SIOP© and Sheltered Instruction for Administrators

A Presentation by David Irwin
Language Development Opportunities
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Content Objectives:
• Gain awareness of sheltered instruction and its research base
• Understand how sheltered instruction supports content learning
• Experience a training simulation of one SI component
• Receive information on the implementation of SI

Language Objectives:
• Discuss how sheltered instruction serves to enhance academic language in all content areas
• Write plans for implementing sheltered instruction at the building level

Review the Research for ELLs
• ELLs benefit from Big 5 reading instruction, more so in word-level skills – need more support in sentence and discourse (text) levels
• Text level skills – comprehension and writing – are closely aligned with oral language development.
• Focus on systematic high quality vocabulary instruction
  •
  • MAJOR THEME: “The importance of intensive, interactive language development instruction for all English learners. This instruction needs to focus on developing academic language.”

Academic Language
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The use of content specific vocabulary in conjunction with complex grammatical structures, language functions and discourses.
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-- Margo Gottlieb, in Assessing English Language Learners: Bridges to Educational Equity (2016).
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Hot off the press...
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School April 2014

• Recommendation 1 Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
• Recommendation 2 Integrate oral and written English language instruction into content-area teaching.
• Recommendation 3 Provide regular, structured opportunities to develop written language skills.
• Recommendation 4 Provide small-group instructional intervention to students struggling in areas of literacy and English language development.
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6 What is Sheltered Instruction

- ELLs receive instruction in mainstream classrooms & standards (CCSS/NGSS)
- Classroom teacher responsible for the instruction
- Certain strategies are more effective for ELLs
- These strategies are effective for all students

7 What is Sheltered Instruction

- Supports
  - staffing (cert and parapro)
  - supplemental materials
  - The state and feds offer supplemental funding (TBIP and Title III)
  - The state has guidelines for designing & monitoring a sheltered instruction program
    - Checklists used in CPRs
    - LDO also has tools for designing your program

8 The SIOP® Components

- SIOP® has eight components
- The Pearson SIOP® training is three days, an overview of all 8 components
- Each component was researched and field tested, and continues to be
- In practice, some components have more value than others for student achievement

9 The Aberdeen SI Training

- Uses the SIOP® book
- Focuses on components that generate higher achievement in ELLs, supported by research beyond SIOP
  - Content and language objectives based on CCSS and English Language Proficiency Standards (ELPS)
  - Building background including a focus on vocabulary
  - Interaction, especially academic conversation
  - Strategies that include hands-on and visual components – lots of visuals!
  - Assessment that includes language development as well as academics
  - Implementation plan - discussion

10 New English Language Proficiency Standards (ELPS)

- Tied to CCSS
- Fit perfectly with the SI definition in slide 6
- Make language objectives easier
- 5 levels of language
- Same 10 for all grades
- Focus on function, less on form
- Download at http://www.k12.wa.us/MigrantBilingual/ELD.aspx

11

12

13
11 Standards 1-7: Content-Area Practice Focus
   Standards 8-10: Language Specific Focus

14 Preparation
   • Take a look at p 24 big SIOP book, or p 32 Admin book
   • Content objectives
   • Language objectives  p 31-37
   • Concepts appropriate
   • Supplementary materials
   • Adaptation of materials
   • Meaningful activities

15 Objectives blending CCSS & ELPS

16 Objectives blending CCSS & ELPS

17 Objectives blending CCSS & ELPS

18 Building Background
   • P 63 big SIOP book
   • Students' experiences
   • Review past learning
   • Vocabulary

19 Vocabulary (Building Background)
   • Marzano 6-step
   • Beck 3 tiers
   • Choosing the right words, including student choice
   • Assessment
   • Visual, hands on
   • Journals
   • Activities
   • Games

20 Word Knowledge Scales: Dale
   • Stage 1: Never having seen the term before
   • Stage 2: Knowing there is such a word, but not knowing what it means
   • Stage 3: Having context-bound and vague knowledge of the word's meaning
   • Stage 4: Knowing the word well and remembering it

21 Word Knowledge Scales: Dale
   • Stage 1: I've never seen the term before
Stage 1: I've never seen the term before

Stage 2: I've seen it but I don't know what it means

Stage 3: I can use it but not sure I can explain it

Stage 4: I can use it and explain it

Marzano Vocabulary System

Pre-Assessment

Initial Instructional

Teacher provides description, explanation and/or example. Students restate the explanation in their own words.

Students create a non-linguistic representation of the term.

Deeper Practice

Students engage in activities that help them build understanding of the term.

Students discuss the new term(s) with each other.

Students play games with the new term(s).

Post-Assessment

1. **Teacher provides description, examples, anecdotes, illustrations**
   
   Example word: alluvium
   
   **Description:** Alluvium is the soil carried in streams and deposited at the mouth of the stream.
   
   **Example:** When it rains, soil can spread out in an alluvial fan.
   
   **Anecdote:** I saw a lot of alluvial fans in Death Valley.
   
   **Gesture:** fingers tumbling, then spreading out
   
   **Illustrations:**

2. **Students restate the explanation in their own words**
   
   Now you try to describe
   
   Alluvium
   
   Gyre
   
   Thermohaline
   
   order of operations
   
   Exponent
   
   criterion-referenced

   If that's too difficult, use it in a sentence. (example)

3. **Students create a non-linguistic representation of the term**
   
   Fill out a vocabulary card with one of your words.

4. **Students periodically do activities that help them add to their knowledge of the term(s)**
   
   Classifying Activities
   
   Students organize words (word cards) into categories.
• Classifying Activities
  • Students organize words (word cards) into categories.
    • Teacher provides
    • Students use deduction

27 4. Fit the category?
  • Which Word Doesn’t Fit?
    • Teacher selects 3 words from a familiar cluster
    • Choose another word from a different cluster
    • Students identify which word doesn’t fit and tell why

28 4. Cognitive Content Dictionary
  • LDO: Wall version and student/journal version

29 Quizlet
  Use for vocab teaching & review
  Download and/or make your own
  Many avenues to the Holy Grail

  Samples:
  https://quizlet.com/85662660/vocab-training-flash-cards/
  https://quizlet.com/74114876/vocabulary-cartoons-quiz-7-flash-cards/

30 5. Periodically students are asked to discuss the term(s) with each other
  • Organize students in pairs or threes to discuss word meanings
  • One student presents a word he/she doesn’t know
  • The other one(s) use their resources (journals, cards, etc) to provide the meaning

31 5. Vocabulary Notebooks
  • Pages have enough space for revisions – not just a one-use wonder
  • Have a table of contents for clusters of topics being studied
  • Used for practice in pairs or small groups

32 6. Games
  Constructive “inconsequential” competition
  • Build knowledge, not animosity
  • Change groups often, mixing skill & knowledge levels so all students will be on winning teams
  • Offer small tokens for winners

33 Talk a Mile a Minute
  Talk a Mile a Minute
  • Teams are given a list of 8 words from a cluster
  • Each team designates a Talker
  • The Talker tells his/her team the name of the cluster (or topic)
• Each team designates a Talker
• The Talker tells his/her team the name of the cluster (or topic)
• Talker tries to get the team to say each of the words by describing them
• Talker may say anything about the word but may not spell it or use rhymes
• At the end, all players make additions/corrections to their notebooks

34 Comprehensible Input
• P 95 big SIOP book
• Appropriate speech
• Clear directions
• Variety of teaching techniques

• Blended into other components

35 Strategies
• P 115 big SIOP book
• Opportunities for learning strategies - student centered
• Scaffolding for language levels
• Questioning strategies

36 Strategies
• SI strategies include access for students with varying language levels
• Visual
• Hands-On
• Interactive
• Marzano High-Yield
• GLAD
• Questioning strategies

37 Generating and Testing Hypotheses
• One of the Marzano High-yield strategies
• Teachers must encourage students to explain their hypotheses and conclusions.
  • Explaining thinking helps solidify concepts

38 Leaf & Root Questions
◆ "Leaf" questions are "above ground", literal comprehension knowledge level
  • Answer is in the text
◆ "Root" questions are "buried", higher order thinking questions
  • Information leading to the answer is in the text, but not the exact answer

39

40 Costa’s Three Story House
• Level 3: Apply information
  • Evaluate, judge, generalize, predict, hypothesize, imagine, speculate, forecast
• Level 2: Process information
Level 2: Process information
  • Compare, contrast, sort, infer, analyze, classify, explain

Level 1: Gather information
  • Complete, identify, recite, define, list, select, describe, observe

**Interaction**
  • P 143 big SIOP book
  • Frequent interaction and discussion
    • Academic language – beyond turn & talk
  • Grouping for language support
  • Wait time
  • Clarify in first language

**Academic Conversation (Interaction)**
  • Based on Zwiers & Crawford Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understanding
  • Kids speak to each other about academic content
  • Multiple exchanges
  • Puts language forms and vocabulary together with authentic language functions
  • Starts simple (elaborate on your thought), goes to complex (defend your opinion with evidence)

**Getting Started**
  • All students have common information
    • Read a text
    • Heard a read aloud
  • Practice one skill at a time, build on them
  • Facilitator
    • Be as quiet as possible
    • Avoid "rescuing" – providing a word or idea for a student
    • Model the skill frames
    • In early stages, pause for progress checks on the conversation goals – which skills used, etc.
  • Mini-lessons
    • Teacher model
    • Student pairs model with coaching
  • Make a Conversation Poster
    • see Teaching ideas, Questions, Answers

**Conversation Norms**
  • We listen to each other
  • We share our own ideas and explain them
  • We respect another’s ideas, even if they are different
  • We let others finish explaining an idea without interrupting
  • We take turns and share air time
• We take turns and share air time

46 Norms vary by grade, by class
   • Kindergarten
     • Green level voice (partner)
     • Eyes on the speaker
     • Answer the question
     • Talk one at a time
     • Listen to your partner
     • Use silent signals
   • 1st Grade
     • Look at the speaker
     • Green voice
     • Stay on topic
     • Talk one at a time
     • Retell what you heard
     • Ask and answer questions

47 Say Something
   • Find a partner
   • With The Critical Role of Oral Language, agree on chunks of reading through the whole piece.
   • Read the chunk, then “say something”
   • Partner 2 uses the question frames to help Partner 1 elaborate
   • Repeat until you’ve read all the chunks
   • Follow the Norms

48 Practice & Application
   • P 171 big SIOP book
   • Hands-on materials
   • Activities to apply content/language skills
   • Activities integrate language

49 Lesson Delivery
   • P 191 big SIOP book
   • Monitor content objectives
   • Monitor language objectives
   • Students engaged 90%-100% of the time
   • Pacing
   • About staying on track with objectives, pacing, student engagement
   • Integrated with the other components

50 Review & Assessment
   • P 210 big SIOP book
   • Review vocabulary
   • Review key concepts
• Review vocabulary
• Review key concepts
• Regular feedback during lesson
• Formative assessment throughout lesson

52 Talk Moves

Assessment
• Informal: ask students how many skills they used (thumbs up, response cards, etc)
• More formal: Skill checklist on clipboard
  • Teacher roams, checks some or all conversations
  • One student listens and checks 2 talkers. Rotate. (Who checks the checker?)
  • Record conversations and compare to checklists and Norms

53 Implementation as practice
• Fixsen: Implementation Research: A Synthesis of the Literature
• Hord & Hall -- read, discuss
  • Stages of Concern
  • Implementation maps
  • Levels of use

54 Start up Considerations: Readiness
• Is the staff ready?
  • Key teachers or everybody?
    • How well does the staff work together as a whole group?
    • How many new teachers, teachers in need of support?
    • How many with effective leadership skills?
    • How many have had SI training?
  • Workload
    • Other district imperatives
    • National Boards
    • Morale

55 Start up Considerations: Sustainability
• After teachers' initial training, what activities are planned to sustain it?
• Options
  • Put it in the SIP
  • Coaching
    • In-building coach
    • Peer coaching
    • Outside coach
    • Walk-throughs with the Protocol (p 98-101)
  • PLC team reports
  • Review classes
• PLC team reports
• Review classes
• Book study
• What is the expectation for using SI?
  • Which component(s), how often?
• What checklist will you use?
  • OSPI
  • SIOP
  • TPEP
  • Hybrid

56  □ Activity: Planning

Five tasks:

• Using the template, identify the SI resources in your building (people, materials, time)
• From the options, design a plan and schedule for supporting SI
• Identify challenges & possible solutions
• Create a non-linguistic representation for your presentation.
• Share out with group.

57  □ Handouts

• SI for Admins slides
• *The Critical Role of Oral Language*
• OSPI SI checklist
• Hall & Hord: Implementation
• 6.1.3 expanded

58  □ Resources

• Language Development Opportunities
  • [www.langdevopps.com](http://www.langdevopps.com)
  • Dave@langdevopps.com