

2007


Sheltered instruction observation protocol (SIOP) : a model for English language learners

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Recommended Citation

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Sheltered instruction observation protocol (SIOP) : a model for English language learners

Abstract

With so many second language learners entering our public schools, it is imperative that educators prepare themselves with training and strategies to best meet the needs of these students. The Sheltered Instruction Observation Protocol, or SIOP Model, has been developed for the purpose of instructing English Language Learners (ELL) in mainstream classrooms and bestow effective methods for teaching all content areas, while promoting fluency of the English language. In this literature review, the components involved in the SIOP Model will be examined as well as the effects it has on second language learners and their ability with language fluency.

SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP):
A MODEL FOR ENGLISH LANGUAGE LEARNERS

A Graduate Review

Submitted to the

Division of Elementary Education

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

Edith L. Bakley

July, 2007

This Review by: Edith L. Bakley

Titled: Sheltered Instruction Observation Protocol (SIOP):

A Model for English Language Learners

has been approved as meeting the research requirements for the
Degree of Master of Arts in Education.

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Abstract

With so many second language learners entering our public schools, it is imperative that educators prepare themselves with training and strategies to best meet the needs of these students. The Sheltered Instruction Observation Protocol, or SIOP Model, has been developed for the purpose of instructing English Language Learners (ELL) in mainstream classrooms and bestow effective methods for teaching all content areas, while promoting fluency of the English language. In this literature review, the components involved in the SIOP Model will be examined as well as the effects it has on second language learners and their ability with language fluency.

Introduction

It is the first day of kindergarten. Mother and I are holding hands as we walk 10 blocks to Roosevelt Elementary School. She asks me how I feel and I tell her how excited I am to start learning new things and making friends. She is excited for me too and reminds me to try my best and always respect my teacher. We arrive at school and get introduced to my teacher Mrs. Markel. She seems very nice and is smiling at all the children as we enter the room. Mother gives me a hug and a wink and tells me to have a great day.

The bell rings and all the children gather around the colorful carpet. I sit next to Leonore because so far she is the only one I understand. Mrs. Markel begins to call out names and different children raise their hand and say, "here". I begin to catch on to what is happening so I feel ready to say, "here" when my name is called. I wait and I wait and I never hear my name. I begin to get sad because I don't feel like I am part of the group. I hear the teacher continually say, "Edith Lopez are you here? Edith Lopez?" I begin to think that maybe she is calling me, but I think to myself, my name is not pronounced Edith. My name in Spanish is e (short e) deet. I've never heard the word "Edith" before. I can't even say it! I raise my hand and say to Mrs. Markel, "me llamo Edith". She smiles and says something to me that I don't understand, but I realize at that very moment that my name now has a new pronunciation.

As the day moves along, I begin to feel very lost when the teacher gives us directions. I keep looking to the other children in order to catch on as to what I'm supposed to be doing. It becomes an atmosphere of survival for me because I have no clue what is expected of me. Feeling completely overwhelmed and isolated, I begin to cry. During recess, I spend the time in the bathroom wiping my tears. Leonore continues to tell me that everything will be alright and

that she will help me understand. I have no choice but to believe her and begin to feel a little better.

After our morning recess, another teacher enters the room. Her name is Mrs. Gonzalez. She approaches me, walks me over to a back table and begins to explain the activities to me in Spanish. I am so glad that she is there because she is helping me learn English while Mrs. Markel teaches the lessons. She provides visuals and hands on activities to support me and goes over new English vocabulary with me every day. It is like a whole new world has opened up to me! I go home daily practicing new vocabulary and impressing my family with everything I am learning. It is a great feeling and I actually look forward to going to school. It will take time, but I am now in a welcoming environment to begin my journey into English fluency.

The above scenario is not at all uncommon. When one enters today's public school classrooms, rarely will there be a homogeneous group of students. The diversity of students reflects academic abilities, physical and behavioral special needs, cultural differences, and gifted and talented capabilities. This fact, coupled with the large influx of second language learners enrolled in public schools, has challenged educators to develop the most effective method of teaching English Language Learners. According to the National Center for Education Statistics (NCES), there are approximately 3.8 million ELL students in grades K-12 or 11% of the national public school population (2003-2004). With these numbers continually rising, and the fact that ELL students must be accounted for with standardized tests mandated by No Child Left Behind, teachers are attempting various techniques to raise test scores as well as fill in the language gaps for this population of students. Educators realize there is not a "one size fits all" method that will remedy the problem, and one would not expect teachers to learn all the languages represented in their rooms. With the current situation, specialist in this area have addressed that

lessons must be all encompassing, including an array of elements in order to be most effective. The assumption that second language learners can only learn when their native language is spoken is not the case. The key to reaching all students is to cultivate a model that incorporates rich language, cooperative group settings, use of real objects and visuals, promote high expectations, and foster an environment where students have ownership and voice in their own academic success (Echevarria, 2004). With this idea in mind, a teaching model that incorporates all of these elements has been established for the purpose of addressing the needs of English language learners, while making all content areas more comprehensible.

The Sheltered Instruction Observation Protocol (SIOP) Model has been crafted to provide teachers with a well-articulated, practical model of teaching second language learners. This model is the result of the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short. It has been designed as a protocol of steps for teachers to utilize when teaching students who are not native English speakers. Teachers are trained to use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in all the content areas.

Rationale

The reasoning behind the selection of this topic is to explore the dimensions of the SIOP Model and consider how it is useful in teaching ELL students. There are challenging factors that teachers face when teaching second language learners: some immigrant students are almost 100% non-English speaking upon arrival to the U.S., students arrive at different times in the school year causing upheavals in educational program, and there is difficulty in tracking student's progress because of high level of transiency (Porter, 1997). Due to these factors, a consistent and effective method of instruction is essential for the academic success of students. The SIOP Model is comprised of fundamental elements designed to target the interest and

capability of English language learners. With the various components incorporated in the model, an elaborate account of the functions will be explained. Furthermore, because teaching second language learners is so prominent in today's public schools, a diagnostic approach of just this model will be the focus of the review.

Purpose of Review

The purpose of reviewing the SIOP Model is to investigate the effectiveness of the strategies and verify the benefits that it has for ELL students. As an educator, it is critical to provide students with exposure to high interest and high level learning opportunities. The objective is to promote an atmosphere where all students feel included in the joy of learning and experience a sense of belonging to an immense community in which they can and should be active participants. As an ELL instructor, the aim is to present activities that offer opportunity for academic development, competence in content areas, literacy, and language fluency. Furthermore, the intent to examine the efficiency of this teaching model extends knowledge and broadens the repertoire that essentially benefits the children sitting in the classroom and their academic success in the future.

Importance of Review

The significance of this literature review is to highlight the research and statistical aspects of teaching methods that involve diverse students. With the abundance of information available, teachers search for meaningful methods of addressing the educational requirements of their students as well as stay current with innovative techniques that encourage professional growth. It is important to examine the results given in the research in order to determine what works and what can be modified. Exploring the findings of such research provides a path to work with and build from that manifests into more significant and useful lessons.

Terminology

In education, teachers are constantly introduced to acronyms to describe a new teaching program. This is clearly evident in the numerous terms used to describe second language learners. For the purpose of this literature review, it is important to know what these acronyms and terms represent. The following information derives from *Understanding Second Language Terminology* by: Judie Haynes, EverythingESL.net (2004)

1. ELA: English Language Acquisition
2. ELD: English Language Development
3. ELDA: English Language Development Assessment
4. ESOL: English to Speakers of Other Languages
5. ESL: English as a Second Language
6. ELL: English Language Learner
7. ENL: English is a New Language
8. SIOP: Sheltered Instruction Observation Protocol
9. LAS: Language Assessment Survey
10. LEP: Limited English Proficient
11. BICS: Basic Interpersonal Communication Skills
12. Pull Out: ELL's are taken out of class for small group instruction.
13. In Class Collaboration: ELL teacher and classroom teacher present lessons together.
14. Two Way Immersion: Used to develop fluency in both languages simultaneously.
15. Affective Filter: A "wall" a learner puts up if anxiety is high. ELLs must have a low affective filter in order to learn English.
16. Sink or Swim Approach: No special help or scaffolding is provided in classroom.

Research Questions to be Answered

There are many questions that hope to be answered with this literature review. The goal is to examine how the SIOP Model functions in the classroom. Background research on who developed it, and how it is implemented will be explored.

1. Is there teacher training?
2. If so, what does the training entail?
3. What components are involved in this model?
4. How has teaching with this model impacted students?
5. What research has been done to demonstrate the effectiveness of the model by helping ELLs improve academically?

It is important to exhibit a comprehensive analysis of all the elements involved with this topic.

Therefore, arriving at a secure conclusion of the results and effectiveness it presents for students.

Methodology

Method to Locate Sources

With the plethora of information available regarding this topic, an organized approach of research is imperative. Education journals and articles with current information will be useful in obtaining a workable foundation to start from. Websites that focus on educational issues and research will be utilized to further confirm the tiers of the model. Research displaying statistics elaborating further on the effectiveness of the model will be explored. Finally, referenced interviews with teacher professionals that have experience with implementing the SIOP will be extremely helpful in presenting a personal insight as to how it functions and provokes English fluency for students. Sources will be carefully selected and organized in subtopics in order to convey a detailed and cumulative presentation of the relevant material of the SIOP Model.

Literature Review

In order to provide a comprehensive review of the literature and submit an understanding of everything involved and how it is relevant in today's classrooms, it is essential to begin with the history of teaching second language learners. As society continues to change and evolve into a more diverse community, so do the classrooms in today's public schools. It is important to highlight how teaching methods have transformed throughout history to support the ever changing face of American classrooms. The timeline below illustrates the changes that have occurred in classrooms to accommodate the growing number of immigrants to the United States. It begins with the enactment of bilingual education.

Timeline for English Language Learners

- 1839: Ohio becomes the first state to adopt a bilingual education program authorizing German-English instruction.
- 1847: Louisiana enacts an identical provision for French-English.
- 1850: New Mexico follows with similar program in Spanish-English.
- Turn of the 20th Century: Many states begin adopting programs with languages as diverse as Norwegian, Polish, Italian, Czech, and Cherokee.
- World War I Era: Fears about loyalty of non-English speakers prompts states to enact English-only instruction with no extra support given to second language learners.
- Mid 20th Century: The number of English language learners continues to rise, but no extra support is given to promote fluency.
- 1968: The Bilingual Education Act of 1968 provides funding for schools with high number of second language learners to help support programs that assist students towards English fluency.

- 1970's to Present: Public schools continue to enact research based programs to support the growing number of second language learners and provide a scaffold to promote proficiency in the English language.

(Information provided by: Rethinking Schools Online, 1998)

The timeline exemplifies how educational changes have been made to adapt to the diversity of students. Before the 1970's, the education of immigrant students in the United States was one of "sink or swim" policy with students having to assimilate as quickly as possible with no language support or transitional period (Curtin, 2005). Knowing this fact, teachers have had to scramble to find innovative ways to address this problem. The developers of the SIOP Model have created a protocol of stages where English competence is thought to be enhanced with a variety of components, but just who are the authors behind the model?

Authors of the Model

Jana Echevarria Ph.D, is a Professor of Education at California State University, Long Beach. Her professional experience includes elementary and secondary teaching in general education, special education, English as a Second Language and bilingual programs. She has lived in Taiwan, Mexico and Spain where she taught ESL and second language acquisition courses at the university level. She has conducted research on instructional programs for immigrant students.

Deborah J. Short Ph.D, is the director of the Language Education and Academic Development division of the Center for Applied Linguistics in Washington, D.C. She has worked as a teacher, trainer, researcher, and curriculum/materials developer in the area of K-12 language minority and immigrant education for 20 years.

MaryEllen Vogt Ed.D, is Professor Emerita, California State University, Long Beach.

She has acted as a consultant in reading/language arts for school districts and reading associations throughout the country, as well as in Canada, Argentina, and Hungary. She has 15 years of experience as a classroom teacher, special education teacher, reading specialist, district resource teacher, and curriculum director. She has co-authored six books including *Making Content Comprehensible for English Learners: The SIOP Model* (3rd Ed; Allyn & Bacon, 2008)

What are the components of the SIOP Model?

There are eight components included in the model that teachers are trained to follow when teaching content area lessons. Lesson objectives are meant to be framed to align with state and district standards.

1. Lesson Preparation

- Clearly define content objectives on the board and state orally.
- Clearly define language objectives on the board and state orally.
- Choose content concepts for age appropriateness.
- Use supplementary materials to make lessons clear and meaningful.
- Adapt content to all levels of student proficiency by using graphic organizers, taped texts, study guides, labeling of pictures, outlines and jigsaw reading.
- Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities by using surveys, letter writing, models, plays, and games.
- Plan meaningful activities that integrate lesson concepts with language practice opportunities in listening, speaking, reading and writing.

2. Building Background

- Through direct questioning, conversation, and shared activities learn about student background.
- Explicitly link concepts to students' background experience.
- Make clear links between students' past learning and the new concepts.
- Emphasize key vocabulary.
- Present new vocabulary in context.

3. Comprehensible Input

- Speak appropriately to accommodate students' proficiency level.
- Employ pauses, short sentences, simple syntax, few pronouns and idioms.
- Provide examples and descriptions, not definitions.
- Clearly explain academic tasks by using step by step manner with visuals.
- Use a variety of techniques to make content concepts clear by modeling, hands on materials, manipulative, visuals, demonstrations, gestures, or film clips.

4. Strategies

- Through careful modeling and scaffolding, teach a range of strategies.
- Learning strategies should be taught through explicit instruction.
- Provide ample opportunities for students to use strategies like reciprocal teaching, mnemonics, two column notes, or repeated readings.
- During the lesson, use think alouds, paraphrasing, and partnering.
- Employ a variety of question types like question cubes, thinking tanks, or Bloom's Taxonomy.

5. Interaction

- Provide frequent opportunities for interaction and discussion with different groups of peers allowing for “oral rehearsal.”
- Group students to support language and content objectives by using pairs, triads, teams, varied by language proficiency or interest.
- Facilitate frequent pair and small group activities centered around meaningful tasks.
- Model and turn taking, questioning, supporting/disagreeing and clarification.
- Consistently afford sufficient wait time.

6. Practice/Application

- Supply lots of hands-on materials.
- Provide activities for students to apply content/language knowledge.
- Integrate all language skills into each lesson, listening, speaking, reading, and writing.

7. Lesson Delivery

- Clearly support and reinforce content objectives.
- Clearly support and reinforce language objectives.
- Engage students in meaningful activity 90-100% of the lesson with less teacher talk, and down time.
- Appropriately pace the lesson to students’ ability level.

8. Review/Assessment

- Provide comprehensive review of key content concepts.
- Regularly give feedback to students on their output.
- Conduct formal and informal assessment of student comprehension.

- Use conferencing, quick reviews, thumbs up-down, small dry erase boards, take home reflections, oral retell, learning logs, graphic organizers, content inventory, and dictations.

The authors of the model also elaborate on the scaffolding necessary to reinforce each lesson. Verbal scaffolding involves prompting, guiding, and supporting learners by using an assortment of questioning techniques that promote higher level of thinking so students gain independence. Procedural scaffolding refers to the use of grouping configurations that provide different levels of support to students as they gain greater levels of language proficiency and skills. These include whole class, small group, paired/partner, and independent work (Echevarria, Short, and Vogt, 2003). By following these steps and applying the scaffolding, it is the hope that teachers gain efficiency and success with their lessons, while providing a meaningful and comfortable setting for second language learners. “Success can not be left to chance. Learning works the same way; It is most successful in a classroom when it is carefully planned and executed in explicit lessons that are responsive to the needs of the student” (Garcia and Beltran, 2003, p.197). With that said, not only is the success of the student’s an area of focus, but the teacher’s as well. In order for teachers to implement these strategies, training workshops are available through various mediums and to lend support for the application of this model.

Teacher Training

With any working corporation or environment, professional growth and enrichment is expected in order to enhance the production of the establishment. This is certainly the case for educators teaching students of diverse backgrounds. Training is necessary and helpful in addressing the needs of the students and increasing their academic capabilities. The SIOP Model

training is available by way of manuals, audio and visual equipment and personal workshops conducted by endorsed SIOP trainers. Teachers and administrators may also attend a three day training presented by the SIOP Institute where materials, lesson samples, and demonstrations are provided. The intention of the training is to deliver support to teachers and supply an array of ideas and strategies to use in the classroom. During training via the SIOP Institute, trainers describe the SIOP Model as an umbrella that encompasses the following:

1. learning strategies
2. cooperative learning
3. multiple intelligences
4. standards
5. flexible grouping
6. writer's workshop
7. differentiated instruction
8. reading first

The model incorporates the protocol strategies while taking into account the comprehensive elements necessary in lesson planning, preparation, and implementation to meet local standards for individual school (Echevarria, Short, Vogt, 2003). When teachers utilize the protocol, they are also encouraged to incorporate elements of Bloom's Taxonomy and the Multiple Intelligences (Bloom, 1984; Gardner, 1983). This is done to make lessons more comprehensible and to accommodate the various learning styles of children. Many teachers send in examples of lessons they have conducted in their own classrooms while teaching ELL students. The following passage interprets a sample lesson plan provided by SIOPInstitute.net, 2002.

Sample Lesson Plan

This lesson plan comes from a teacher in Long Beach, California who has completed the three day SIOP Institute training. She was asked to provide an example of how she conducts content area lessons using all the components and integrating elements of Bloom (1984) and Gardner (1983).

Standards: California Grade 1: Mathematics Content Standard 2.5, show the meaning of addition, putting together, and increasing.

1. *Preparation:* Teacher will clearly define content objectives by writing them on the board and saying them to the students. “Today we will be using the words first, then, together, plus and equals to write math stories.” (Bloom, knowledge, 1984)
2. *Background:* First grade students have been reading stories that tell about things being added together. The class will try to incorporate language expressions, first, then, together, plus, equals within the story and write math equations. (Bloom, knowledge, 1984; Gardner, linguistic, 1983)
3. *Comprehensible Input:* Ask students questions about math stories that they have read in the past. Give students opportunity to share and provide sufficient wait time for them to express their ideas. (Bloom, comprehension, 1984; Gardner, logical-mathematical, 1983)
4. *Strategies:* Motivate students by reading the story, “Apples”. Refer to pictures for added visual support and focus on key vocabulary. Point to objective on the board and have students repeat objective and emphasize key vocabulary words. Explain that they will be writing equations using the key words. Using a flannel board, model

- how to tell an addition story using key vocabulary words. Check for understanding. (Bloom, analysis, 1984; Gardner, spatial, 1983)
5. *Interaction:* Arrange students in heterogeneous groups of four and give each group one white board and marker. Tell an addition story using the flannel board and ask student groups to work together to write the corresponding equation. One student writes while the others provide guidance. Students will rotate and circulate the material as teacher states math equations. Walk around and assess children's understanding and evaluate interaction among students. How are they using the language? Are they utilizing the key words? (Bloom, application, 1984; Gardner, bodily-kinesthetic, 1983)
 6. *Practice and Application:* To help students apply their math knowledge, conduct an inside/outside circle activity. The students on the inside of the circle hold the white board and marker. The students on the outside of the circle hold the flannel board. As the students with the flannel board to tell an addition story to their inside partner, using the words first, then, together, plus, equals. As they finish their story, have the partner write the equation to math the addition story. Repeat process so that students have ample opportunities for practice. (Bloom, application, analysis, 1984; Gardner, interpersonal, 1983)
 7. *Lesson Delivery:* Scaffold the lesson by having the key words written on the board as a visual cue for the student's storytelling. Allow for students to receive support and assistance from peers during group configurations. Students will participate in whole class, small group and pair share groupings. Throughout lesson, remind students of

objective and have them state it along with you. (Bloom, knowledge, synthesis, 1984; Gardner, logical-mathematical, 1983)

8. *Review and Assessment:* Distribute half an index card to each student for a mix and match activity. Half of the students will receive the half of the index card with an equation, while the other half of the students will receive the half of the index card that has the equation's answer. Model the trading process by asking questions like, "what do you have?" and replying, "I have six plus two." Conduct the activity and have students begin mixing. Provide enough time so students have time to read each other's index cards. Say, "Freeze!" to stop the mixing and then tell the students to find their match. Those that have matched, sit at the edge of the rug, while others continue to find their match in the center of the rug. Check for understanding throughout the activity. (Bloom, synthesis, evaluation, 1984; Gardner, linguistic, spatial, 1983)

This teacher utilized the eight components of the SIOP Model and applied elements of Bloom's Taxonomy as well as Gardner's Multiple Intelligences. She taught a math lesson highlighting the skill of addition, but also included story telling, language practice, key vocabulary words, comprehension skills, various group settings and lots of opportunity for student interaction. In the *Journal of the Imagination in Language Learning and Teaching*, Christison states "Intelligences work together in complex ways. Because no intelligence exists by itself, language learning activities may be successful because they actively encourage the use of several intelligences" (Christison, 1996, Vol. III). With this lesson, the teacher provided an example of the integration of various elements in order to generate a desired response from her students. She continually reminded students of the objectives and directed them to read and state

them from the board. She evaluated the lesson by observation of student interaction and listening for use of key vocabulary words. Finally, she composed groups heterogeneously to allow the variety of ability levels to work collaboratively.

What are teachers saying?

As the SIOP training is presented in different parts of the country, teachers share their reactions about the preparation aspect of the model with the following statements. These are testimonials shared by the SIOP Institute website. A teacher in Texas says, “I am a classroom teacher. My students appreciate having the objectives up and often times they add to the objectives after class. They also write the objectives in their agendas at the beginning of each class” (siopinstitute.net, 2004). Another teacher in Arkansas expresses, “Not only does it help the students but when the teacher has to write out the objectives, she can be sure that lesson activities do in fact lead towards meeting them” (siopinstitute.net, 2004). “For ELLs, objectives provide the much needed context that helps them put the individual lessons into their “what is this for, what does this mean to me schema”, says a teacher in California (siopinstitute.net, 2005). Finally, a teacher in Nevada describes, “This does not really take that much time once put into practice. It's like writing the date on the board. Plus, look at the advantage of writing complete sentences on the board, students get a spelling lesson, a sentence lesson, and a strategy to help them as adults: that is to write things down” (siopinstitute.net, 2005). The above statements convey consistency in the reaction of the teachers with regards to just one aspect of the model. As more teachers and administrators get familiar with the various components of the model, the uniformity of lessons and strategies will come together. During the trainings, it is emphasized that each component be introduced individually so that teachers make a more effective transition into this style of teaching.

A School's Story

During the SIOP Institute summer workshop in 2005, there was one school that was highlighted as an example of change. Alston Elementary School is located in Phoenix, Arizona. It has a high percentage of second language learners and special needs students. Also, a large number of students are on free or reduced lunch program. Furthermore, the mobility rate of students continues to increase each year. Due to these factors, most teachers on staff are endorsed to teach students of diverse language backgrounds. There are also several special education teachers present to assist with student one on one help and collaborate with classroom teachers for the purpose of maintaining consistency with lesson strategies across the curriculum. The principal and several teachers from this school attended the SIOP Institute when it was offered in their area in 2001. Many "in school workshops" were conducted so all teachers and members of the support staff, were familiar with the SIOP techniques. This training was also done in preparation of the Stanford 9 Standardized Tests given to Arizona students attending public school throughout the state. The following information points out the Stanford 9 results for 3rd graders attending Alston Elementary School between the school years 2002 thru 2004. (Arizona Department of Education, 2004).

The percentage of student proficiency in language arts:

2002: 43%

2003: 51%

2004: 70%

The percentage of student proficiency in math:

2002: 53%

2003: 63%

2004: 80%

Alston Elementary School succeeded in improving standardized tests scores and implementing effective strategies for teachers and support staff to apply to content area lessons. It demonstrated an individual school's view on the changes made in order to generate positive results. However, to further analyze the effectiveness of this model and provide a broader sense of the results, research articles that elaborate on the use and efficiency of the SIOP Model will be reviewed.

What does the research say?

The Sheltered Instruction Observation Protocol has undergone many reviews and evaluations to assess its effectiveness on student's academic success. A review presented by Northwest Regional Education Laboratory reads:

Chronically underachieving students made consistent and significant yearly gains on standardized tests when the SIOP model was implemented to a high degree by all teachers. Eighty-six percent of the third-graders who were enrolled in the school during the three years that SIOP was implemented scored at or above grade level on state assessments. (Barton, 2006, Vol. 11 No. 3)

Another report conducted by the Center for Applied Linguistics states the following:

The SIOP Model was developed in a national research project conducted from 1996 to 2003, sponsored by the Center for Research on Education, Diversity & Excellence (CREDE). Through literature review and with the collaboration of practicing teachers, researchers identified instructional features of high-quality sheltered lessons. The model was refined over several years of field testing. Researchers compared ELL students in classes whose teachers had been trained in implementing the SIOP to a high degree to a control group (taught by teachers not trained in the SIOP Model) using a prompt that required narrative and expository writing. They scored the prompt using the Illinois Measure of Annual Growth in English (IMAGE) rubric. The ELL students in classes, whose teachers had been trained in implementing the SIOP to a high degree, demonstrated significantly higher writing scores than the control group. (Center for Applied Linguistics, 2004, p. 2)

The Texas Education Agency Region IV in Houston has included SIOP strategies for some of their continuing education courses. The agency has listed SIOP methods as Curriculum Tied to Universals which are:

1. Students see the big picture so they can make sense of English language instruction.
2. Content areas (math, science, social studies, literature) are interrelated.
3. Vocabulary is repeated naturally as it appears in different content-area studies.
4. Through themes based on big questions, teachers can connect curriculum to students' lives. This makes curriculum more interesting.
5. Because the curriculum makes sense, English language learners are more fully engaged and experience more success.
6. Because themes deal with universal human topics, all students can be involved, and lessons and activities can be adjusted to different levels of English-language proficiency.

(Region IV Education Service Center in collaboration with the Texas Education Agency, 2005)

The SIOP Model has been reviewed not only by teachers and administrators in public schools, but also by research institutes throughout a period of time. There appears to be consistency with the positive reactions expressed by participants and an affirmative impact the model has on school curriculum, standardized testing, educational agencies, and overall student academic improvement. Waxman and Tellez (2002) add that "the most important issue related to effective classroom instruction is not the form it takes but the quality of the instruction. Teachers must perform these practices well, set high expectations for ELL students, and offer a warm and supportive classroom environment" (p. 31). It is understood

that you can continue to train and require educators to implement new programs to help second language learners, but the program can only be successful if teachers accept the changes and provide an atmosphere that fosters diversity and support.

Recommendations

Teacher Practices

After researching the large quantity of material regarding the SIOP model, many consistencies were made clear regarding best practices for implementing the model. This model is an instrument that promotes reflective teaching for those working with English language learners at all levels. The SIOP also facilitates reflection and self-evaluation about one's teaching with opportunities to take a closer look at improvement of language and content objectives, grouping, vocabulary development, comprehension strategies, and pacing. In addition, classroom teachers can enhance the implementation of SIOP indicators with peer analysis, collaboration, and continued professional development. Lastly, for literacy leaders and special education teachers who work with ELL's, the SIOP is an effective tool for lesson planning, self-evaluation, and team teaching in a collaborative setting.

Future Projects

The wealth of information found in this literature review is very compelling and inspires me to further my research and professional development in this area. I hope to one day have the opportunity to participate in workshops conducted by the SIOP Institute and learn more techniques to help my ELL students succeed and be a catalyst in bridging the gap of language ability so that English fluency can flourish. I also plan to network more with classroom teachers so projects involving second language learners are approached with a collective interest of participants and a sense of team building for the benefit of all students.

Conclusions

The research found in this literature review and specifically the SIOP Model produced a great sense of appreciation for me because it reminded me of the efforts made to help me learn English as a child. I learned that this model expands teaching methods to create an inclusive and positive learning experience for both teachers and students. The growing number of second language learners is a very different and difficult environment for teachers who have always had a mostly homogeneous group of students. However, the reality is that students who are not native English speakers bring another dynamic to the classroom environment, and as educators we must adapt to the changes. Because I am a product of bilingual education, and have witnessed first hand the feelings these students go through, I can relate to their language needs as well as their apprehension towards academics. I can also understand the anxiety to assimilate to the new language as quickly as possible. However, what I found valuable in this model is that it promotes individuality and caters to the various learning styles that people from different cultures bring. In an online article from Phi Delta Kappan, Rothstein states, “It is certain, however, that the American “melting pot” has never been endangered by pluralist efforts to preserve native languages and cultures. Sheltered instruction has never interfered with the powerful assimilationist influences that overwhelm all children whose parents migrate here” (1998). We grow academically because of our opportunities brought forth collectively. There is no better place for this to happen than in a classroom of impressionable children where language barriers can be removed and English fluency as well as academic achievements can be promoted.

Furthermore, teachers must come to realize that the manner at which they teach and approach ELL students, creates an impact that can be very beneficial if the delivery of lessons accommodates the language needs of the students. If there are students who speak different

languages in the classroom, teachers can also use this opportunity for cultural lessons and use students as a teaching resource. It can very well turn out to be a positive experience for all.

It is also important to note that the first language can help support the second language because students apply what they already know and use that to make the slow transition into the new language. It does not happen over night, but with a lot of support and networking, teachers are gaining a lot of ground and generating positive results in this area of education. There is no denying there is more organization and classroom management involved for the teacher, but there is also a lot more joy in knowing that you are bridging the language gap and opening doors for English proficiency and academic accomplishments for students.

As I conclude my literature review and express my personal thoughts with regards to The SIOP Model and English language learners, I am so proud and fortunate to be able to share my views (in English). As I reflect back to my early years of education, I am grateful that I had teachers and other students that took the time and effort to reach out to me so that I can one day reach out to my students as well.

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Appendix A

BLOOM's Taxonomy

<u>Competence</u>	<u>Skills Demonstrated</u>
Knowledge	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter
Comprehension	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast, infer
Application	<ul style="list-style-type: none"> • use information • use methods, concepts, theories • solve problems
Analysis	<ul style="list-style-type: none"> • seeing patterns • organization of parts • identification of components
Synthesis	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas
Evaluation	<ul style="list-style-type: none"> • compare between ideas • assess value of theories, presentations • verify value of evidence

Appendix B

Howard Gardner's Multiple Intelligences

Linguistic Intelligence = “word smart

Logical-Mathematical Intelligence = “number/reasoning smart”

Spatial Intelligence = “picture smart”

Bodily-Kinesthetic Intelligence = “body smart”

Musical Intelligence = “music smart”

Interpersonal Intelligence = “people smart”

Intrapersonal Intelligence = “self smart”

Naturalist Intelligence = “nature smart”

SIOP Checklist for Lesson Planning

Lesson Preparation	
	Clearly defined content objectives for students.
	Clearly defined language objectives for students.
	Content concepts appropriate for age and educational back ground level of students.
	Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., Graphs, models, visuals).
	Adaptation of content (e.g., text, assignment) to all levels of student proficiency.
	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	
	Concepts explicitly linked to students' background experiences.
	Links explicitly made between past learning and new concepts.
	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see).
Comprehensible Input	
	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).
	Explanation of academic tasks clear.
	Uses a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language).
Strategies	
	Provides ample opportunities for students to use strategies.
	Consistent use of scaffolding techniques throughout lesson, assisting & supporting student understanding (e.g., think-alouds).
	Teacher use a variety of question types, including those that promote higher order thinking skills (e.g., literal, analytical, and interpretive questions).

Interaction	
	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.
	Grouping configurations support language and content objectives of the lesson.
	Consistently provides sufficient wait time for student response.
	Many opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text.
Practice and Application	
	Provides hands-on materials and/or manipulatives for students to practice using new content knowledge.
	Provides activities for students to apply content and language knowledge in the classroom.
	Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking).
Lesson Delivery	
	Content objectives clearly supported by lesson delivery.
	Language objectives clearly supported by lesson delivery.
	Students engaged approximately 90% to 100% of the period.
	Pacing of the lesson appropriate to the students' ability level.
Review and Assessment	
	Comprehensive review of key vocabulary.
	Comprehensive review of key content concepts.
	Regularly provides feedback to students on their output (e.g., language, content, work).
	Conducts assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson.

Reprinted from Echevarria, J., Vogt, M.E., & Short, D. (2000). *Making Content Comprehensible to English Language Learners: The SIOP Model*. Boston: Allyn & Bacon

Appendix D

Evaluation Question: What did you like best about the SIOP Institute?

The training has opened my eyes to new ideas and it has excited me about teaching all over again. (Teacher, Grades 9-12)

A scientifically-based model - organized and effective. (Professional Development - K-6 Administrator)

Clearly one of the best and most useful institutes I have attended. (Professional Development/Trainer/Coach)

The model will help all students - excellent strategies and ideas. (Grades 9-12 Administrator)

Finally a system that provides a concrete structure to plan and implement sheltered English for content areas. (ESL Bilingual Teacher/Specialist)

I can't say I like any part best because I liked it all. It was excellent! (ESL/Bilingual Teacher)

The right balance in presentation - video, hands-on, breakouts. The energy level of the presenters along with their expertise gives the strong sense of one foot still being in the classroom. (Reading Specialist)

This gave me HOPE!! Many teachers ask me how to teach vocabulary - I think I have the answer now! (K-6 Teacher)

I have a greater understanding- extremely hopeful of positive change come August when school starts again. (Newcomer Center program coordinator/Teacher Gr. 9-12)

To know everything is research based. I also appreciated how to present the different components and the references for extra support, the websites and the interactive discussions. (Professional Development/Trainer/Coach)