



The SIOP[®] Model and RtI: Strengthening the Core for *ALL* Learners

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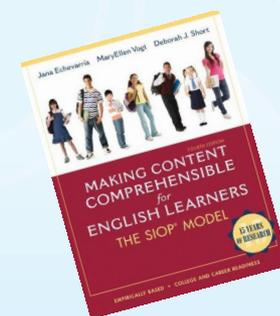
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Stand up if you...

- Have attended a SIOP training.
- Have worked with teachers implementing the SIOP Model.
- Have attending an RtI training.
- Know how to combine SIOP and RtI.



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Why are we here? Serving *ALL* learners in North Carolina





Training Overview—*Our Goals*

Content Objectives

- Identify the 8 components of the SIOP and examine their corresponding features
- Analyze the relationship between the SIOP Model, RtI, and Core Instruction (Tiers 1-3).

Language Objectives

- Use *cohesive devices* (ex. first, second, third) to discuss the SIOP components and features
- Generate and practice *complex sentences* to describe the connections between high quality core instruction (Tier 1) and the use of the SIOP Model.



NC DPI Definition of Rtl

NC Responsiveness to Instruction (NCRtl) is a **multi-tiered** framework which promotes **school improvement** through engaging, high quality **instruction**. NCRtl employs a **team** approach to guide educational practices, using a **problem-solving** model based on **data**, to address student needs and maximize **growth** for *all*.

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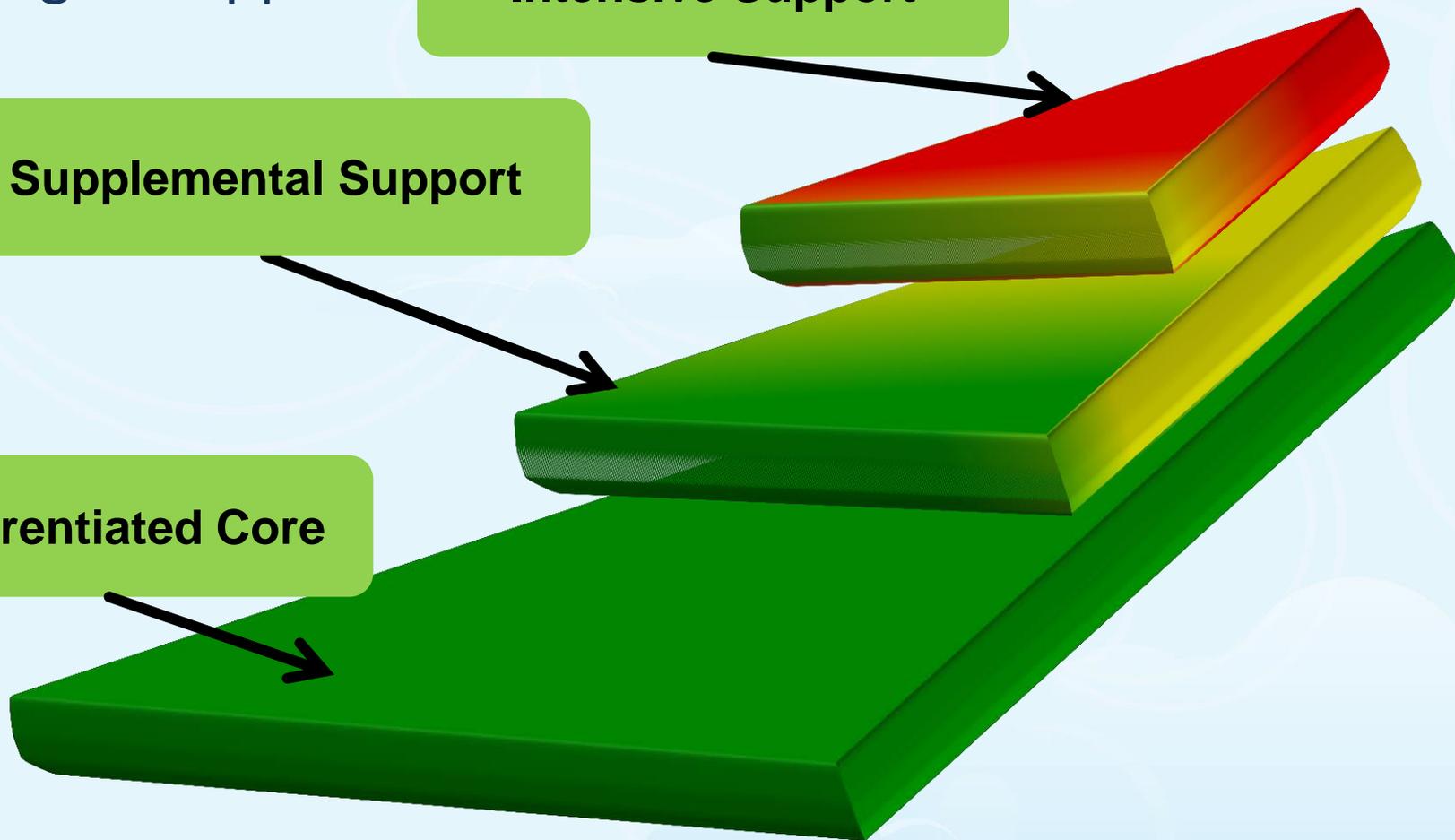


Layering of Support

Intensive Support

Supplemental Support

Differentiated Core



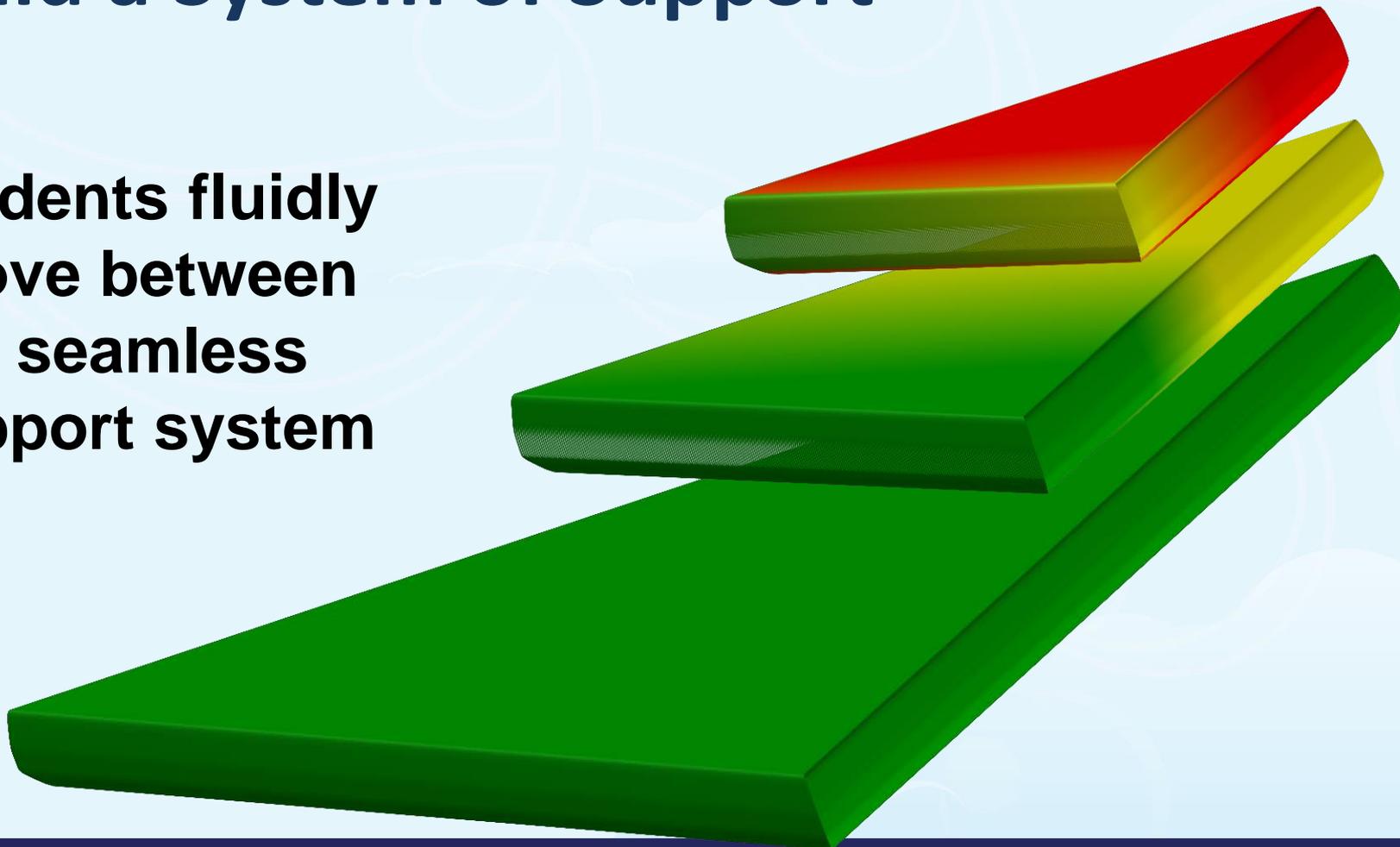
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Build a System of Support

**Students fluidly
move between
a seamless
support system**



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Core: Tier I

Who: *ALL* students are in Tier I (Core)

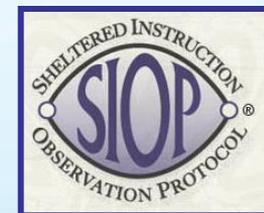
What: Evidence-based programs and practices demonstrated to produce good outcomes for the majority of students

Effectiveness: If *at least* 80% of all students are meeting benchmarks in Core alone.
What about subgroups?



Analyzing Core

- **Are at least 80% of your students proficient in each subgroup with Core alone?**
- What is working? Why? How do you know?
- What's not working? Why? How do you know?
- Do teachers have needed skills & content knowledge?





Supplemental Instruction: Tier II

Who: Students needing supplemental support in addition to Core instruction
(approx. 20% of students)

What: Evidence-based programs and practices demonstrated to improve performance in Core

Effectiveness: If *at least* 70-80% of students improve performance (toward Core standards)

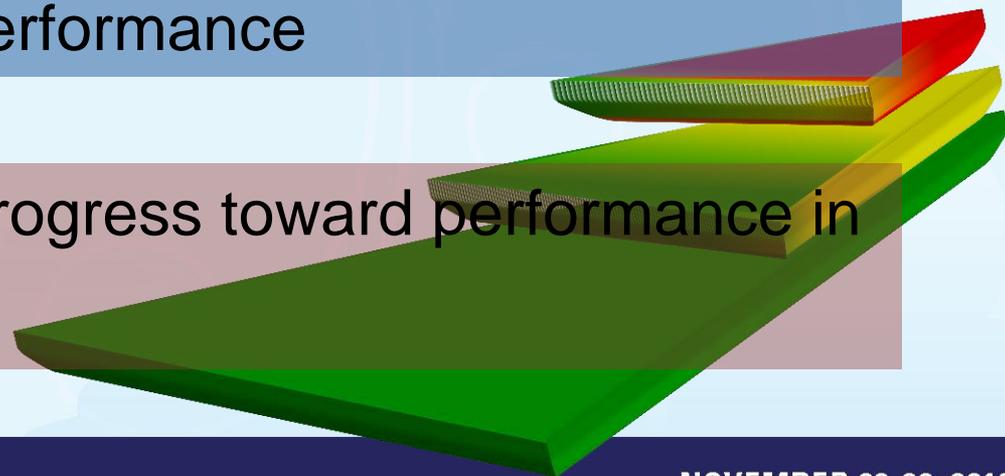


Intensive Instruction: Tier III

Who: Students needing Intensive support in addition to Supplemental and Core instruction (approx. 5% of students)

What: Evidence-based programs and practices demonstrated to improve performance

Effectiveness: If there is progress toward performance in Core standards



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English Learners in NC Schools



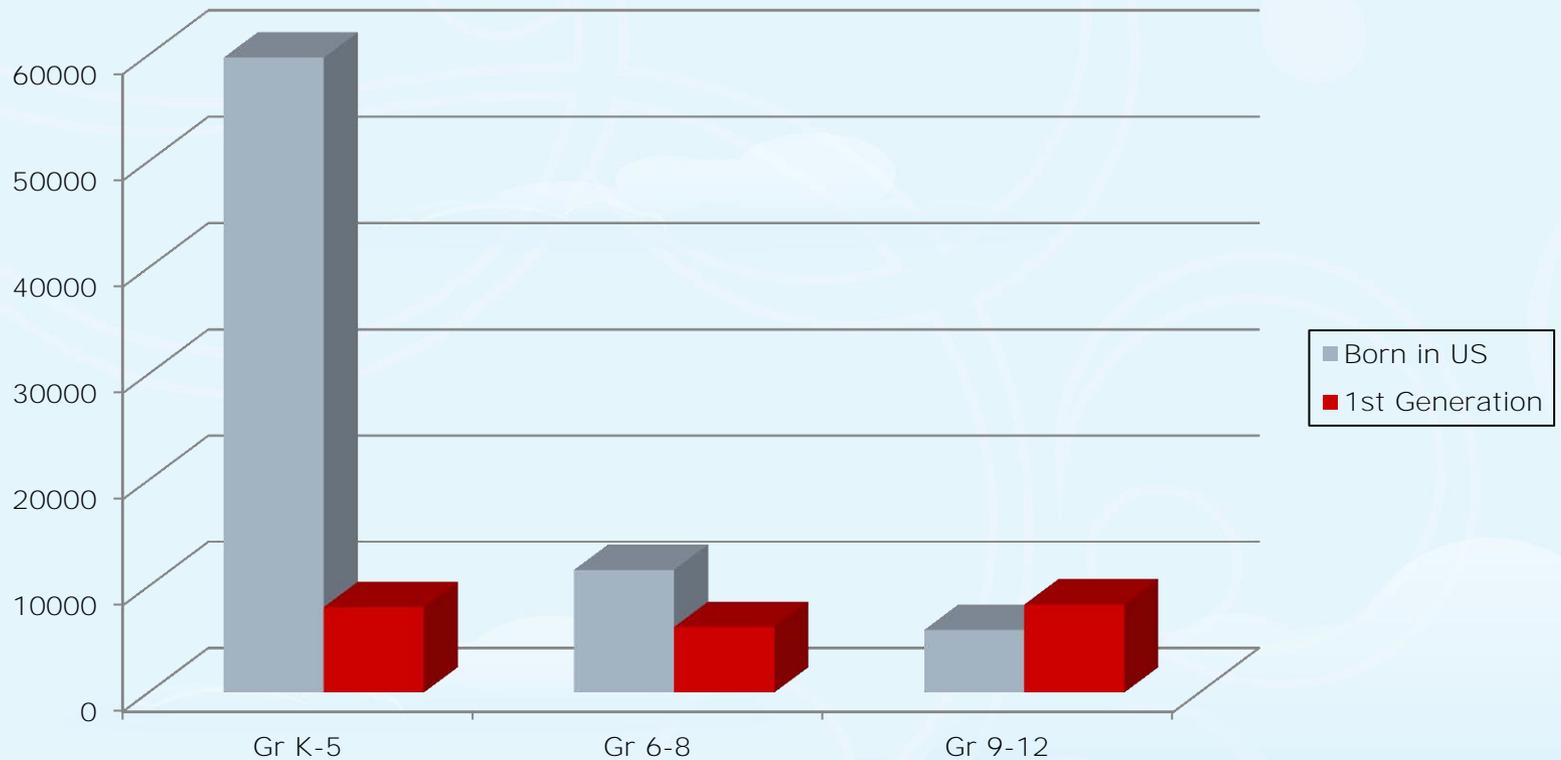
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NC English Learners

January 2013



78.6% of elementary LEPs and 54.7% of secondary LEPs are born in the U.S.

63RD CONFERENCE ON EXCEPTIONAL CHILDREN

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Closing the Achievement Gap





What is The SIOP[®] Model?

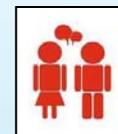
Sheltered Instruction Observation Protocol





Sheltered Instruction with SIOP True / False

1. Builds English language development and academic language
2. Waters down the content
3. Allows English learners (ELs) and native English speakers to be in the same sheltered class
4. Works best if ELs are the only students in a sheltered class
5. Is appropriate for schools with 3 ELs
6. Helps to make grade level content accessible



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1. **T**
2. **F** ELs must have access to complex texts or how will they learn to read academic texts? The instructional presentation assists comprehension.
3. **T**
4. **F** Some prefer all ELs in a class based on the perspective for optimum academic language acquisition
5. **T**
6. **T**

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SIOP is...

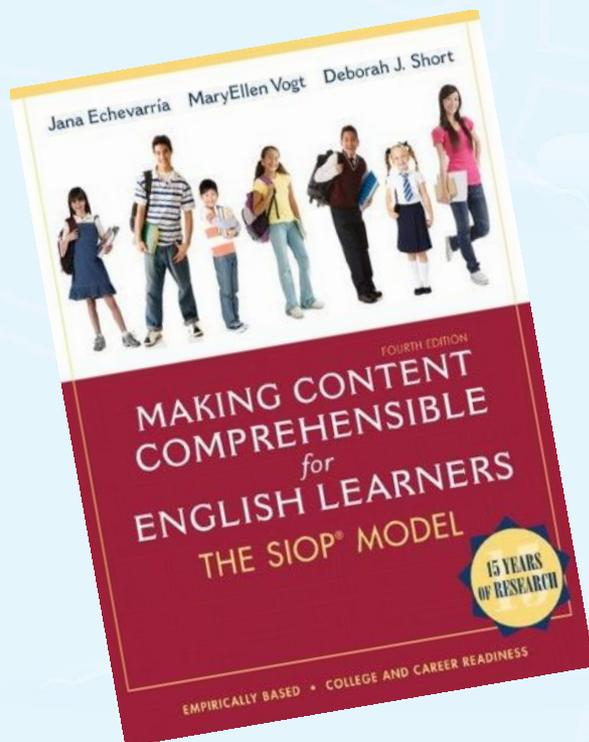
An approach for teachers **to integrate content and language instruction** to *students' learning through a new language*. Teachers would employ techniques that **make the content concepts accessible** and also **develop the students' skills in the new language**.



How does SIOP do this?



The SIOP Model (Echevarria, Vogt, & Short)



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

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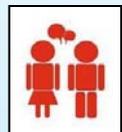
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Scavenger Hunt

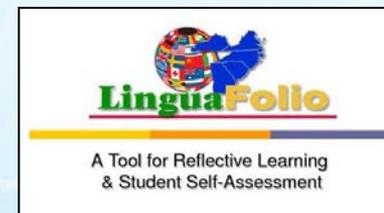
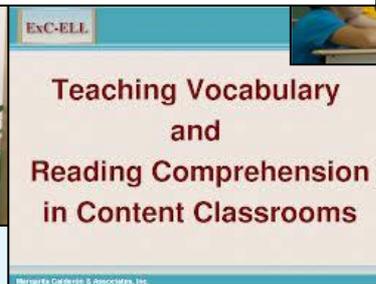
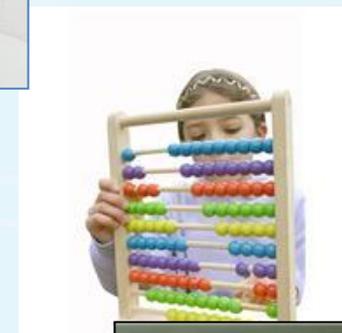
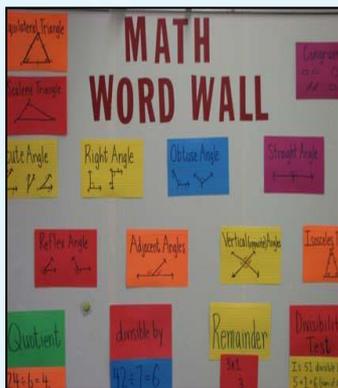
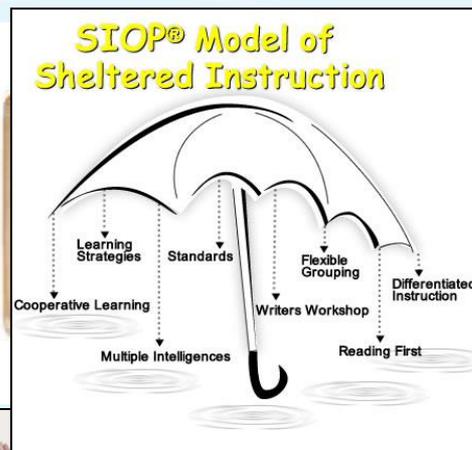


* Remember our language goals to use cohesive devices and complex sentences.



Believing In Achieving The SIOP Model

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WIDA's ELD Standards



Social &
Instructional
Language



Language of
Language
Arts



Language of
Mathematics



Language of
Science



Language of
Social Studies



Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

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Levels of English Language Proficiency



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Academic Language

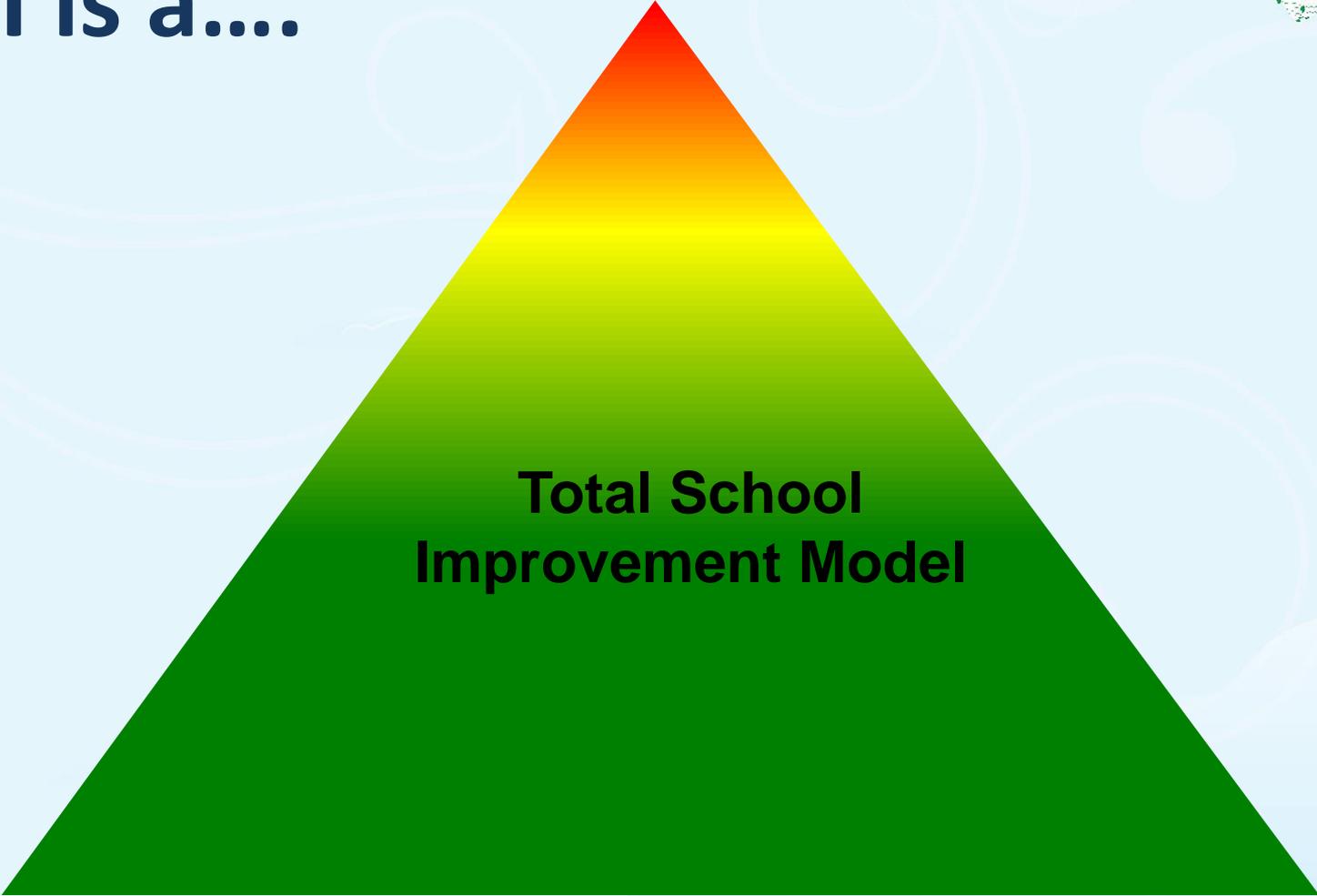


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Rtl is a....



**Total School
Improvement Model**



Total School Improvement Model

- Problem-solving for all students
- Setting goals for groups of students and individual students
- Maximizing curriculum to meet needs of all students

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Connecting SIOP and RtI



Thought Prompt: WHAT ARE THE CONNECTIONS TO TIER ONE AND HIGH QUALITY INSTRUCTION?

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Connecting SLOP and RtI-- DISCUSSIONS

PEARSON ALWAYS LEARNING

CC is off

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playback trouble?

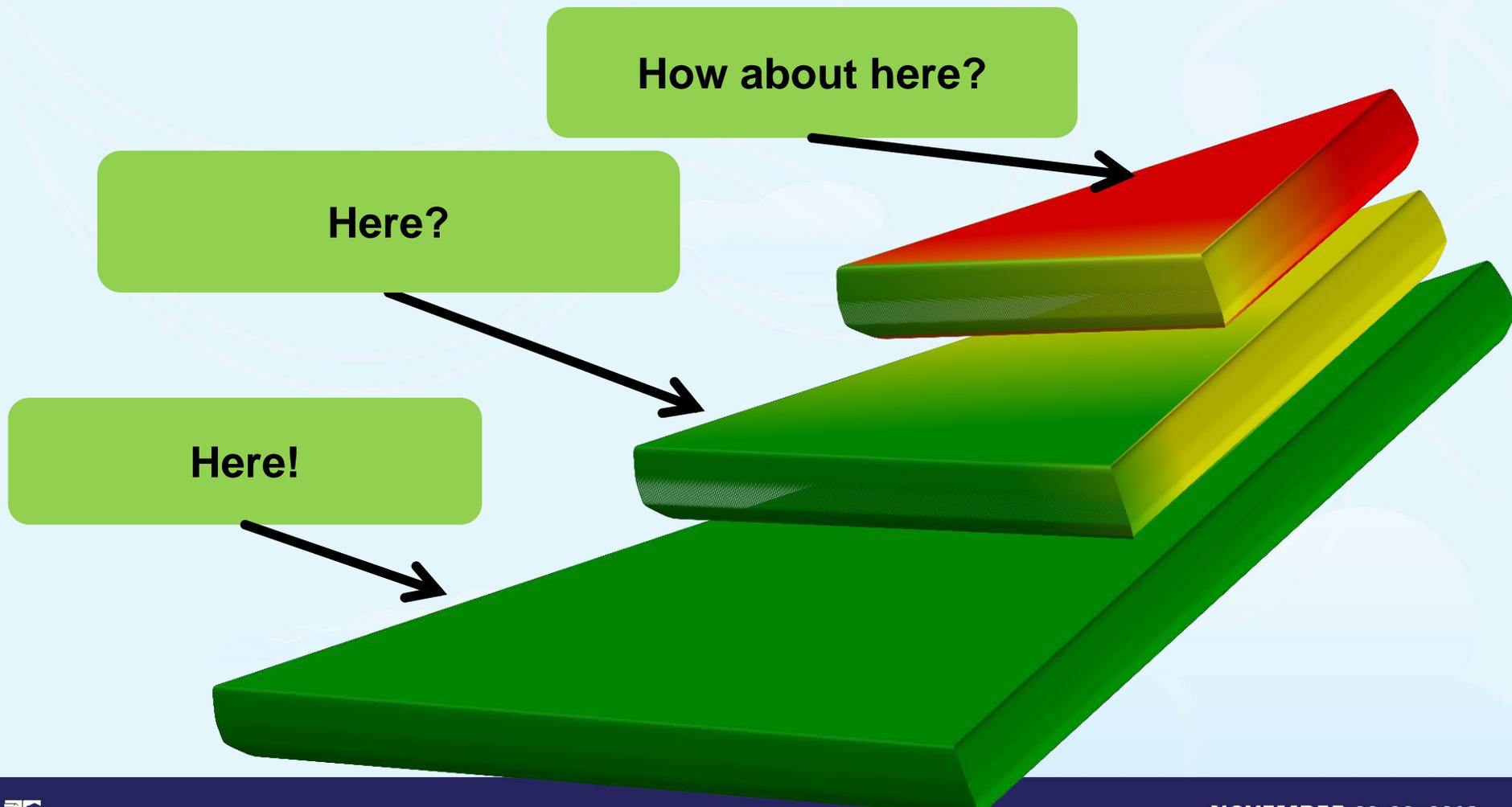
* Remember our goals to use cohesive devices and complex sentences .

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Where and HOW does SIOP fit into RtI?



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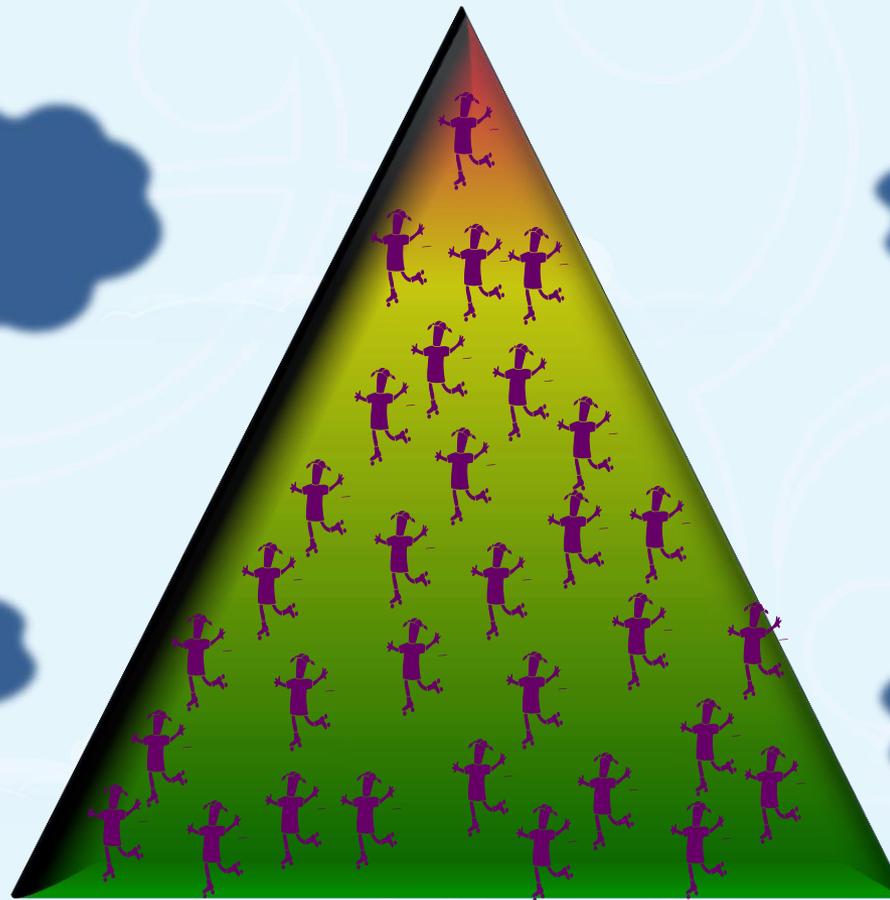
Collaborative Education

Special
Education

AIG

Title I

ESL





Our Goals—How did we do?

Content Objectives

- Identify the 8 components of the SIOP and examine their corresponding features
- Analyze the relationship between the SIOP Model, RtI, and Core Instruction (Tiers 1-3).

Language Objectives

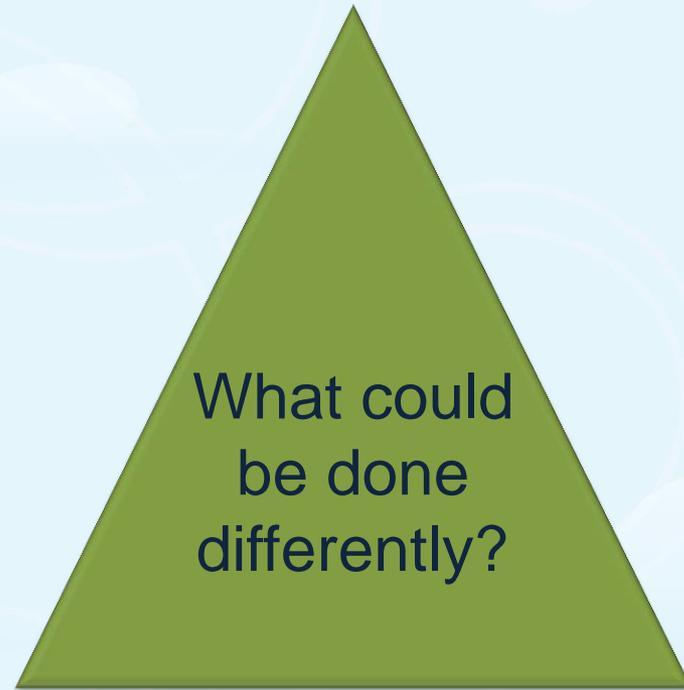
- Use *cohesive devices* (ex. first, second, third) to discuss the SIOP components and features
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Your Feedback!



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Sheltered Instruction with SIOP True / False

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2. Waters down the content
3. Allows English learners (ELs) and native English speakers to be in the same sheltered class
4. Works best if ELs are the only students in a sheltered class
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6. Helps to make grade level content accessible

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SIOP LESSON PLANNING SHEET

Name: _____ Date: _____ Assignment: _____

Lesson Preparation

- 1. Write **content objectives** clearly for students.
- 2. Write **language objectives** clearly for students.
- 3. Choose **content concepts appropriate** for age and educational background level of students.
- 4. Identify **supplementary materials** to use (graphs, models, visuals).
- 5. **Adapt content** (e.g., text, assignment) to all levels of student proficiency.
- 6. Plan **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

- 7. Explicitly link **concepts** to students' backgrounds and experiences.
- 8. Explicitly link **past learning** and new concepts.
- 9. Emphasize **key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.

Comprehensible Input

- 10. Use **speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).
- 11. **Explain academic tasks** clearly.
- 12. Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

- 13. Provide ample opportunities for students to use **strategies**, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- 14. Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
- 15. Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson (literal, analytical, and interpretive questions).

Interaction

- 16. Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses.
- 17. Use **group configurations** that support language and content objectives of the lesson.
- 18. Provide sufficient **wait time for student responses** consistently.
- 19. Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.

Practice/Application

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

Lesson Delivery

- 23. **Support content objectives** clearly.
- 24. **Support language objectives** clearly.
- 25. **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson).
- 26. **Pace** the lesson appropriately to the students' ability level.

Review/Assessment

- 27. Give a comprehensive **review of key vocabulary**.
- 28. Give a comprehensive **review of key content concepts**.
- 29. Provide **feedback** to students regularly on their output (e.g., language, content, work).
- 30. Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response.)

Comments: _____

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SIOP Scavenger Hunt

Please answer the following questions, specifically thinking about the relationship between the SIOP Model (components and features), Rtl, and Core Instruction (Tiers 1-3).

1. Why might content and language objectives be helpful?
2. How are supplementary materials beneficial for ALL students?
3. The SIOP Model has _____ components and _____ features.
4. How important is the use of a variety of strategies and instructional techniques and why?
5. What caught your attention as you skimmed the components and their features?
6. What are some connections you are making between the SIOP Model, Rtl, and high quality core instruction?