmations
  - 11 prohibitions

- Middle income
  - 12 affirmations
  - 7 prohibitions

- High income
  - 32 affirmations
  - 5 prohibitions
Affirmations are:
statements from parents that elicit independence and self-efficacy ie; “Keep trying” or, “Try again, you’ll get it” or , “I know you can do it!”

Prohibitions are:
statements that foster dependence and inhibit self-efficacy ie; “You’ll never be able to do that” or “Here, let me do it for you” or “I’ll do that so it gets done right.”
Economically Disadvantaged Students

Students who qualify for free or reduced lunches are identified by the Dept. of Public Instruction as being economically disadvantaged. This number is not all-inclusive because some families that qualify choose not to apply.

The percent of economically disadvantaged students in VASD has more than tripled in the last ten years and is now just under 25%.
Many reasons for variation in how students learn language

- First grade children from higher SES groups know about twice as many words as children from lower SES groups.

- High performing third graders had vocabularies about equal to the lowest performing 12th graders.

- High School seniors near the top of their class knew about four times as many words as their lower-performing classmates.

O’Hara & Pritchard, *Socioeconomic Status and Vocabulary Development*
The foundation of school success is academic literacy in English

- Age-appropriate knowledge of the English language is a prerequisite to attaining academic content standards.
- We learn primarily through language, and use language to express our understanding.
- Without proficiency in oral and written English language skills, students find it difficult to learn and to demonstrate their knowledge of math, science, social studies, etc.
- The relationship between a student’s literacy proficiency and academic achievement grows stronger as grade levels rise.
To master the subject they are studying...

...students must master not only the language being used, but also the way to use it.
How do we acquire language mastery?

- **Receptive language** *(language we receive)* is learned before
  **productive language** *(language we produce)*

- **Language skills** are learned in this order:
  - Listening
  - Speaking
  - Reading
  - Writing

  It might sound as if a student can speak or use a language, but there is much more required than just “speaking with friends in the hall or in the lunchroom” to be proficient in a language.
Social Language: The Language of Hallways and Playgrounds

- Dr. Jim Cummins refers to everyday conversational language as BICS -
  - Basic
  - Interpersonal
  - Communicative
  - Skills

BICS is acquired quickly – in less than a year for many students.
Cummins refers to more formal academic language as CALP -

- Cognitive
- Academic
- Language
- Proficiency

CALP is acquired over time – often taking 5-7 years for many students.
When you think about it... all students are “Academic” English Language Learners

- Math texts can contain more concepts per line, sentence, and paragraph than any other kind of text.

- A high school chemistry text can include 3,000 new terms.

  *Billmeyer, Teaching Reading in the Content Areas*
Using best practice includes…
Sheltered Instruction

Research has shown that implementing sheltered instruction can increase achievement for all learners.

**Definition for Sheltered Instruction:**
a research-based instructional framework for making grade-level academic content (e.g., science, social studies, math) more accessible for all students (including English language learners) while at the same time promoting their English language and academic vocabulary development.

- VASD has introduced the SIOP Model as a research-based lesson planning and delivery system paired with an observation protocol has been shown to be a valid and reliable to measure the implementation of *sheltered instruction*. 
Currently in our schools...

- there is a common perception of many disconnected initiatives.
- we have many of the building blocks of effective instruction present, but they are not always clearly aligned to our instructional practice.

“...the main problem is not the absence of innovation, but the presence of too many disconnected, episodic, piecemeal, superficially adjoined projects.”

*Michael Fullan, Leading in a Culture of Change*
So, what is needed?

- Improving school success for our students (including ELLs) will come, in great part, from efforts to improve the quality of instruction for all students in the regular classroom.

- We know what these best classroom practices look like, and we need to be about finding ways to implement them in regular classroom practices.
So, what do school leaders do to make a change in practice happen?

- Recognize that change begins at the level of individual decisions and behaviors, and that the complexity of change within classrooms and schools often keeps people on the edge of chaos.
- Assist staff in keeping their creative juices flowing, and along the way seek to provide concrete examples, practices and behaviors for staff to follow.
- Understand that what may look like resistance to change is often a lack of clarity.
- Mobilize people’s commitment to putting their energy into clear action steps designed for improvement.
SIOP as a coherence building tool for best practice

- With SIOP, we are attempting to bring coherence to our many district-wide efforts to implement best practices for effective instruction for all students.

- The SIOP Model can be seen as an umbrella under which many of our educational efforts fit.
Best Practice Protocol uses the SIOP Framework
Use of SIOP features in all classrooms is at the base of the RtI model.
Sheltered Instruction Observation Protocol - SIOP

- There are 8 Components of the SIOP Model
- Simply stated, SIOP is a research-based lesson planning and delivery system with an observation protocol for knowing if this is happening, or as we can also refer to it... *Best Practice Protocol*
The SIOP Model – 8 components

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

- Provide clear objectives
  - Content
  - Language
- Use appropriate content concepts for student’s age and level
- Use supplemental materials
- Adapt content to levels of student proficiency
- Provide meaningful activities
Building Background

- Link concepts taught to student’s background and experiences
- Link student’s past learning to new concepts
- Emphasize key vocabulary
Comprehensible Input

- Use speech appropriate for student’s level of proficiency
- Explain academic tasks clearly
- Use a variety of techniques to make concepts clear
Strategies

- Teach various learning strategies to students and provide opportunities for them to use the strategies
- Use scaffolding techniques
- Use a variety of question types to promote higher-order thinking skills
Interaction

- Provide frequent opportunities for interactions
- Use student grouping configurations to support learning
- Provide wait time for student responses
- Give opportunities for students to clarify key concepts
Practice and Application

- Provide hands-on materials or manipulatives
- Provide opportunities for students to apply content and knowledge
- Provide activities that integrate reading, writing, listening and speaking
Lesson Delivery

- Support content and language objectives throughout lesson
- Engage students 90-100% of the class time
- Pace the lesson appropriately
Review and Assessment

- Give a comprehensive review of key vocabulary
- Give a comprehensive review of key concepts
- Provide feedback
- Conduct assessments of understanding and learning throughout the lesson
District-Wide Implementation of SIOP

- In December 2008, the Administrative Team participated in a one day SIOP training session to gain an understanding of the SIOP model.

- The first cohort of 30 VASD teachers participated in 3 days of SIOP training in April 2009 and have begun to implement SIOP in their classrooms. This same group of teachers also participated in coaching class to expand their ability to share SIOP strategies. They will work with interested staff to share learning from their classroom implementation of the SIOP Model.
A second cohort of 39 VASD teachers participated in 3 days of SIOP training in April 2010. They have release days to meet together and begin to implement SIOP in their classrooms.

Throughout the 2009-10 school year, all sites had initial SIOP conversations and training sessions during late starts and staff meetings.
In August, 2010, the Administrative Team participated in the first of two days of intensive training on the SIOP Model to learn about classroom observations and providing support to teachers.

All sites will conduct SIOP training sessions on the SIOP components during late starts/staff meetings that will be part of a two-year effort during the 2010-11 and 2011-12 school years.

A third cohort of 40 teachers will be invited to participate in SIOP training which will again be held in VASD in April 2011.
## SIOP Professional Development Plan for 2010-11 and 2011-12

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<th>Topic</th>
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<td>Lesson Preparation</td>
<td>Building Background</td>
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<td><strong>2nd Semester 2010-11</strong></td>
<td>Comprehensible Input Strategies</td>
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Resource role of Teachers that are trained in SIOP

- Implement the SIOP model in his/her own classroom
- Observe, support and help coach fellow SIOP teachers that participated in SIOP Cohort I & II
- Be a resource to other staff members who are learning about SIOP
- Attend district supported on-going professional development
- Provide building level professional development that will continue to build awareness of SIOP
- Encourage teachers to participate in SIOP training and use SIOP in their lesson planning and delivery
Review of today’s objectives

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SIOP is “best practice” in VASD

- The goal of SIOP implementation is to help VASD teachers implement research-based best classroom practice for lesson planning and differentiation of instruction to improve achievement for all students.

- Any Questions?