

Manatee County Public Schools

SIOP

(Sheltered Instruction Observation Protocol)

SIOP is a research-based and validated framework for lesson planning and delivery that combines best teaching practices with what we know about second language acquisition.

- SIOP teachers teach **grade level** content in strategic ways that **make the content comprehensible** to their students.
- SIOP teachers **explicitly teach academic language** of their area and provide **opportunities for students to practice that language** in meaningful ways.
- SIOP teachers **build students' background** knowledge using visuals, demonstrations, modeling etc.
- SIOP teachers make their lesson comprehensible by **adapting existing materials and including supplementary materials** to help their students access the content of the lesson.
- Students in SIOP classrooms are **actively engaged** (all four language skills are taught and practiced: listening, speaking, reading and writing).
- Students in SIOP classrooms have **many different ways of demonstrating their learning** (projects, portfolios, non-verbal assessments etc.).

SIOP schools

SIOP is currently used in individual classrooms, whole schools and entire school districts in over 40 states because of its positive and measurable effect on all students' performance (not just ELLs').

Grade	All students	Increase after 3 years of SIOP	Low-income students	Increase after 3 years of SIOP	Limited-English-proficient students	Increase after 3 years of SIOP
Grade 3	74.7%	+14.4	61.7%	+17	40%	+13.7
Grade 4	75%	+4	67.3%	+3.4	66.7%	+39.4
Grade 5	80%	+6.6	72.1%	+13.3	40%	+10

Tiffany Park Elementary, Washington. Reading assessment results before and after SIOP implementation.

SIOP contacts in Manatee County

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SIOP components

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice & Application
7. Lesson Delivery
8. Review & Assessment

SIOP research

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

<http://siop.pearson.com>

SIOP implementation

- initial SIOP training (3 days)
- quarterly 1-day workshops on selected components (per needs assessment)
- quarterly 3-day coaching cycle (lesson plan study format)
- SIOP Train the Trainers for selected teachers from the school

1. Lesson Preparation

- Content objectives** clearly defined, displayed and reviewed with students
- Language objectives** clearly defined, displayed and reviewed with students
- Content concepts appropriate for age and educational background level of students
- Supplementary materials** used to a high degree, making the lesson clear and meaningful
- Adaptation of content** (text, assignment) to all levels of student proficiency
- Meaningful activities** that integrate lesson concepts with **language practice opportunities** for reading, writing, listening and/or speaking

2. Building Background

- Concepts explicitly linked to **students' background experiences**
- Links** explicitly made between **past learning and new concepts**
- Key vocabulary emphasized** (introduced, written, repeated, and highlighted for students to see)

3. Comprehensible Input

- Speech appropriate** for students' proficiency levels
- Clear explanation** of academic tasks
- A variety of techniques used to make content concepts clear (**modeling, visuals, hands-on activities, demonstrations, gestures, body language**)

4. Strategies

- Ample **opportunities** provided for students **to use learning strategies**
- Scaffolding** techniques consistently used, assisting and supporting students' understanding
- A variety of **questions or tasks that promote higher order thinking skills**

Danielson's Framework for Teaching

- 1a, 1c
- 1a, 1c
- 1a, 1b, 1c
- 1a, 1b, 1d, 1e, 3c, 3e
- 1b, 1c, 1d, 1e, 3c

1e, 2b, 3c

1a, 1b, 3c, 3e

1a, 1b
1e, 3c

1a, 1b, 1e

3a,

2c, 3a

1a,3a, 3c, 3e

3e

3e

3b

5. Interaction

- Frequent** opportunities for **interaction** between teacher/student and among students, which encourage elaborate responses about lesson concepts
- Grouping configurations** support language and content objectives of the lesson
- Sufficient **wait time** for student's responses consistently provided
- Ample opportunities for students to **clarify key concepts in native language** as needed with aide, peer, or text in native language

6. Practice & Application

- Hands-on materials** and manipulatives provided for students to practice using new content knowledge
- Activities** provided for students **to apply content and language** knowledge in the classroom
- Activities integrate all language skills** (reading, writing, listening, and speaking)

7. Lesson Delivery

- Content objectives clearly **supported** by lesson delivery
- Language objectives clearly **supported** by lesson delivery
- Students engaged** approximately **90-100%** of the period
- Pacing of the lesson appropriate to students' ability levels

8. Review & Assessment

- Comprehensive **review of vocabulary**
- Comprehensive **review of key concepts**
- Regular **feedback** provided to students on their output
- Assessment** of Students' comprehension and learning of all lesson objectives **throughout the lesson**

Danielson's Framework for Teaching

- 2a, 3b, 3e
- 1e, 2c, 3c
- 2a, 3b
- 1d, 2a

1e

1e, 2b, 3c

1c, 2c, 3c

2b

2b

2b, 2c, 3c

2c, 3c, 3e

1f

1f

1f, 3d

1f, 3c, 3d