



Research Brief

SIOP: Sheltered Instruction Observation Protocol

Question: What else is known about SIOP?

- What is known about the connection between diagnostic teaching, standards-based teaching, and the SIOP model?
- What is the impact of the SIOP model on other, non-ELL, student achievement?

Summary of Findings:

The Sheltered Instruction Observation Protocol (SIOP) Model was developed to provide teachers with a well-articulated, practical model of sheltered instruction. This model is the result of the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short. The SIOP Model is currently used in most of the 50 states and in hundreds of schools across the U.S. as well as in several other countries.

The SIOP Model includes teacher preparation, and instructional indicators, such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction (see Haynes below for a concise description of teacher preparation & instructional elements of the protocol). The intent of the model is to facilitate high quality instruction for ELLs in content area teaching. The SIOP Model can be viewed as an umbrella under which other programs developed for improving instruction can reside. The SIOP Model is not another "add on" program but rather it is a framework that can bring together a school's instructional program by organizing methods and techniques, and ensuring that effective practices are implemented -- and can be quantified.

The strategies and benefits of SIOP are described in a previous Principals' Partnership Research Brief, "Inclusion for ELL Students" (see Online Resources below).

A 2004 study, "The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students" concluded that there is a positive impact on non-ELL teachers:

For teachers of English-only students, the SIOP facilitates reflection and self-evaluation about teaching. Some of the areas the teachers have self-identified as needing improvement are language and content objectives, grouping, vocabulary development, comprehension strategies, and pacing.

As all good research studies, it raised questions for further study:

Further study is warranted on (1) the connection between diagnostic teaching, standards-based teaching, and the SIOP; and (2) the impact of the SIOP on other areas of student achievement.

Studies seem to continue to focus on the SIOP itself and on its impact on ELL students. I was not able to find new studies that addressed these questions.

Online Resources:

Inclusion for ELL students

Principals' Partnership Research Brief

Describes the effective practices outlined by the SIOP.

<http://www.principalspartnership.com/inquiryresponse.pdf>

The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development

<http://www.cal.org/crede/pubs/edpractice/EPR3.htm>



Research Brief

SIOP: Making Content Comprehensible for ELLs

by Judie Haynes

The Sheltered Instruction Observation Protocol (SIOP) was developed to make content material comprehensible to English Language Learners. This model is the result of the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short. The SIOP Model includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction.

http://www.everythings1.net/inservices/using_siop_model_08621.php.php

The SIOP Institute

The Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt & Short, 2004) was developed to provide teachers with a well articulated, practical model of sheltered instruction. The SIOP Model is currently used in most of the 50 states and in hundreds of schools across the U.S. as well as in several other countries. The intent of the model is to facilitate high quality instruction for ELLs in content area teaching. The SIOP Model can be viewed as an umbrella under which other programs developed for improving instruction can reside. The SIOP Model is not another "add on" program but rather it is a framework that can bring together a school's instructional program by organizing methods and techniques, and ensuring that effective practices are implemented -- and can be quantified.

<http://www.siopinstitute.net/>

Research – The SIOP Model

<http://www.siopinstitute.net/research.shtml>

The Sheltered Instruction Observation Protocol

<http://www.siopinstitute.net/pdf/sioppaper.pdf>

Resources on Sheltered Instruction

http://www.siopinstitute.net/PDF/Resources_Shelt_Inst.pdf

Sheltered English Instruction

Current Research

These research documents address the use of sheltered instruction in classrooms and review the protocols or tools used to observe sheltered instruction.

<http://www.alliance.brown.edu/tl/tl-strategies/mc-research.shtml>

The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students

Researchers work with middle school teachers to identify key practices for sheltered instruction and to develop a professional development model that enables more teachers to use sheltered instruction effectively in their classrooms. Sheltered instruction, where teachers use specific strategies to teach a specific content area (e.g., social studies or math) in ways comprehensible to the students while promoting their English language development, has become a common instructional approach for language minority students at the secondary level, particularly as schools prepare students to achieve high standards.

<http://www.cal.org/crede/si.htm>

Submitted Date: 9/18/2006 By: Mike Muir, Maine Center for Meaningful Engaged Learning

<http://www.principalspartnership.com>

This is provided as a service to educators by The Principals Partnership and Union Pacific Foundation, neither of which assumes any responsibility for the content of the brief or the positions taken by the authors or the Web sites or other authors whose works are included. This research brief reflects information currently available and is not the official position of The Principals Partnership or Union Pacific Foundation.

Disclaimer: All URLs listed in this site have been tested for accuracy, and contents of Web sites examined for quality, at the time of addition. Content accuracy and appropriateness, however, cannot be guaranteed over time as Web sites and their contents change constantly. The author takes no responsibility for difficulties which may result from the use of any Web site listed herein. Please notify the [Webmaster](#) if you find any dead links or inappropriate material.

Permission: You may use or download content for research or educational purposes, or for your personal, noncommercial purposes, provided you keep unchanged all copyright and other notices with them. No other use of any content is permitted. You agree that you will make only lawful use of this research brief, and will only use these briefs in compliance with all federal, state and local laws and regulations. You agree that you will make no use of the research that violates anyone else's rights, including copyright, trademark, trade secret, right of privacy, right of publicity or other rights.