

Appendix A

SIOP (Sheltered Instruction Observation Protocol)

Observer(s): _____ Teacher: _____
 Date: March 08, 2020 School: _____
 Grade: Various Grades Class/Topic: Mathematics-Money Labeling
 ESL Level: Advanced Lesson: Single-day

Total Points Possible: 120 (Subtract 4 points for each NA given: _____)
 Total Points Earned: 118 Percentage Score: 98.33%

Directions: Choose the number that best reflects what you observe in a SIOP lesson. You may give a score from 0–4 (or NA on selected items). Cite under “Comments” specific examples of the behaviors observed.

Lesson Preparation

4 ☒	3 ☐	2 ☐	1 ☐	0 ☐
1. Content objectives clearly defined, displayed and reviewed with students	Content objectives for students implied			No clearly defined content objectives for students

Comments: The teachers lesson on money counting and naming was clear and the students understood with minimal assistance.

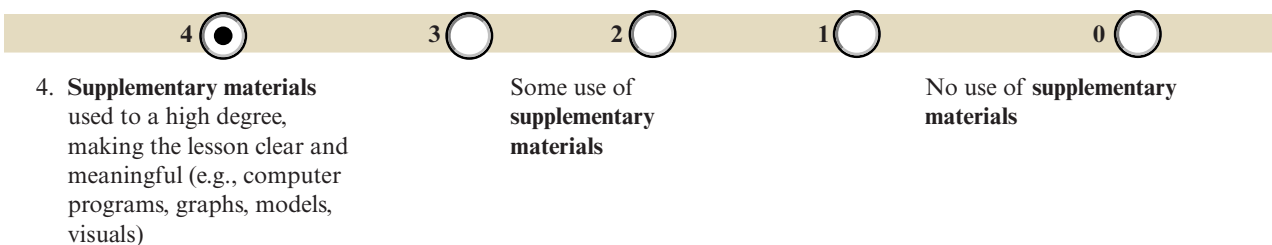
4 ☒	3 ☐	2 ☐	1 ☐	0 ☐
2. Language objectives clearly defined, displayed and reviewed with students	Language objectives for students implied			No clearly defined language objectives for students

Comments: The main language objective was for the student to be able to name the coins and learn the spelling.

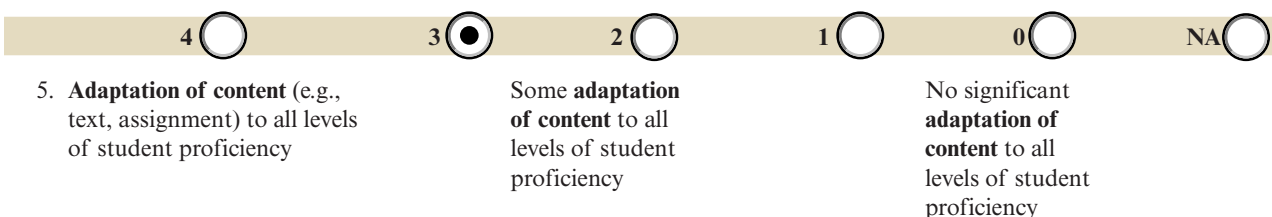
4 ☒	3 ☐	2 ☐	1 ☐	0 ☐
3. Content concepts appropriate for age and educational background level of students	Content concepts somewhat appropriate for age and educational background level of students			Content concepts inappropriate for age and educational background level of students

Comments: The content taught was appropriate for the students' age. She used different coin combinations for different age groups.

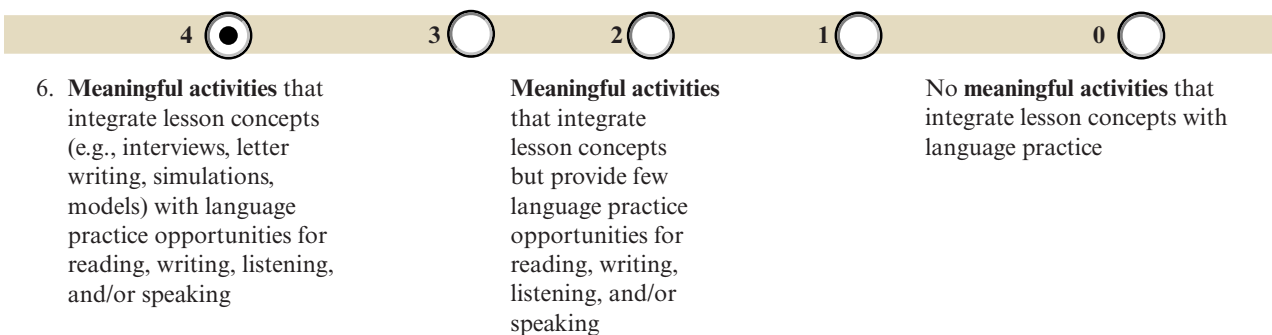
(Echevarría, Vogt, & Short, 2000, 2004, 2008, 2013, 2017)



Comments: The teacher provided a visual aid of each coin on a card with both the name and spelling.

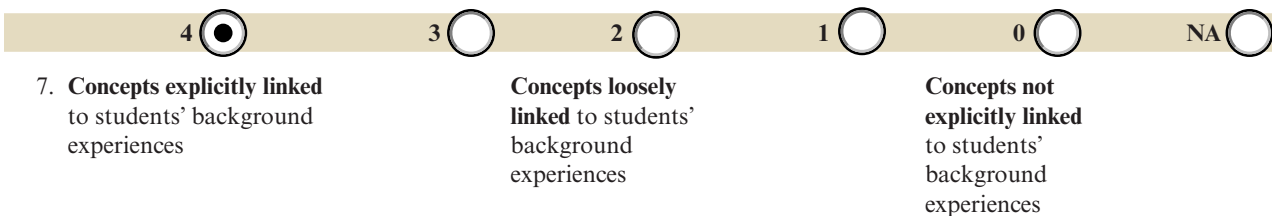


Comments: The adaptation was not enough for the ELL students since they needed too much help from the teacher.

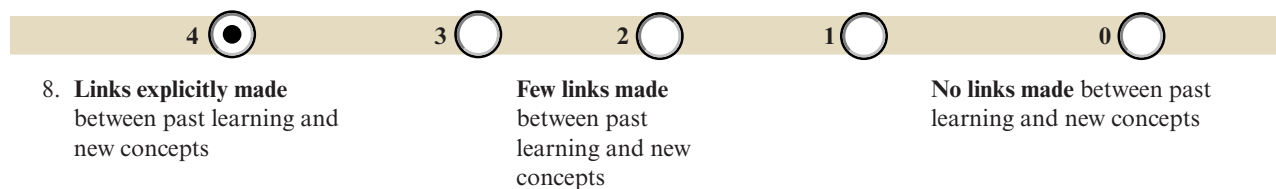


Comments: The teacher always provides meaningful activities for all students and they enjoy it.

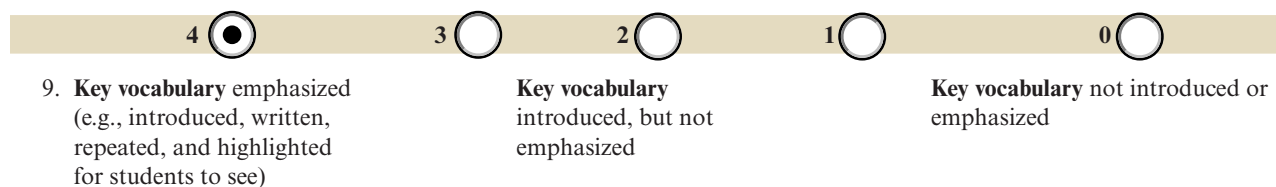
■ Building Background



Comments: She is keen to incorporate the students' culture and background into her lessons.

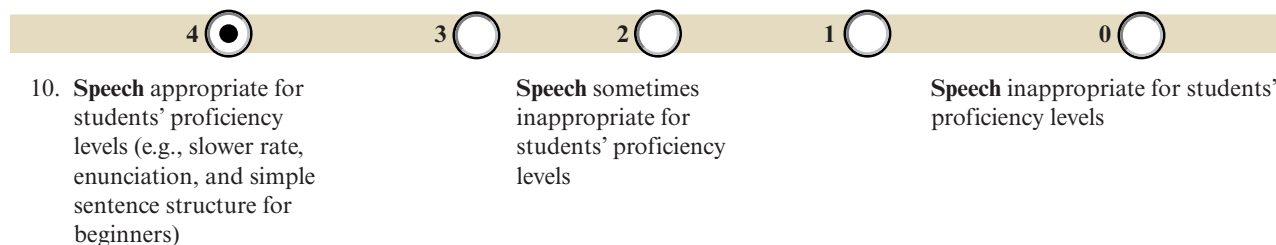


Comments: The current lessons draw from concepts learned in previous periods.

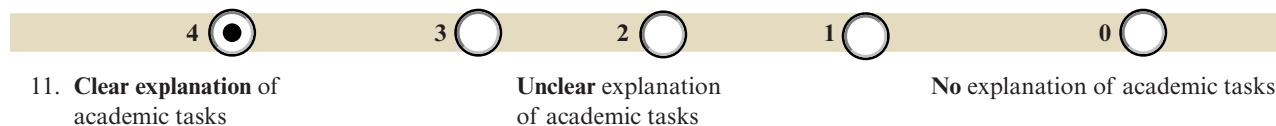


Comments: She always introduced the new vocabulary words have had the students repeat them and practice them during free time.

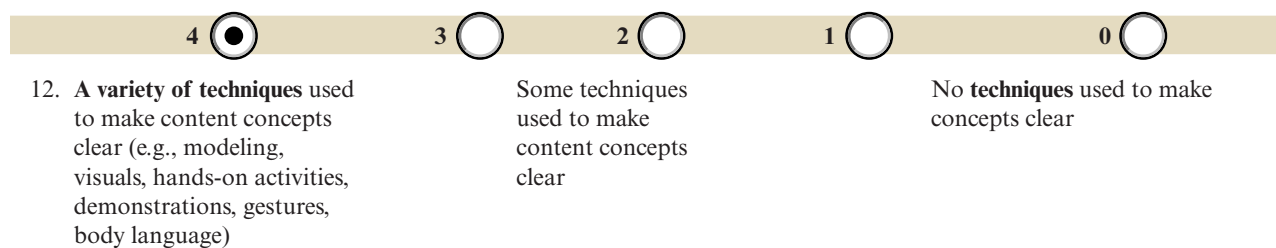
■ Comprehensible Input



Comments: The teacher's speech is simple and appropriate for each student's proficiency.

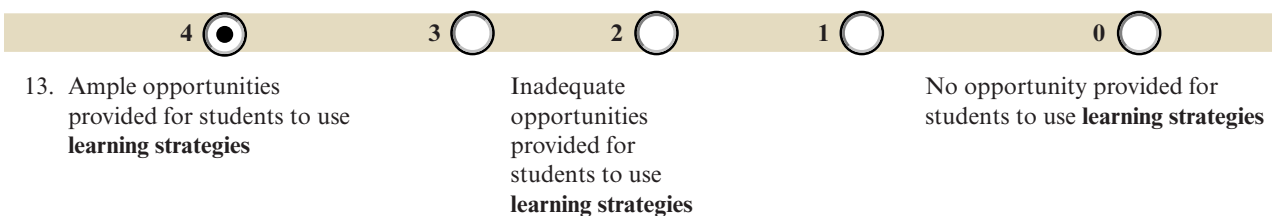


Comments: The instructor first introduces concepts and provides accurate examples to enhance clarity.

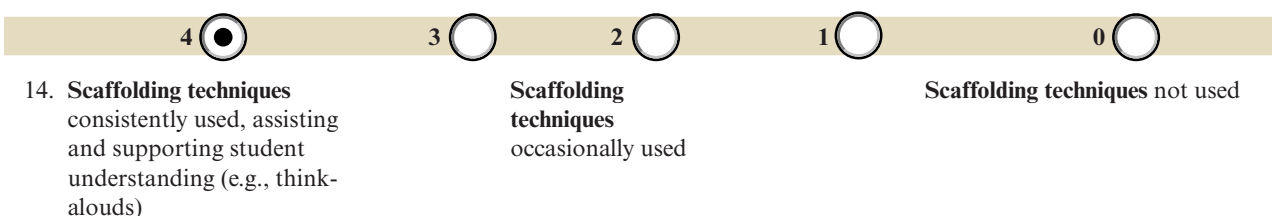


Comments: The teacher employs various techniques such as hands-on activities, modeling, visuals, demonstrations. gestures, and bod

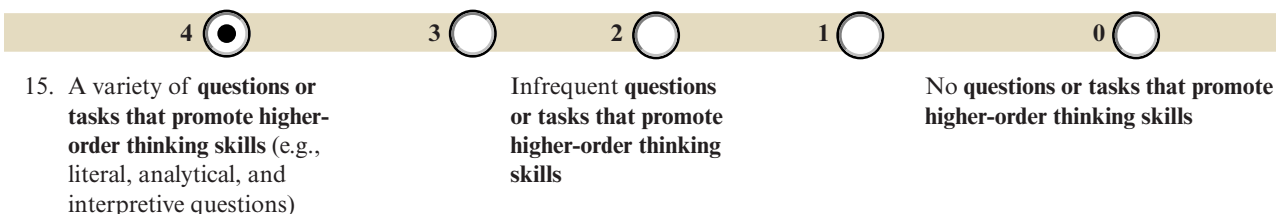
Strategies



Comments: She weighs the various learning strategies available and chooses one that is best for the students.

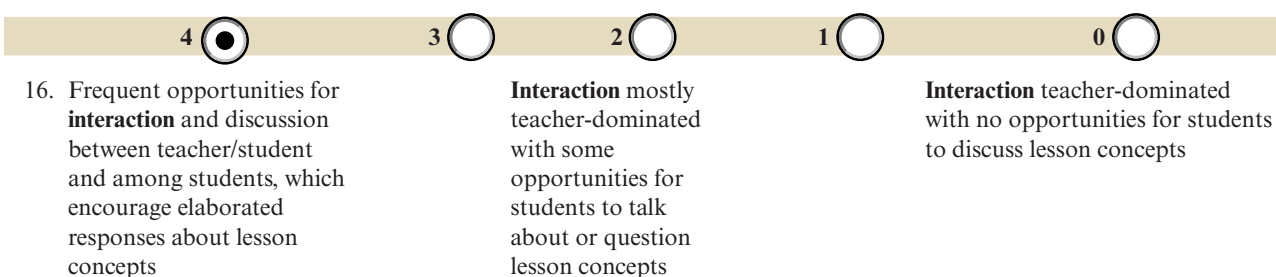


Comments: I noticed that the teacher used scaffolding techniques throughout the lesson.

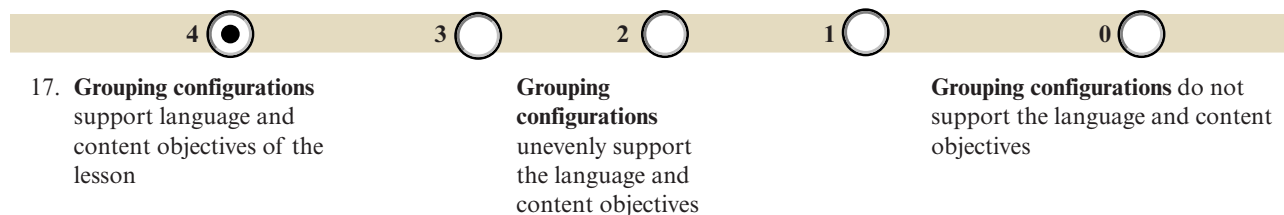


Comments: The teacher likes to ask questions to make the students think critically before answering.

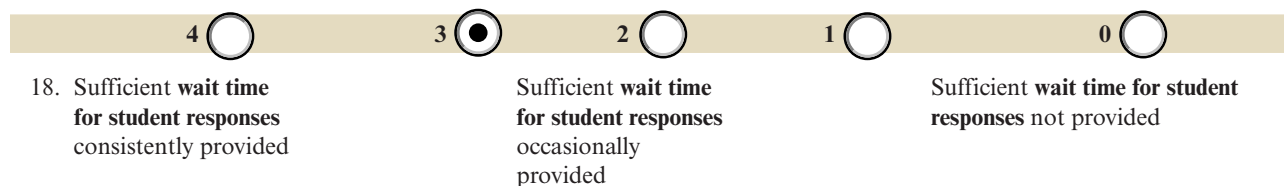
Interaction



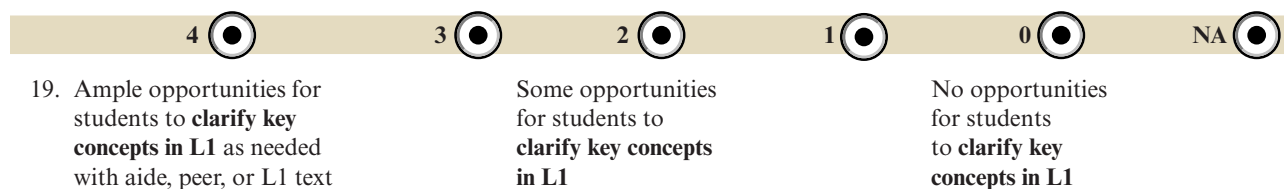
Comments: She lets the students interact with each other and with her. The students love her!



Comments: The teacher places them in groups and sometimes lets the students complete assignments as teams.

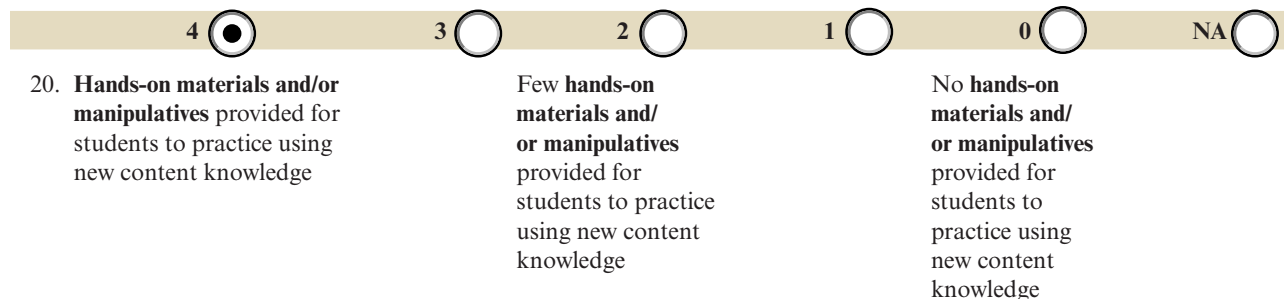


Comments: The teacher lets the students wait for sometime as a way of teaching them to be patient.

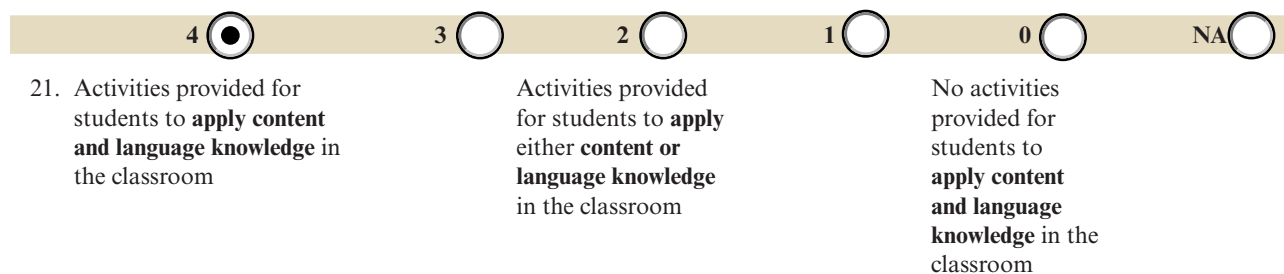


Comments: She allows the students to discuss their opinions and clarify their stance to the others.

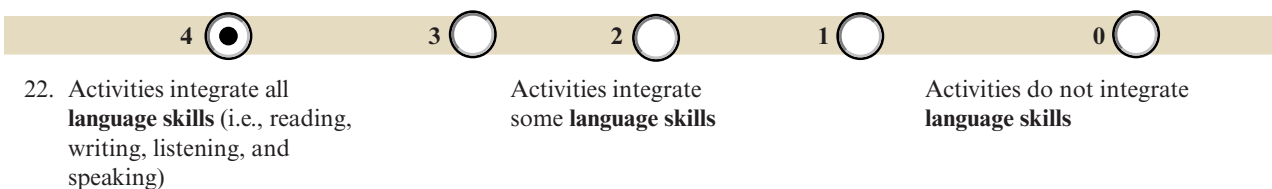
Practice & Application



Comments: There are tons of manipulatives and learning materials included in this lesson.

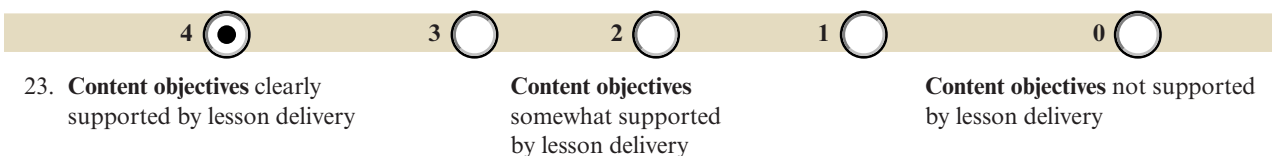


Comments: The instructor provides the students with both in-class and out of class activities to apply content learned.

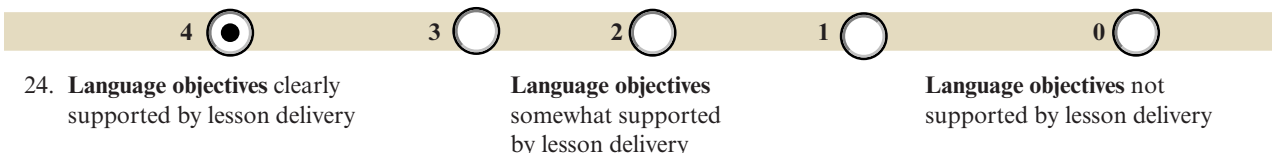


Comments: The teacher often requests the students to write their favorite coin and explain their choices.

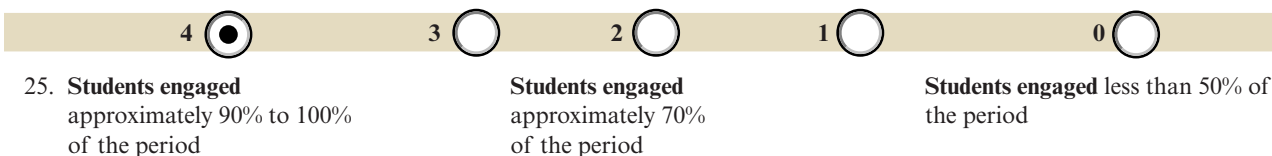
Lesson Delivery



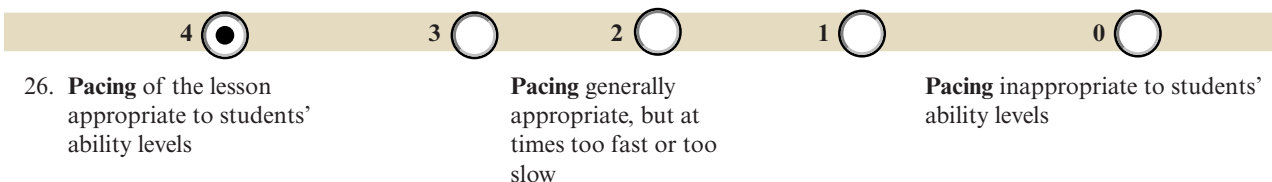
Comments: Her delivery is in line with the course objectives of money naming and counting.



Comments: The use of different approaches in language teaching meets the language objectives.

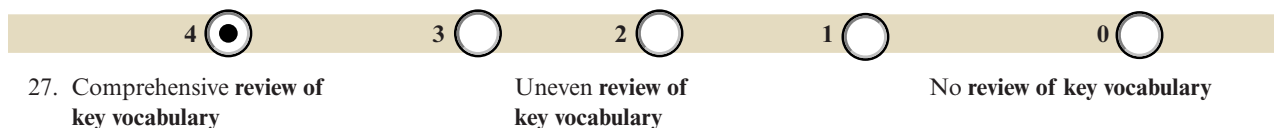


Comments: The teacher engages her students and they actively participate in the class.



Comments: The pace of her teaching allows all ability levels to catch up with the others.

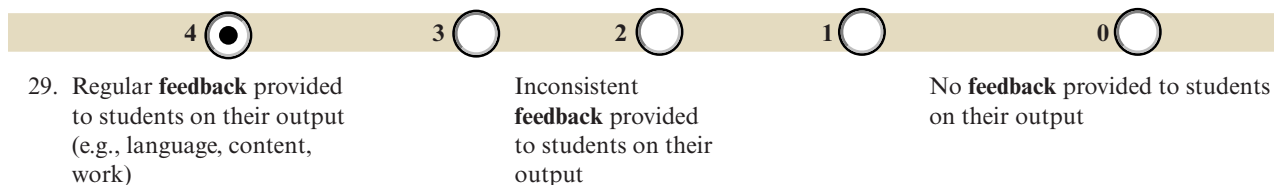
■ Review & Assessment



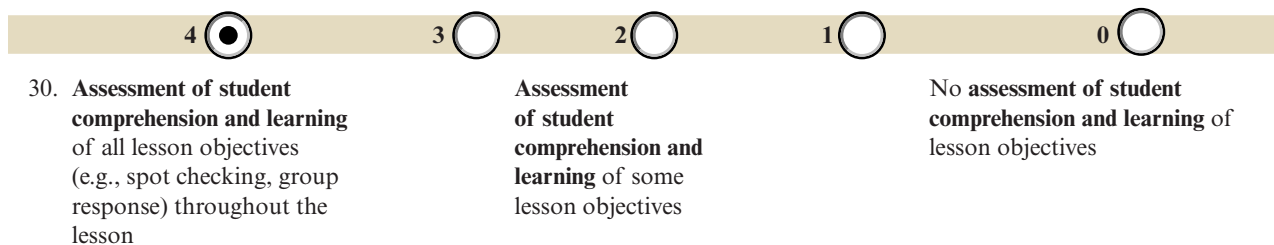
Comments: The teacher reviews previous learned vocabulary together with the students in each lesson.



Comments: She reviews key concepts in detail to emphasize on their importance.



Comments: The instructor provides the students with feedback regarding their work.



Comments: The teacher continuously assesses her students through spot checks and tests and gives them results for practice.

(Reproduction of this material is restricted to use with Echevarría, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP® Model*.)

SIOP (Sheltered Instruction Observation Protocol)

(Echevarría, Vogt, & Short, 2000, 2004, 2008, 2013, 2017)

Observer(s): _____

 Date: March 08, 2020

 Grade: Various Grades

 ESL Level: Advanced

School: _____

Teacher: _____

 Class/Topic: Mathematics- Money Counting

 Lesson: Single-day

Total Points Possible: 120 (Subtract 4 points for each NA given) _____

 Total Points Earned: 118 Percentage Score: 98.33%

Directions: Choose the number that best reflects what you observe in a SIOP lesson. You may give a score from 0–4 (or NA on selected items). Cite under “Comments” specific examples of the behaviors observed.

Lesson Preparation

	Highly Evident	Somewhat Evident	2	1	Not Evident	
	4	3			0	
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 age and educational background level of students	☒	☐	☐	☐	☐	
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	☒	☐	☐	☐	☐	
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency	☐	☒	☐	☐	☐	NA
6. 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	☒	☐	☐	☐	☐	

Comments:

Building Background

	4	3	2	1	0	NA
7. Concepts explicitly linked to students' background experiences	☒	☐	☐	☐	☐	☐
8. Links explicitly made between past learning and new concepts	☒	☐	☐	☐	☐	
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	☒	☐	☐	☐	☐	

Comments:

Comprehensible Input

	4	3	2	1	0
10. Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	☐	☐	☐	☐	☐
11. Clear explanation of academic tasks	☒	☐	☐	☐	☐

12. A variety of **techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

☒	☐	☐	☐	☐
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Comments:

Strategies

13. Ample opportunities provided for students to use **learning strategies**
14. **Scaffolding techniques** consistently used assisting and supporting student understanding (e.g., think-alouds)
15. A variety of **questions or tasks that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions)

4	3	2	1	0
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐

Comments:

Interaction

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

4	3	2	1	0	
☒	☐	☐	☐	☐	
☒	☐	☐	☐	☐	
☐	☒	☐	☐	☐	NA
☐	☒	☐	☐	☐	☐

Comments:

Practice & 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)

4	3	2	1	0	NA
☒	☐	☐	☐	☐	☐
☒	☐	☐	☐	☐	☐
☒	☐	☐	☐	☐	

Comments:

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 students' ability level

4	3	2	1	0
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐

Comments:

Review & Assessment

27. Comprehensive **review of key vocabulary**
28. Comprehensive **review of key content concepts**
29. Regular **feedback** provided to students on their output
(e.g., language, content, work)
30. **Assessment of student comprehension and learning** of all lesson
objectives (e.g., spot checking, group response) throughout the
lesson

Comments:

4	3	2	1	0
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐
☒	☐	☐	☐	☐

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