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

Ivanna Mann Thrower Anderson
NCDPI Title III/ESL Consultant

Dr. Joan Lachance
Assistant Professor of TESL, UNCC

Amy Jablonski
RtI/MTSS Consultant and State Transformation Specialist
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.
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 RtI

NC Responsiveness to Instruction (NCRtI) is a multi-tiered framework which promotes school improvement through engaging, high quality instruction. NCRtI 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.
Layering of Support

Differentiated Core

Supplemental Support

Intensive Support
Build a System of Support

Students fluidly move between a seamless support system
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
English Learners in NC Schools
78.6% of elementary LEPs and 54.7% of secondary LEPs are born in the U.S.
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
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
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
Scavenger Hunt

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

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

SIOP® Model of Sheltered Instruction

Teaching Vocabulary and Reading Comprehension in Content Classrooms
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

From WIDA’s Training Toolkit, Introduction of the WIDA ELD Standards
http://www.wida.us/standards/eld.aspx
Levels of English Language Proficiency

1. ENTERING
2. EMERGING
3. DEVELOPING
4. EXPANDING
5. BRIDGING
6. REACHING
Academic Language
RtI 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
Connecting SIOP and RtI

Thought Prompt: WHAT ARE THE CONNECTIONS TO TIER ONE AND HIGH QUALITY INSTRUCTION?
Connecting SIOP and RtI--DISCUSSIONS

* Remember our goals to use cohesive devices and complex sentences.
Where and HOW does SIOP fit into RtI?
Collaborative Education

Special Education

Title I

AIG

ESL
Our Goals—How did we do?

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- Identify the 8 components of the SIOP and examine their corresponding features
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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.
Your Feedback!

What worked well?

What could be done differently?
Contacts

Ivanna Mann Thrower Anderson
ESL/Title III Consultant
NC Department of Public Instruction
919-807-3860
ivanna.thrower@dpi.nc.gov

Charlotte “Nadja” Trez
ESL/Title III Consultant
NC Department of Public Instruction
919-807-3866
nadja.trez@dpi.nc.gov

Dr. Joan Lachance
ELL Support Team Coordinator
UNC Charlotte
Assistant Professor of TESL
JLachance@uncc.edu

Amy Jablonski
RtI/MTSS Consultant and State Transformation Specialist
NC Department of Public Instruction
919-807-3857
Amy.Jablonski@dpi.nc.gov

http://eldnces.ncdpi.wikispaces.net/ELD+Home
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
Lesson Preparation

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

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

Comprehensible Input

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

Strategies

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

Interaction

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

Practical/Application

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

Lesson Delivery

- Support content objectives clearly.
- Support language objectives clearly.
- Engage students approximately 80-100% of the period (most students taking part and on task throughout the lesson).
- Pace the lesson appropriately to the students' ability level.

Review/Assessment

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

Comments:
SIOP Scavenger Hunt

Please answer the following questions, specifically thinking about the relationship between the SIOP Model (components and features), RtI, 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, RtI, and high quality core instruction?