

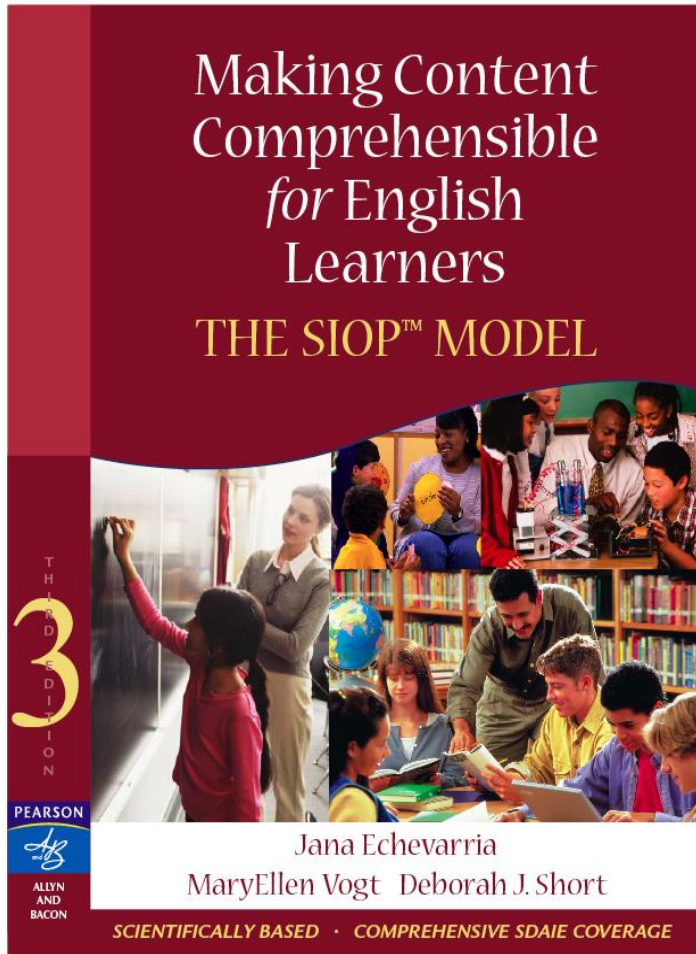


# SIOP Model: CREATE Findings and Future Directions

## Emphasizing Oral Language

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# The SIOP Model (Echevarria, Vogt, & Short, 2008)



- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice & Application
- Lesson Delivery
- Review & Assessment

# Lesson Preparation

1. Content objectives clearly defined, displayed, and reviewed with students
2. **Language objectives** clearly defined, displayed, and reviewed with students
3. Content concepts appropriate for the age and educational background levels of students
4. Supplementary materials used to a high degree, making the lesson clear and meaningful
5. Adaptation of content to all levels of student proficiency
6. Meaningful activities that integrate lesson concepts with **language practice opportunities** for reading, writing, listening and/or speaking

# ▶ Sample Language Objectives

## ▶ Students will:

- Use complete sentences to summarize reading, using sentence frames.
- Share out answers from vocabulary handout.
- Read and discuss the structures in bacteria cells.
- Formulate a question response when provided with the corresponding answer in Jeopardy.

# Building Background

- **Concepts explicitly linked to students' background experiences**
- **Links explicitly made between past learning and new concepts**
- **Key vocabulary emphasized**

# Comprehensible Input

- **Speech appropriate for students' proficiency level**
- **Clear explanation of academic tasks**
- **A variety of techniques used to make content concepts comprehensible**

# Strategies

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

# Interaction

- Frequent **opportunities for interaction and/or discussion** between teacher/student and among students that encourage elaborated responses about lesson concepts
- Grouping configurations **support language** and content objectives of the lesson
- Sufficient **wait time for student response** is consistently provided
- Ample opportunities for students to **clarify key concepts in L1** as needed with aide, peer, or L1 text.



# Practice and Application

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

# Lesson Delivery

- 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
- 26. Pacing of the lesson appropriate to the students' ability levels

# Review and Assessment

- 27. Comprehensive **review of key vocabulary**
- 28. Comprehensive review of key content concepts
- 29. Regular feedback provided to students on **their output**
- 30. Assessment of student comprehension and learning of all lesson objectives throughout the lesson

# Developing Oral Language

How much practice is necessary?



# Use each word in a sentence

1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



***Do your best!***

# Professional Development

- Summer Workshop
  - 2 days SIOP training-2<sup>nd</sup> language acquisition & 8 components
  - ½ day introduction to lessons and materials
- Coaching
  - 5 times over the 8 weeks during “intervention”
  - Pre-conference, debriefing with written feedback
  - Coaches reviewed teacher notes

# SIOP Teacher Participants

	Credential Area	Years of teaching Experience	EL Certificate
1	Science	15+	Yes
2	Science	11-15	Yes
3	Science	11-15	Yes
4	Science	11-15	Yes
5	Science	6-10	Yes
6	Science	6-10	Yes
7	Intern Science	3-5	No
8	Health	<1yr	No

# Teacher Performance

Teacher	Percent on SIOP
1	85.30%
2-Teacher A	85.20%
3	82.75%
4	77.80%
5	66.33%
6	65.80%
7-Teacher B	62.80%
8	56.25%



# Developing Student Oral Language

Transcripts (3 minutes of instructional time)

- Teacher A:
  - Teacher words=106 words
  - Student words=16
  - Novice teacher: Coaching on incorporating peer interaction for practicing oral language skills
- Teacher B:
  - Teacher words=233 words
  - Students words=0

# So what does it mean for students?

- The higher the teacher implementation of practices reflected in the SIOP Model, the larger the student gains on assessments.
- Fidelity to the model is critical for providing language learning opportunities for students.

# Current Study and Future Directions

- Year 4 - Increase quality and duration of PD
- Year 5 - Integrated model – SIOP as organizing framework for research
  - Focus PD on specific components
  - Specific content interventions
    - Word Generation
    - Science
    - Social studies