



A Crosswalk: Sheltered Instruction Observation Protocol (SIOP[®]) Model and the Strategic Instruction Model (SIM[™])

The University of Kansas Center for Research on Learning (KUCRL) has developed this crosswalk to assist educators in understanding the relationship between the Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt & Short, 2017) and the elements and processes used when implementing the Strategic Instruction Model (SIM). Administrators and teachers alike are bombarded with new approaches to instruction, reform efforts, and practices that sometimes seem to be in competition with one another. These comparisons demonstrate how school-wide initiatives can integrate the use of SIOP and SIM. The intent of SIOP is to facilitate high-quality, research-based instruction for all students, especially English learners (ELs), in content area teaching. SIM includes several evidence-based instructional tools and interventions for all students.

Sheltered Instruction Observation Protocol (SIOP) Model

Sheltered instruction (SI) is an approach to teaching ELs, which integrates language and content instruction while infusing socio-cultural awareness. SI is appropriate for a variety of classrooms including, general education classrooms and resource or intervention classrooms which may include a mix of native English speakers and ELs or only ELs. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their rate of speech and instructional tasks, and by providing appropriate background information and experiences. The ultimate goal is accessibility for ELs to grade-level content standards and concepts while they continue to improve their English language proficiency. SI has become a preferred instructional approach for teaching English learners, especially at the secondary level, as schools must prepare students to achieve high academic standards and to demonstrate English proficiency on high-stakes tests.

Additionally, the SIOP Model may be viewed as an umbrella under which other programs developed for improving instruction can reside. Often what is lacking in schools is coherence, or a plan for pulling together sound practices (Goldenberg, 2004). The SIOP Model may serve as a framework to organize instructional methods and techniques (i.e., sheltered instruction) and to monitor implementation through the observation protocol.

SIOP Observation Protocol

The SIOP observation protocol assesses 30 features present in the SIOP Model. The SIOP observation protocol is highly reliable and valid measure of sheltered instruction (Guarino et al., 2001). Educators may assess the level of sheltered instruction present in lessons found in these three dimensions:

1. Preparation (six items): determining the lesson objectives and content objectives, selecting age-appropriate content concepts and vocabulary, and assembling supplementary materials to contextualize their lesson,
2. Instruction (20 items): emphasizing the instructional practices that are critical for English language learners, such as making connections with students' background experiences and prior learning, modulating teacher speech, emphasizing vocabulary development, using multimodal techniques, promoting higher-order thinking skills, grouping students appropriately for language and content development and providing hands-on materials, and
3. Review/Assessment (four items): conducting informal assessment of student comprehension and learning of all lesson objectives.



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. For more information, visit: www.siopinstitute.net.

Strategic Instruction Model (SIM)

The Strategic Instruction Model is a comprehensive approach to instruction with a primary focus on adolescent literacy. SIM includes an evidence-based set of instructional tools and interventions that empower teachers and enable students to better succeed in school and beyond. Strategic schools and teachers select instructional tools and interventions to meet their student needs, and strategic students have options for matching an approach to a task. Since 1978, researchers from KUCRL have partnered with classroom teachers to design SIM instructional tools, materials, and interventions. The research-based components of these tools have been tested and approved by teachers to become evidence-based practices shown to be effective in varied school and classroom contexts. SIM includes two arms that work together to improve literacy: Learning Strategies (LS) and Content Enhancement Routines (CER). LS use explicit and systematic instructional procedures. CER implementation is supported by the SMARTER Instructional Cycle, an instructional planning cycle that promotes effective teaching and learning of critical content. Schools and teachers may implement a combination of LS and/or CER. SIM also includes two comprehensive reading programs, designed based on the science of reading: Fusion Reading (FR) and Xtreme Reading (XR). For more information, visit www.sim.ku.edu.

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Comparison of SIOP and SIM

Overall Commonalities		
<ul style="list-style-type: none"> Mission focuses on ensuring that all students become capable, confident, independent learners who succeed with the general education curriculum and beyond Focus on school-wide and classroom approaches and interventions Focus on improving outcomes for all students Serve all students with particular attention on students who are lacking proficiency in one or more content areas Use explicit instruction Increase students' skills to prepare and engage them for K-12 standards Focus on instruction to improve listening, speaking, reading, writing, study skills, and note-taking Recommend professional learning for implementing educators and their administrators 		
Category & Like Characteristics	SIOP Characteristics and Examples	SIM Characteristics and Examples
Mission: Focus on ensuring all students become capable, confident, independent learners who succeed in K-12 education and in post-secondary education and in life	Provides a framework for teachers to plan and deliver lessons to make content comprehensible Students will -succeed in rigorous curriculum -experience success in classes	Solves the problems that limit individuals' quality of life and their ability to learn and perform in school, work, home, or the community
School-wide and Classroom Focus: Teachers implement specific methods, provide access to the curriculum, raise expectations, and improve student outcomes	Restructures the teaching methods of a school or classroom to endure the success of students who are learning the English language	Provides a framework to help secondary schools develop and sustain comprehensive and integrated literacy programs and tools to support learning in varied classes
Components: Components include school-wide and targeted interventions and approaches as well as systems reform	Components may include school-wide strategies and approaches for a targeted group, and district reform	Components may include instructional tools implemented school-wide, across specific teams of teachers, or in specific content classrooms, as well as targeted interventions for some or a few students, and systems reform
Grade levels: Focus on all students	Focuses on K-12 students	Primarily focuses on students in grades 4-12 with some writing, math, and social emotional Learning Strategies (LS) used with K-3 students
Student needs: Serve all students with a focus on helping students understand difficult content while maintaining rigor in the curriculum	Serves all students with a focus on planning lessons that support students in language acquisition and understanding content, particularly English learners	Serves all students with a focus on maintaining content integrity while helping students understand complex, abstract concepts (CER) while providing support for those who lack the needed skills to learn content independently (LS and reading programs)



<p>Instructional approach: Include scaffolds for students while they are learning new skills and knowledge</p> <p>Use content curriculum to practice and apply the approaches</p> <p>Use strategies for student engagement and explicit instruction to teach specific skills and activities</p> <p>Use the term learning strategies as one approach to instruction</p> <p><i>*Note: Is is lower-case for SIOP learning strategies and LS is upper-case for SIM Learning Strategies.</i></p>	<p>Includes approaches, such as learning strategies (Is*), scaffolding techniques, and higher-order questioning</p> <p>Is are explicitly taught using scaffolds and activities that may include: building background, planned interactive activities, sentence frames, cooperative learning structures, and language supports</p> <p>Includes graphic organizers and scaffolds from many different sources</p> <p>Examples of Is include:</p> <ul style="list-style-type: none"> -graphic organizers -outlines -leveled study guides -tapped text -adapted text -native language text -marginal notes -jigsaw text reading -mnemonics -rehearsal strategies -comprehension strategies -reciprocal teaching -cooperative learning <p>Examples of scaffolding include:</p> <ul style="list-style-type: none"> -paraphrasing -think-alouds -slowing speech, increasing pausing -using explicit instruction, modeling -practice opportunities with others -small group instruction -partnering and grouping students -interactive vocabulary tools -quick writes -anticipation guides -cooperative learning structures -graphic organizers -personal and picture dictionaries -structured visuals -Reciprocal teaching <p>Examples of higher-order questioning include:</p>	<p>Includes two components:</p> <p>1) Content Enhancement Routines: graphic organizers and teaching routines for teachers to teach all students critical content</p> <p>Examples of CER include:</p> <ul style="list-style-type: none"> -Course Organizer Routine -Unit Organizer Routine -Lesson Organizer Routine -Concept Comparison Routine -Framing Routine -Order Routine -And more... <p>2) Learning Strategies (LS*): skills and strategies students use to learn and perform</p> <p>Teacher methods include: explicit instruction is used for teaching Learning Strategies with a focus on metacognition (8 Stages: Pre-test and make commitments, Describe, Model, Verbal practice, Controlled practice with feedback, Advanced practice with feedback, Post-test and make commitments, and Generalization)</p> <p>Examples of LS include:</p> <p><u>Listening and Speaking Strategies</u></p> <ul style="list-style-type: none"> -Listening and Notetaking Strategy -Speaking with Power Strategy <p><u>Reading Strategies</u></p> <ul style="list-style-type: none"> -Word Identification Strategy -Fundamentals of Paraphrasing and Summarizing -Main Idea Strategy -Visual Imagery Strategy -Paraphrasing Strategy <p><u>Writing Strategies</u></p> <ul style="list-style-type: none"> -Fundamentals in Sentence Writing -Proficiency in Sentence Writing -Paragraph Writing -Theme Writing -Error Monitoring Strategy -EDIT Strategy -Commas Strategy -Capitalization Strategy -Punctuation Strategy
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	<ul style="list-style-type: none"> -use of a taxonomy -promote critical thinking -determine levels of questions -ask questions at varying levels 	<p><u>Math Strategies</u></p> <ul style="list-style-type: none"> -Addition Facts -Addition with Regrouping -Subtraction Facts -Subtraction with Regrouping -Multiplication Facts -Multiplication with Regrouping -Division Facts <p><u>Social Emotional/Motivational Strategies</u></p> <ul style="list-style-type: none"> -Possible Selves Strategy -Self-Advocacy Strategy <p><u>Cooperative Learning and Community Building Structures</u></p> <ul style="list-style-type: none"> -Community Building Strategies <ul style="list-style-type: none"> ▪ Talking Together Strategy ▪ Focusing Together Strategy ▪ Following Instructions Together Strategy ▪ Organizing Together Strategy ▪ Taking Notes Together Strategy -Cooperative Thinking Strategies <ul style="list-style-type: none"> ▪ The BUILD Strategy ▪ The LEARN Strategy ▪ The THINK Strategy ▪ Teamwork Strategy ▪ SCORE Skills <p>Examples of CER & LS by Other Skills include:</p> <p><u>Performance Strategies</u></p> <ul style="list-style-type: none"> -Quality Assignment Routine -Assignment Completion -Essay Test-Taking Strategy -Test Taking Strategy -Strategic Tutoring <p><u>Study Strategies</u></p> <ul style="list-style-type: none"> -Recall Enhancement Routine -First Letter Mnemonics Strategy -Paired Associates Strategy <p><u>Vocabulary Strategies</u> (build personal and picture dictionaries)</p> <ul style="list-style-type: none"> -LINCS Vocabulary Strategy -Word Mapping Strategy -Understanding Academic Language Strategy -Clarifying Routine -Vocabulary LINCing Routine
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		3) Reading programs that combine multiple reading strategies with a motivational component
Instructional delivery setting and instructors: Instruction provided in general education classrooms and resource or intervention classrooms by all teachers	Skills: most often taught in general education classrooms. Teachers in ELL, resource, or intervention classrooms may also teach or collaborate with general ed teachers.	CERs: taught by all teachers, particularly general education teachers with any collaborating teachers in any classroom setting LS: taught intensively by teachers in intervention classes and supported by general education teachers or taught and supported by general education teachers

Select Examples of SIM Instructional Tools and Intervention Aligned to 3 Dimensions of SIOP

SIOP Dimension	SIM Examples
Preparation: determining the lesson objectives and content objectives, selecting age-appropriate content concepts and vocabulary, and assembling supplementary materials to contextualize their lesson	Course, Unit, and Lesson Organizer Routines SMARTER Instructional Cycle Pre-test Stage of Learning Strategies
Instruction: emphasizing the instructional practices that are critical for English language learners, such as making connections with students' background experiences and prior learning, modulating teacher speech, emphasizing vocabulary development, using multimodal techniques, promoting higher-order thinking skills, grouping students appropriately for language and content development and providing hands-on materials, and	Lesson Delivery and Activities: Student engagement and interaction are core components of all CERs and LS; Cue-Do-Review Instructional Sequence used with CER includes co-constructed learning with students Specific CER that build background and incorporate students' background experiences and prior learning: <ul style="list-style-type: none"> • Concept Anchoring Routine • Concept Mastery Routine Vocabulary strategies <ul style="list-style-type: none"> • LINCing Vocabulary Strategy • Word Mapping Strategy • Understanding Academic Language Strategy • Clarifying Routine • LINCing Routine Higher Order Thinking and Reasoning Routines <ul style="list-style-type: none"> • Concept Comparison Routine • Question Exploration Routine • Teaching Decision Making Routine • Teaching Cause and Effect Routine



	<ul style="list-style-type: none"> • Teaching Cross Curricular Argumentation Routine • Scientific Argumentation Routine <p>Language and Content Development</p> <ul style="list-style-type: none"> • Activities in LS and CERs integrate all language skills (i.e., reading, writing, listening, and speaking) <p>Hands-on Materials</p> <ul style="list-style-type: none"> • CERs and most LS include hands-on materials and/or manipulatives for students to practice and apply content and language knowledge
<p>Review/Assessment: conducting informal assessment of student comprehension and learning of all lesson objectives.</p>	<p>Cue-Do-Review Instructional Sequence used with CER provides opportunities for teachers to listen to students' current understanding of critical content and clear up misconceptions.</p> <p>Course, Unit, and Lesson Organizer Routines align student learning with lesson objectives through guided questioning techniques and concept mapping of the curriculum.</p> <p>LS Stages of Controlled and Advanced Practice with Feedback and Post-test & Make Commitments to Generalize are informal assessments of student learning.</p>

References

Echevarria, J., Vogt, ME. & Short, D. (2017). Making Content Comprehensible for English Learners: The SIOP Model 5e. New York: Pearson.

Guarino, A.J., Echevarria, J., Short, D., Schick, J.E., Forbes, S., & Rueda, R. (2001). The Sheltered Instruction Observation Protocol. Journal of Research in Education, 11(1), 138–140.