

APPENDIX V-42



Sheltered Instruction Observation Protocol

ILA

September 19, 2019

Session 1- Overview



Session/s Objectives

Participants will be able to:

- Define the Sheltered Instruction Observation Protocol (SIOP)
- Articulate the purpose for using SIOP
- Identify how SIOP is an integral part of the overall instructional model for ELs
- Explore how the SIOP Model is more than good teaching
- Distinguish the difference between effective instructional practices for English Learners
- Ensure ELs have comprehensible access to content instruction



Content Lesson Demonstration

Math Lesson

Content Lesson Demonstration (Discussion)

- What did you learn?
- What did the teacher do that helped you?
- Do you believe you had adequate access to the content being taught?
Why? Or Why not?
- What percentage of the day do you believe your ELs are exposed to this method of instruction?





Elementary Structured English Immersion Model (SEI) <i>English Language Development and Sheltered Content Instruction</i>	
English Language Development (English Learners only) 2 hours	Sheltered Content Instruction (Integrated Grouping as an option) <u>In addition...</u>
<p>Explicit English Language Development (ELD) in the following areas:</p> <ul style="list-style-type: none"> • Oral English Conversation/Vocabulary • Grammar • Reading • Writing <p><u>Instruction will align to the Arizona English Language Proficiency Standards (ELPS) during two "blocks", totaling 120 minutes.</u></p> <p>Block 1: 60 minutes of integrated reading, listening and speaking, and vocabulary</p> <p>Block 2: 60 minutes of integrated writing and grammar</p>	<p>Purposeful sheltered instruction in two or more content areas/classes, to include the following:</p> <ul style="list-style-type: none"> • Content and Language Objectives • Prior Knowledge/Building Background • Key Vocabulary • Comprehensible Input • Visuals/Anchor Charts/Hands On Activities • Cooperative Learning Opportunities • Active Participation Strategies • Multiple Means of Assessment <p>Content Objectives will align to Arizona State Content Standards.</p> <p><u>Language Objectives</u> will align to the Arizona English Language Proficiency Standards (ELPS) and must complement the content instruction and promote student academic language growth.</p> <p><i>For more information on Sheltered Instruction go to following link:</i></p> <p><u>SIOP Model</u></p>
<ul style="list-style-type: none"> • All students in the EL Grouping, as determined by their AZELLA test scores, will receive two hours of daily English Language Development that includes Oral English Conversation/ Vocabulary, Grammar, Reading and Writing using the <i>Arizona English Language Proficiency Standards</i>. • All students in the Integrated Grouping will receive daily Sheltered Instruction in two or more content areas. Instruction will include the SIOP model and adhere to the corresponding <i>Arizona State Content Standards</i>. 	



Secondary SEI/ELD Model for 2019-2020

Big Picture

As a result of Senate Bill 1014, (<https://www.azleg.gov/legtext/54leg/1R/laws/0003.pdf>), 2019-20 will be a **transition year** for the state and for TUSD. The Arizona State Board of Education will not accept alternate SEI models for approval until spring of 2020.

If a secondary school has a strategic placement plan for Pre-emergent/emergent and Basic ELs other than the 4-period ELD model, that school may submit its plan to for approval. The plan must include the required minimum of 2 periods of ELD and 2 or more periods of sheltered content classes. Please see the chart below.

Without an approved strategic placement plan, schools will not implement any changes to the current SEI model.

The ELD teacher needs to collaborate with the Content teachers in order to maximize language learning

English Language Development (ELD) (ELs only) 2 periods minimum	Sheltered Content (ELs, Parent Withdrawals, 1 st and 2 nd year reclassified students) 2 periods minimum
<p>Explicit English Language Development (ELD) in the following areas:</p> <ul style="list-style-type: none"> • Oral English Conversation/Vocabulary • Grammar • Reading • Writing <p>Instruction must be aligned to the Arizona English Language Proficiency Standards (ELPS) and the district's ELD curriculum.</p>	<p>Purposeful sheltered instruction in one or two content classes, to include the following:</p> <ul style="list-style-type: none"> • Content and Language Objectives • Prior Knowledge/Building Background • Key Vocabulary • Comprehensible Input • Visuals/Anchor Charts/Hands On Activities • Cooperative Learning Opportunities • Active Participation Strategies • Multiple Means of Assessment <p>Content Objectives must be aligned to Arizona State Content Standards.</p> <p>Language Objectives must be aligned to the Arizona English Language Proficiency Standards (ELPS) and must complement the content instruction and promote student academic language growth.</p> <p>For more information on Sheltered Instruction go to following link: SIOP Model</p>





What is SIOP?

Mini Value Line



- 5- I know it well enough to teach a comprehensive sheltered content lesson
- 3- I remember some areas of SIOP but I need a review
- 1- I don't know what SIOP means

Mark the Margins

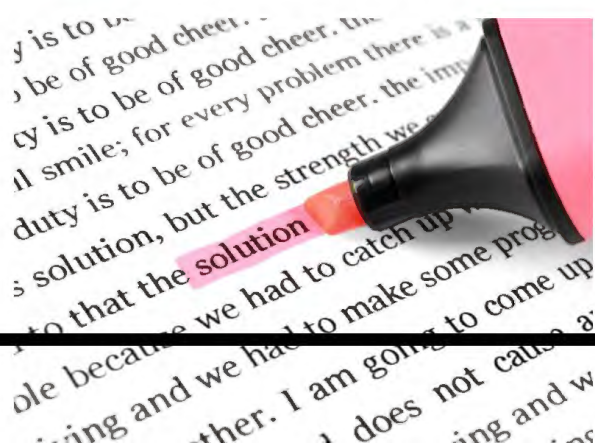
- Skim the article
- Highlight key words
- Mark the margins with key information that defines SIOP
- Be ready to share



Defining SLOP

What it is Not

- Just good teaching practices
- Watered down instruction
- ELD (English Language Development)
- Program model



What it Is

- Orchestrated instruction using best practices for ELs in order to make instruction comprehensible
- Giving access to grade-level content learning
- Promotes acquisition of both subject area content and language development
- Explicit framework for organizing consistent instructional practices

The Why SIOP?

To:

- Affect Tier I instruction for ELs
- Provide access to content and language instruction for English Learners
- Meet the needs of the EL subgroup and maximize letter grade opportunities
- Solidify the use of best instructional practices in daily instruction for ELs



Upcoming Sessions

Will consist of...

- Lesson demonstrations to be able to observe all the SIOP components in action
- Opportunities to use the SIOP protocol
- Connecting the SIOP to current practices including the TUSD teacher evaluation tool





Homework

Select an EL student to follow through their scheduled day to observe instruction and access being given to content learning. Be ready to share out your observations.

Questions?

Presenters:

John D'Andrea-World Languages Specialist

Jean D'Andrea-Language Acquisition Specialist

*Patricia Sandoval-Taylor – Language Acquisition Department
Director*

Thank you!

