

# Sheltered Instruction Observation Protocol (SIOP®)

WS# 241693 Remote Check-In Code: SIOP

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# Professional Learning Essential Agreements

1. Be respectful of others
2. Be an active participant
3. Take care of your needs
4. Use electronic devices as learning tools:  
2 devices if possible
5. Paper, pencil, markers...



# Content Objective


Today I will analyze the last seven components of the SIOP® Model and explore ways to implement them in the classroom.



# Language Objective

Today I will discuss with my peers effective strategies to promote content and academic language development.





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What do you remember from yesterday?

*Component 2:  
Building Background*



# Features

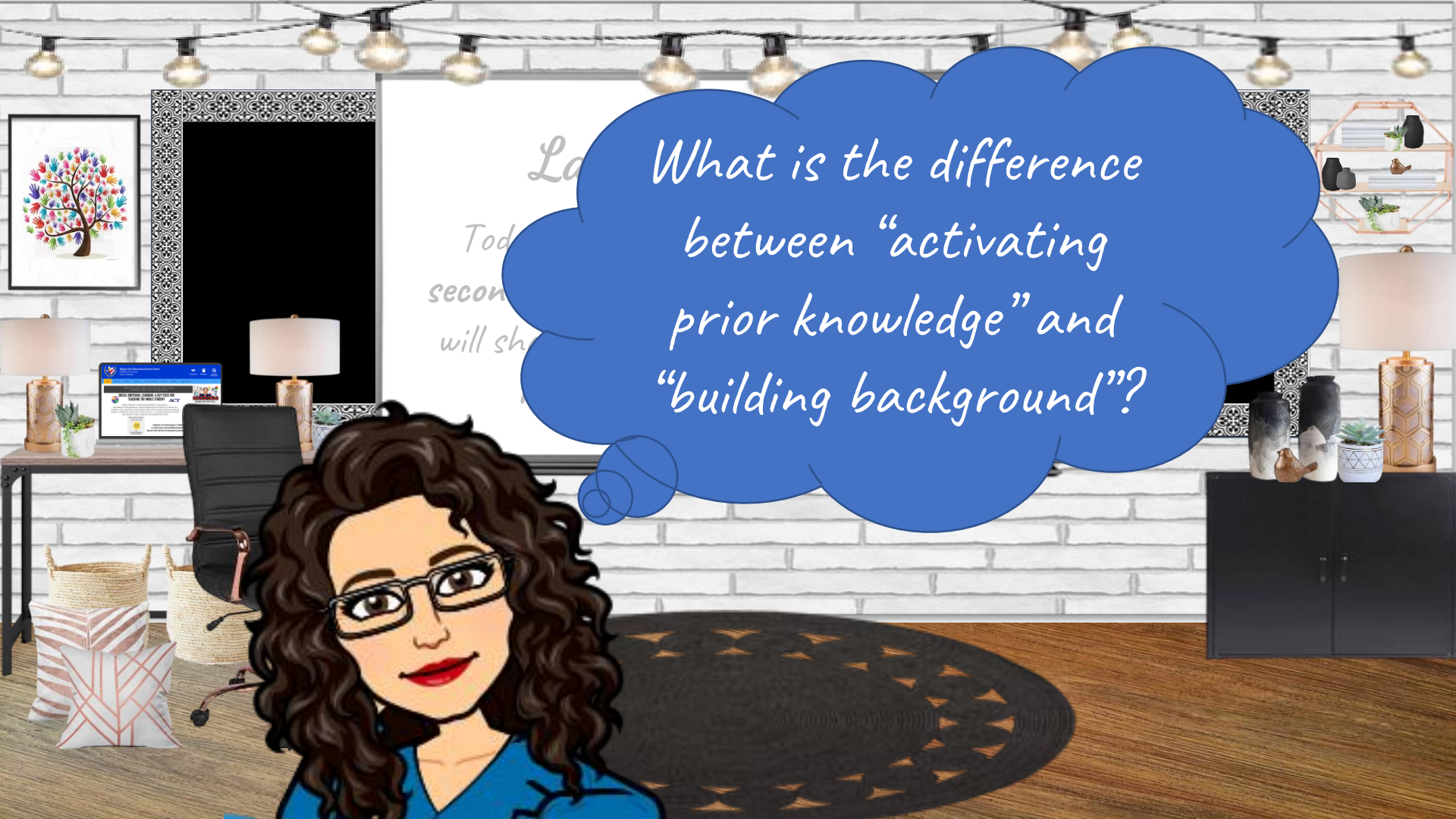
7. *Concepts linked to students' backgrounds.*
8. *Concepts linked to past learning.*
9. *Key vocabulary emphasized.*





*If you are one of those who thought when you'd see an automatic in the 911 "when pigs fly", may we suggest duck?*





What is the difference between “activating prior knowledge” and “building background”?

La

Today  
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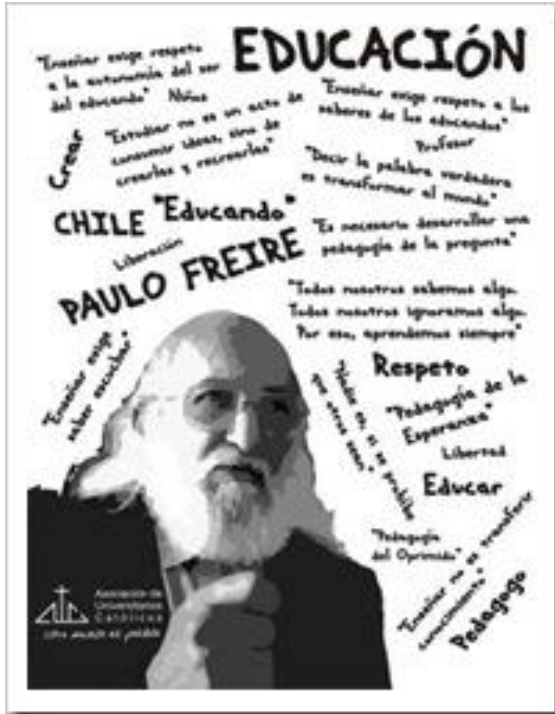


# Building Background

A reader's "schema" -knowledge of the world- provides a basis for understanding, learning, and remembering facts and ideas found in texts.

Schemata are the reader's concepts, beliefs, expectations, processes -virtually everything from past experiences- that are used of making sense of things and actions.





“You have to read the world before you can read the word”

Paulo Freire



# Diverse Backgrounds

*Students from culturally diverse background may struggle to comprehend texts and concepts due to a mismatch in schemata.*

*Most reading material, such as content area texts, relies on an assumption of common prior knowledge and experience.*



# Concepts Linked to Students Backgrounds

*Tying new information to students' own background experiences, both personal (cultural) and academic, makes the information take on new meaning.*

*Have you ever...?*

*How do people usually feel about...?*



# Links made between Past Learning and New Concepts

It is important for teachers to make **explicit connections** between new learning and the material, vocabulary, and concepts previously covered in class.


New information must be integrated with what the learner already knows.

*Who remembers...? How does that relate to...?*





# Your Turn!

 **Thinking About Theme**

The **theme** of a story is the **message**, lesson, or moral the author wants you to learn.

*What did the author want us to think about?*

*Where does it show up?*

**Common Themes:**

- courage
- perseverance
- honesty
- good vs. evil
- kindness
- acceptance
- cooperation
- loyalty
- friendship & love
- compassion

**Ask Yourself:**

- What idea stays with you?
- How did the characters grow or change?

*3rd GRADE Thoughts*

1. Go to your **content groups**.
2. Create a **virtual anchor chart** that supports your content and language objectives.
3. Design the anchor chart on your corresponding **group slide**.

<https://bit.ly/307iHyX>

(3 "letter O" then 7iHyX)







# Key Vocabulary Emphasized

Effective vocabulary instruction provides ALL students opportunities to learn new words through active involvement with texts and with each other.

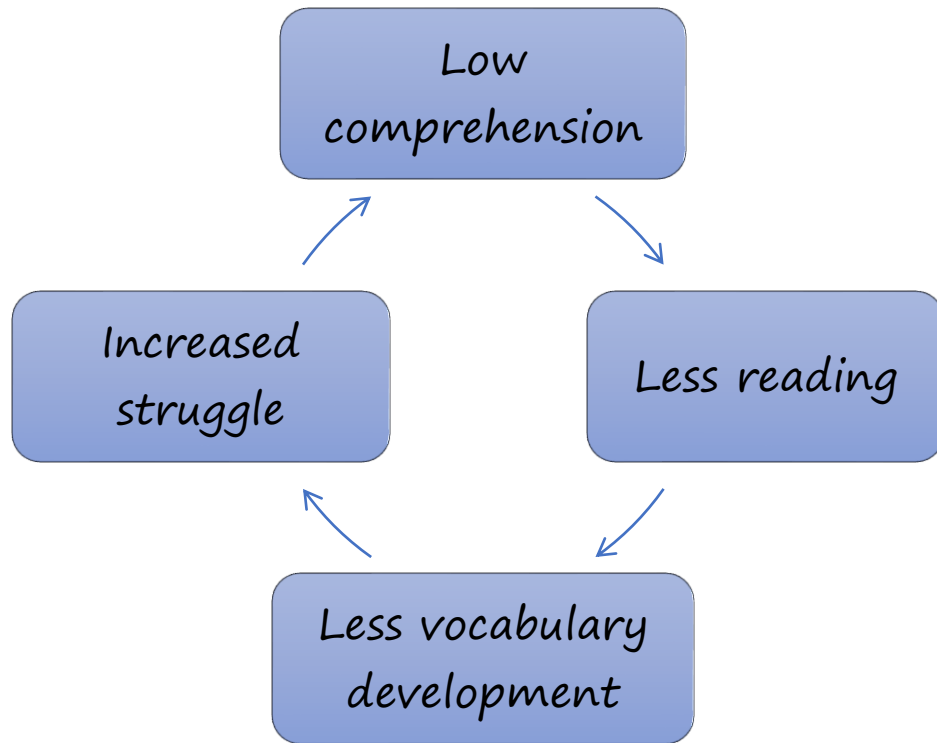


# Vocabulary Research Findings

- 1) Students should be **active** in developing their understanding of words and ways to learn them.
- 2) Students should **personalize** word learning.
- 3) Students should be **immersed** in words.
- 4) Students should build on multiple sources of information to learn words through **repeated exposures**.

Blachowics and Fisher (1980-2000)





*The gap between good and poor readers grows wider and can lead to drop out.*



# Your Turn!



1. Go to your breakout room (1-14)
2. Read your assigned Academic Vocabulary activity, from your SIOP book, pgs. 76-83
3. On Padlet, describe how the activity is conducted and add a visual representation:

<https://padlet.com/kchapa/SIOP3>







*Component 3:  
Comprehensible Input*





# Features

10. *Speech appropriate for students' proficiency levels.*

11. *Clear explanation of academic tasks.*

12. *Uses a variety of techniques to make content concepts comprehensible.*





*In what classroom  
would you rather be?*





# Language is more readily acquired when:

- The message is **clear** so that the learner can understand.
- Lessons are **interesting and relevant**.
- Instruction follows **natural language** patterns.
  - **Input** is provided in sufficient quantity.
  - There is appropriate **monitoring of errors**, since over-correction increases student anxiety.



# Comprehensible Input

1. Read the *Teacher Speech and Behavior* ideas and the *Instructional Strategies* listed on your *SIOP Handout*, pg. 16.
2. Check those that you have tried in the past.
3. Draw a star on 2 ideas that you are willing to try in the future.
4. Share your answers in your breakout room.

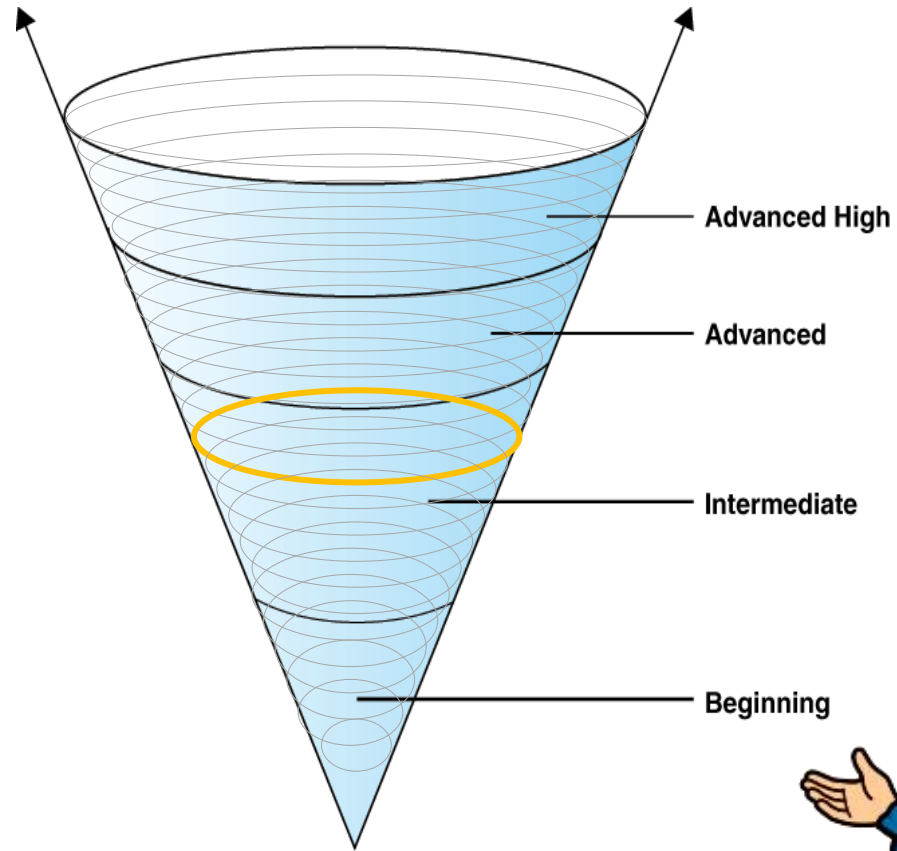


# Language Stages

Look at TELPAS Results and connect them to the ELPS!



# TELPAS Levels



# Composite Rating

- Beginning
- Intermediate
- Advanced
- Advanced High

25%



25%



25%



25%



Online 2-12





# Warning!

*Lower levels of English ≠ Lower levels of cognitive ability*

*Frequently, these students can use higher level thinking skills in their primary language but have a more difficult time understanding the academic content and expressing their knowledge in English.*



# The Power of Cognates

La chimica è la scienza che studia la composizione della materia ed il suo comportamento in base a tale composizione.



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La *chimica* è la *scienza* che *studia* la *composizione* della *materia* ed il suo *comportamento* in *base* a tale *composizione*.



# Your Turn!

1. Make a list of **5 academic terms** from any content area
2. Work with a partner to **combine your lists**
3. Write the **Spanish translation** to each word
4. Calculate the **percentage of cognates** you wrote



<http://www.realfastspanish.com/vocabulary/spanish-cognates>



# Techniques for Making Input Comprehensible

SIOP Handout,  
pg. 17



## Techniques for Making Input Comprehensible

### Giving Directions for an Activity

- ✓ Model the activity and provide visual/written support.
- ✓ Present directions in steps.
- ✓ Be clear, precise, and complete.
- ✓ Use action verbs in the command (imperative) form (e.g., “Open your books. Look at the picture of the mainframe.”).
- ✓ Ask students to summarize the steps.
- ✓ Give a precise amount of time to complete the assignment.
- ✓ Circulate around the room to make sure everyone understands what to do.
- ✓ If some students appear unsure about what to do next, remind them of the list of steps.

### Instructional Techniques to Make Concepts Clear

- ✓ Use gestures, body language, and pictures.
- ✓ Provide examples.
- ✓ Preview material.
- ✓ Allow for alternative expression of ideas.
- ✓ Use multimedia.
- ✓ Provide repeated exposure to words, concepts, and skills.
- ✓ Use sentence strips.
- ✓ Use graphic organizers.
- ✓ Use audio texts



★ Note: Make the connection with your teachers on how to connect Comprehensible Input and the reading of content area textbooks – see pages 165-166 & the GO on page 170 of your SIOP Manual.





# *Component 4: Strategies*





# Features

13. Provides ample opportunity to use strategies.

14. Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding.

15. Uses a variety of questions types, including those that promote higher-order thinking skills.



# Strategies

A primary goal of instruction is to assist all students in becoming strategic thinkers, those who possess a variety of approaches for solving problems, comprehending complex texts, and remembering information.



Instructional strategies

vs

Learning strategies

THOUGHTS?



# Quick Jigsaw with examples

## Learning Strategies

Cognitive

Metacognitive

Linguistic

*SIOP Book, pgs. 117-119*





# SQP2RS

- 1) Survey
- 2) Question
- 3) Predict
- 4) Read
- 5) Respond
- 6) Summarize



and perspectives into their everyday decisions and actions – educational and personal – and so do students from various ethnic and cultural backgrounds (Gay, 2000).

Many students of color have an understanding of and some have internalized negative images of their race (Gay, 2000). These negative images, promoted by the larger society, affect how they perform in school (Noguera, 2003). Schools are uniquely positioned to help students interpret and interpret the imagery through interactions with curriculum and teachers that validate their culture. Tatum (2003) described an oppositional identity development in which Black students are forced to choose between affirming their culture and academic success. When their culture is not present, Black students may feel that academic success is not part of being Black. In contrast, students who see their culture represented in the curriculum are more likely to have a higher self-concept, and when students feel good about themselves they are more likely to be open with others and to learning (Gay, 2000).

A culturally responsive pedagogy allows for the discussion of difficult topics – like racism, discrimination and prejudice – and offers students of all ages the opportunity to engage in meaningful discussion that enhances learning. Because a culturally responsive pedagogy acknowledges the presence of racism that creates distorted and negative images of the cultures, histories and possibilities of people of color (Beaubouef-Lafontant, 1999), culturally responsive classrooms can create a space where harmful images can be deconstructed and positive self and cultural affirmations portrayed.

The principles of differentiated instruction lend itself to the culturally responsive pedagogical approach because it creates opportunity for a myriad of investigations into one lesson or topic at the same time. With differentiated instruction, students of color can explore a topic through a teaching approach that best meets their learning style, while examining the values, beliefs, and ideas that shape their experiences.

## Getting Started: The Seven Building Blocks of Differentiated Instruction

Forsten, Grant and Hollas, (in progress) have identified the “building blocks” of successful differentiated instruction. These elements address the needs of culturally and linguistically diverse students because they reflect an approach to teaching and learning that requires teachers to do things differently for different children. The researchers suggest these building blocks and invite teachers to add elements to each.

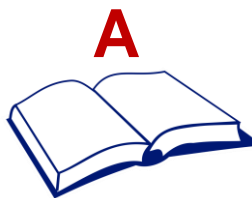
**1. Knowing the Learner:** Teachers need to know as much as possible about their students to teach them well, including learning styles and pace, multiple intelligences, personal qualities such as personality, temperament and motivation, personal interests, potential disabilities, health, family circumstances, and language preference.

**2. Traits of a Quality Teacher:** The teacher believes all students can learn, has the desire and capacity to differentiate curriculum and instruction, understands diversity and thinks about students developmentally, is a risk taker, is open to change and well-versed in best practices, is comfortable challenging the status quo, knows what doesn't work, is able to withstand staff dissonance that may arise.

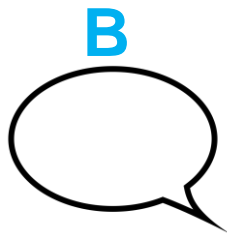
**3. Quality Curriculum:** Curriculum needs to be interesting to students and relevant to their lives, appropriately challenging and complex, thought provoking, focused on concepts and principles and not just facts; focused on quality, not quantity; stress depth of learning, not just coverage.

**4. Classroom Learning Environment:** The ideal learning environment includes a balanced student population, appropriate grade and program placement, priority seating based on student needs, has a reasonable class size, practices positive discipline, arranges furniture to promote group work, uses flexible grouping, and has adequate teaching supplies.





# Read Cover



# Remember Retell



# Sketch!

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Whiteboard.fi



# Scaffolding Techniques

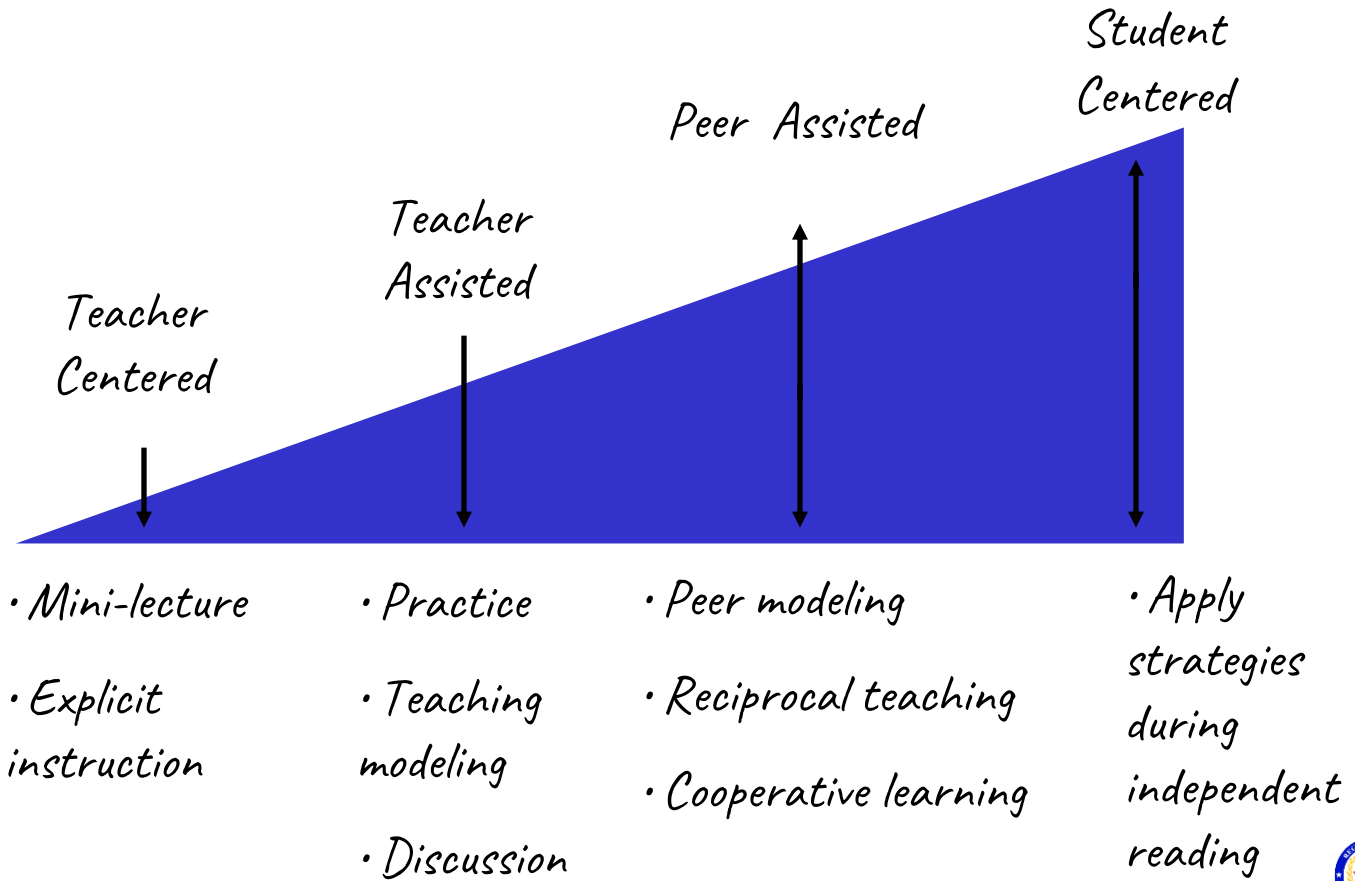
Support  
provided by  
teachers

Gradual  
release of  
responsibility

Independent  
learners







# Types of Scaffolding Techniques

## Verbal scaffolding

Paraphrasing, “think-alouds”, reinforcing contextual definitions.

## Procedural scaffolding

One-on-one teaching, coaching, modeling, small group instruction, partnering, cooperative grouping activities rehearsed and practiced.

## Instructional scaffolding

Graphic organizers, questioning techniques.



# High Order Thinking Questions

**80,000**  
----- questions are asked by teachers every year.

**80%**  
----- of those are at the literal or knowledge level.

**< 100**  
----- academic questions are asked by students  
every year.

*Encouraging students to respond with higher level of thinking requires teachers to consciously plan and incorporate questions at a variety of levels.*



# Your Turn!



1. Go to your breakout room (1-10)
2. Choose a grade, subject, and concept/topic to discuss
3. Using the Revised Bloom's Taxonomy document, develop one question per level for the topic selected
4. Enter your questions on this Google doc:

<https://tinyurl.com/SIOPblooms>







# *Component 5: Interaction*



# Features

16. Frequent opportunities for interactions and/or discussion between teacher/student and among students that encourage elaborated responses about lesson concepts.

17. Grouping configurations support language and content objectives of the lesson.

18. Sufficient wait time for student response.

19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer or L1 text.





# *Language development is active, not passive*

*Children learn their first language with the assistance of adults and others who encourage language production through paraphrasing and extending utterances, and by modeling all kinds of language use.*



**LANGUAGE**



# Your Turn!

1. Go to your breakout rooms (7 people per room)
2. Each person chooses one activity that promotes interaction from the *SIOP Handout, pgs. 7-8*.
3. Each person reads in silence the activity selected.
4. Each person shares the activity they read.

*DO NOT CHOOSE Think-Pair-Share, Jigsaw,  
or Numbered Heads Together!*





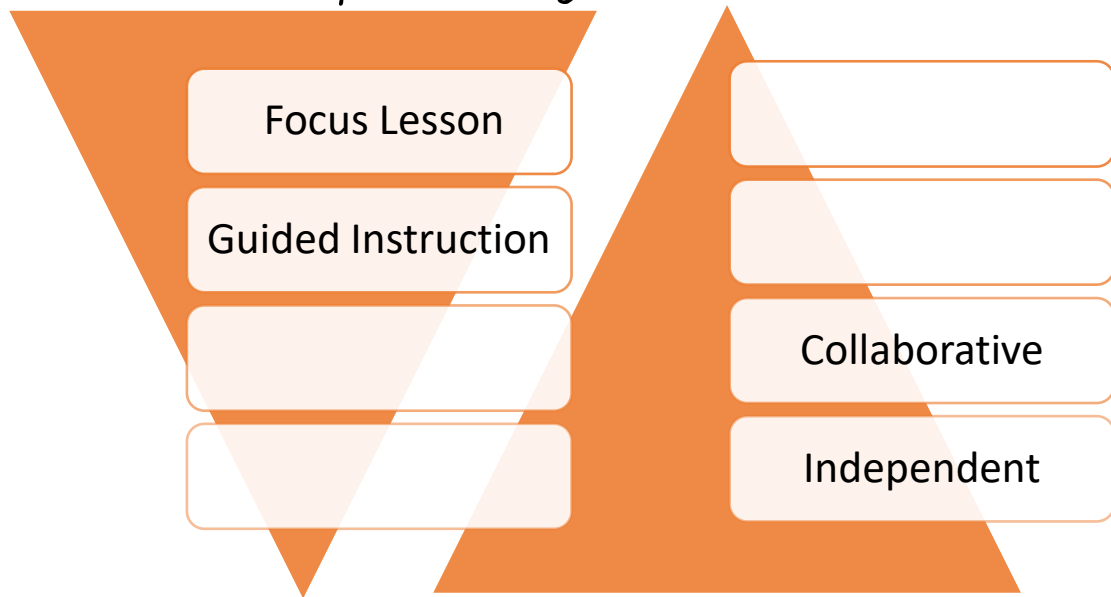
# Grouping Configurations

Teachers must purposefully plan for a variety of grouping arrangements during lessons so that students have an opportunity to use academic language with partners, small groups, and with the teacher.



# A Structure for Successful Instruction

*Teacher Responsibility*



*“I do it”*

*“We do it”*

*“You do it together”*

*“You do it alone”*

*Student Responsibility*

Fisher & Frey, 2008



# Wait Time

Length of time that teachers wait for students to respond before interrupting, answering a question themselves, or calling on someone else to participate.

*Pro Tip!*

50/50 or Phone a Friend

What is your final answer?



# Native Language Support

*Research indicates that students' native language is a tremendous resource that can facilitate understanding of information and concepts.*

*When instruction is delivered in English, judicious use of native language is beneficial.*







# *Component 6: Practice and Application*



# Features

20. Provides hands-on materials and/or manipulatives for students to practice using new content knowledge.
21. Provides activities for students to apply content and language knowledge in the classroom.
22. Uses activities that integrate all language skills (i.e. listening, speaking, reading and writing).





# *Component 7: Lesson Delivery*



# Features

23. *Content objectives clearly supported by lesson delivery.*
24. *Language objectives clearly supported by lesson delivery.*
25. *Students engaged approximately 90% to 100% of the period: I maintain my students engaged by...*
26. *Pacing of the lesson appropriate to the students' ability level.*





# *Component 8: Review & Assessment*



# Features

- 27. *Comprehensive review of key vocabulary*
- 28. *Key concepts reviewed*
- 29. *Regular feedback*
- 30. *Assessment of objectives throughout the lesson*





# What Does This Mean?

Carving is appropriate for most green and blue slopes and even some black slopes. However, if you try to carve through moguls, especially in packed powder or corn snow, you're going to face-plant.



# What Does This Mean?

is appropriate for most green  
and blue and even some black  
However, if you try to  
through especially in  
or you're going to

\*GASP\*



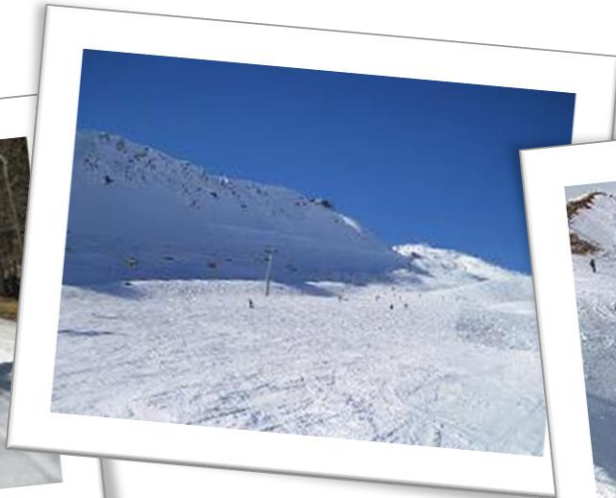


*These men are carving.*





*Green Slope*



*Blue Slope*



*Black Slope*





*Moguls*



*Packed Powder*





*Corn Snow*



*Face Plant*





*apropiado*



Carving is **appropriate** for most green and blue slopes



and even some black slopes. However, if you try to carve



*especialmente*



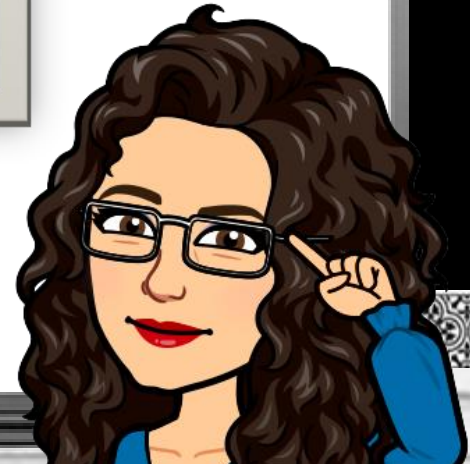
through moguls, **especially** in packed powder or corn snow



you're going to face-plant.



# *Formative vs Summative Assessments*





### Written Responses

- Hold up paper
- White boards
- Personal Chalkboards
- Answers on cards

### Ready Responses

- Hands up when ready
- Thinker's chin
- Stand up when ready
- Put your pen on your paper when ready
- All eyes on teacher

### Making Choices

- Open hand/closed hand
- Thumbs/Pens up/down
- Number wheels
- Green card/red card
- Move to the corner/spot

### Ranking

- Rank with your fingers
- Rank with your arm
- Line up according to response
- Knocking/clapping/cheering







Lesson Preparation



Interaction



Building Background



Components of

SIOP<sup>®</sup> Model

Practice & Application



Comprehensible Input

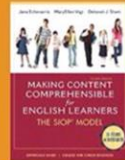


Lesson Delivery

Strategies



Sketchnote by @ValentinaESL based on



Review & Assessment



# Exit Tickets



*I used to think...*  
*But now I know...*



T H A N K Y O U

*Mil gracias*



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