

Appendix A

SIOP (Sheltered Instruction Observation Protocol)

Observer(s): (your name) Teacher: to be included
 Date: 18/02/2020 School: Thomas Jefferson High School for Science and Technology
 Grade: K-8 Class/Topic: Solving equations with one unknown
 ESL Level: High school Lesson: Multi-day

Total Points Possible: 120 (Subtract 4 points for each NA given: 0)
 Total Points Earned: 102 Percentage Score: 85%

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: content objectives clearly given that described the aims of taking the topic.

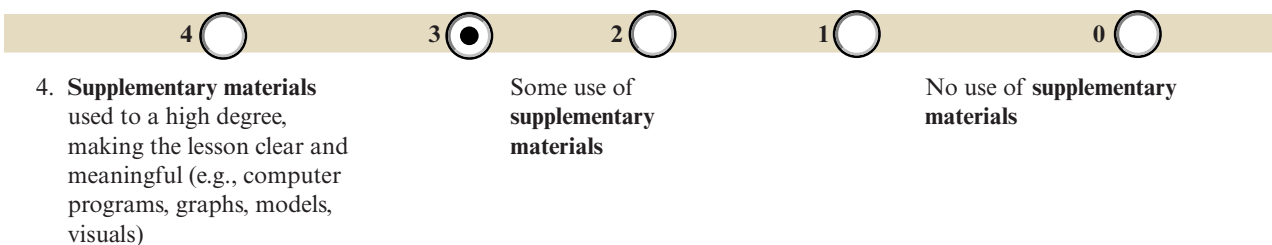
4 ☐	3 ☒	2 ☐	1 ☐	0 ☐
2. Language objectives clearly defined, displayed and reviewed with students	Language objectives for students implied			No clearly defined language objectives for students

Comments: High level of language objectives and the teacher should uphold the practice.

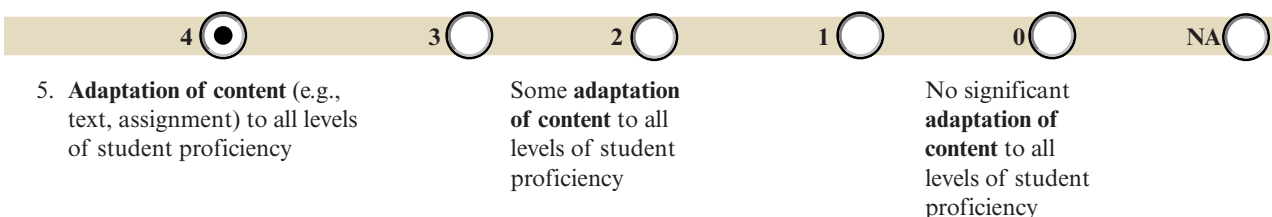
4 ☒	3 ☐	2 ☐	1 ☐	0 ☐
3. Content concepts appropriate for age and educational background level of students	Content concepts somewhat appropriate for age and educational background level of students			Content concepts inappropriate for age and educational background level of students

Comments: concepts were appropriate for that level and learners internalized the concepts without challenges.

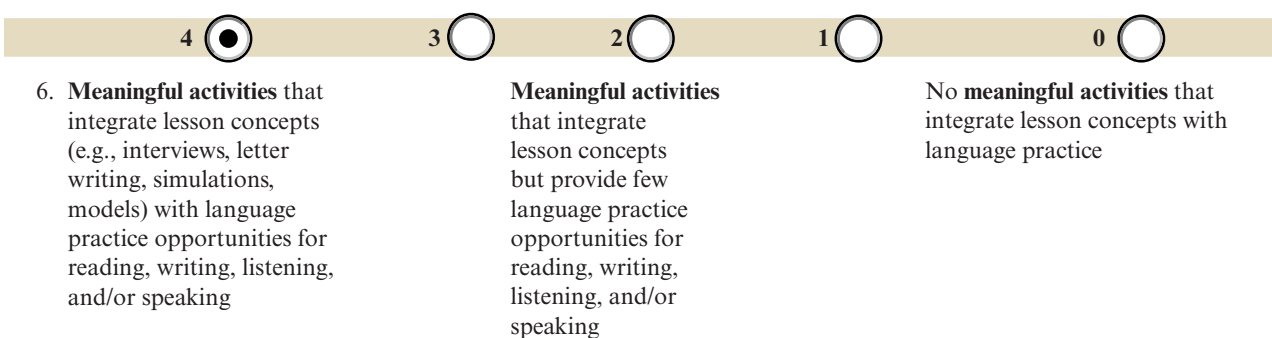
(Echevarría, Vogt, & Short, 2000, 2004, 2008, 2013, 2017)



Comments: Supplementary materials were inline with the content but some of them were not clear and out of the age bracket.

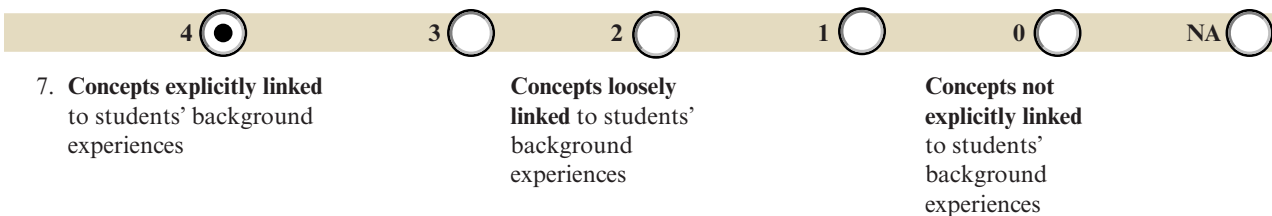


Comments: Assignments were given to enable the learners practice the learned concepts.

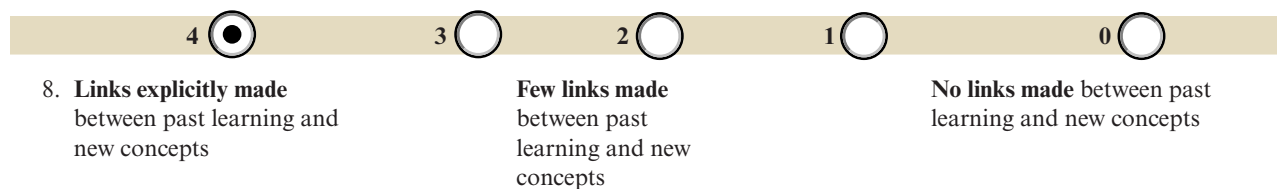


Comments: High level of learner engagement through calculations and giving examples.

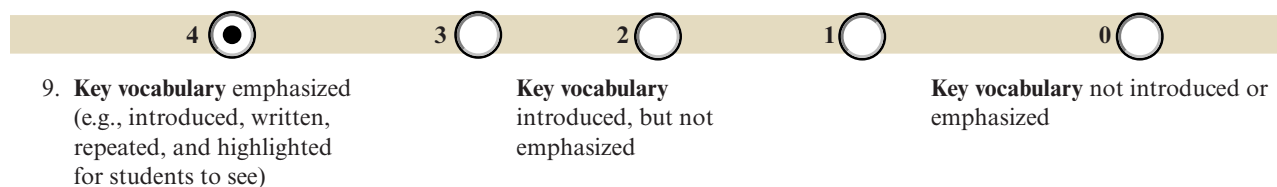
■ Building Background



Comments: Concepts background was well described that gave linked and relevance of the concepts.

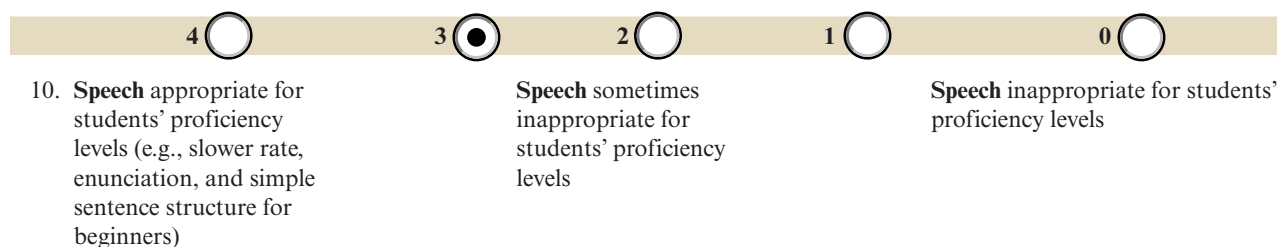


Comments: The teacher started the lesson from the what the learners knew to new concepts that linked the concepts.

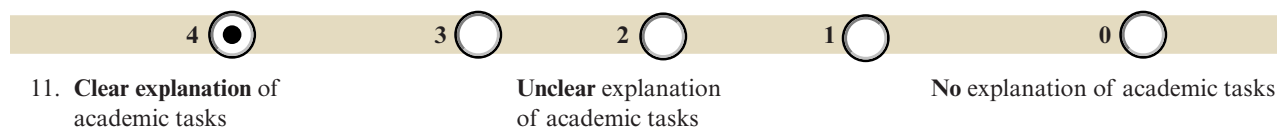


Comments: Key words well defined to give insights on the concepts to be learned.

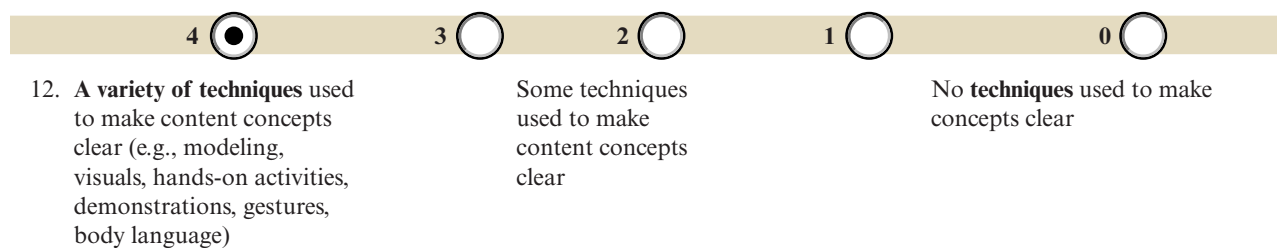
■ Comprehensible Input



Comments: Appropriate speech was used but on different occasions the teacher used complex sentence structure.

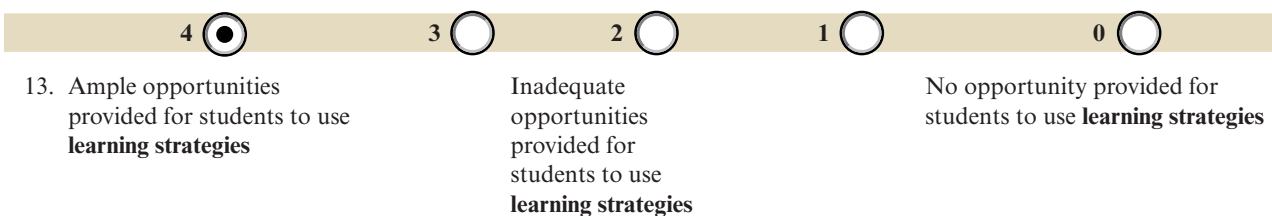


Comments: Concept were well explained and described accrdingly.

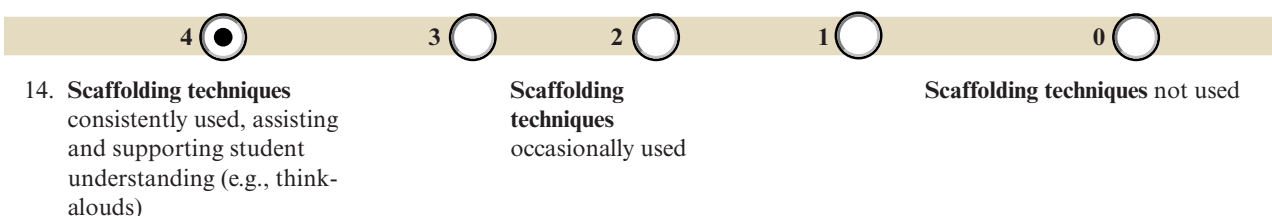


Comments: Demonstrations, visuals and gestures were effectively used to explain concepts.

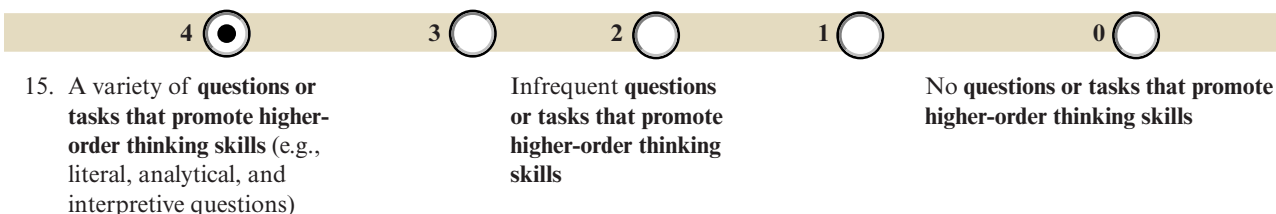
Strategies



Comments: Assignments were given as way a giving students to use the learned strategies.

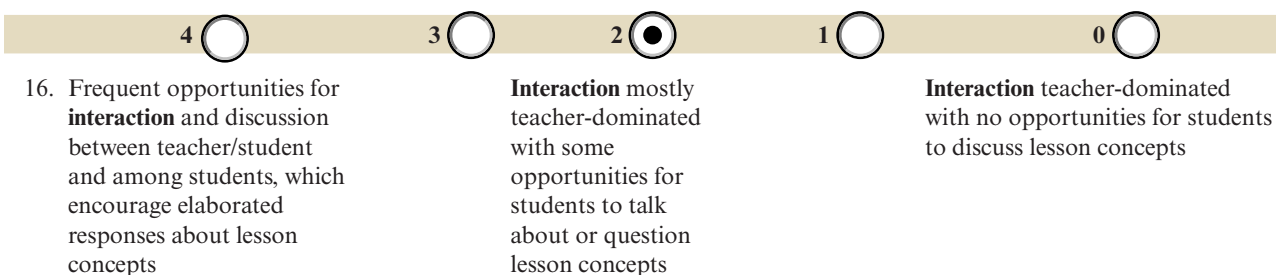


Comments: Scaffolding techniques such as demonstrations, visual aids were used to support learning of concepts.

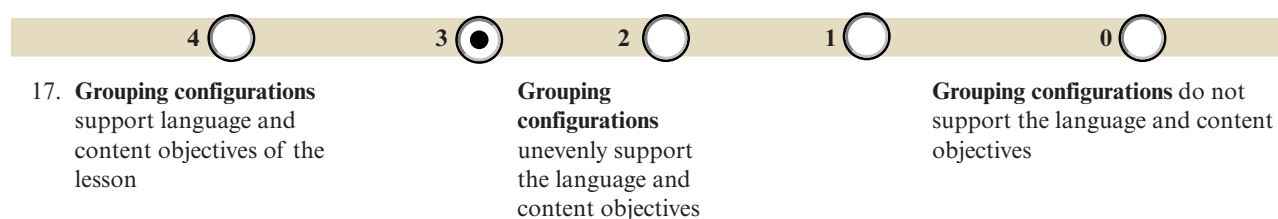


Comments: different forms of questions were used to stimulate thinking.

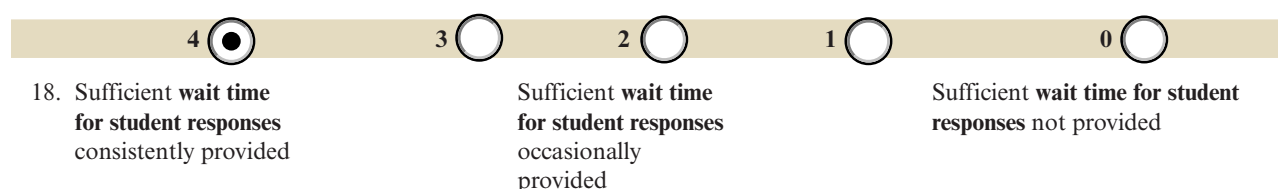
Interaction



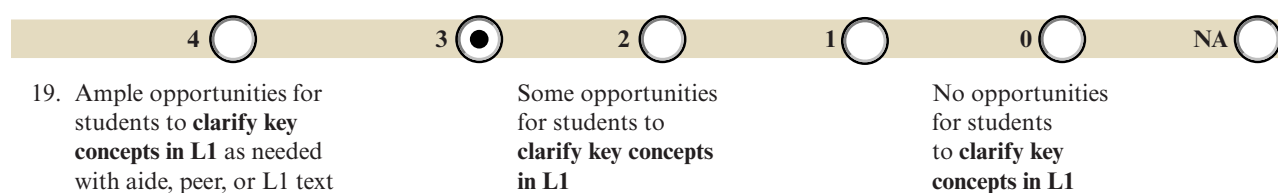
Comments: Minimal interaction was given to students as the teacher dominated teaching-learning process which was inappropriate.



Comments: grouping was done but not according to learners abilities.

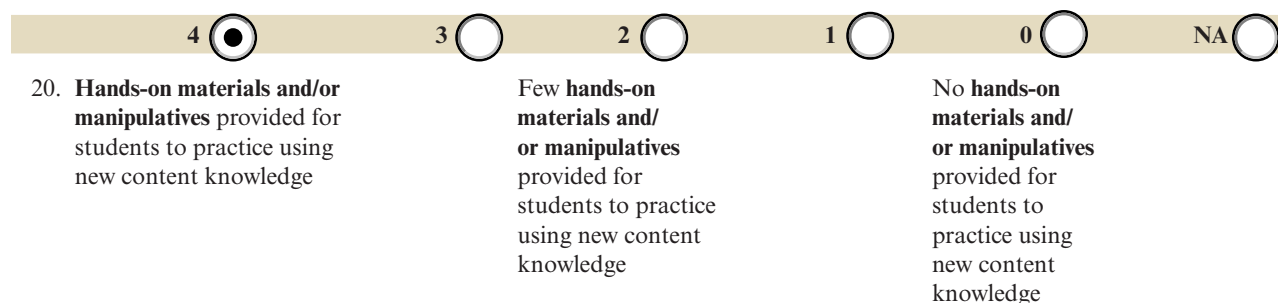


Comments: Each student was given sufficient time to respond. This created confidence in learners.

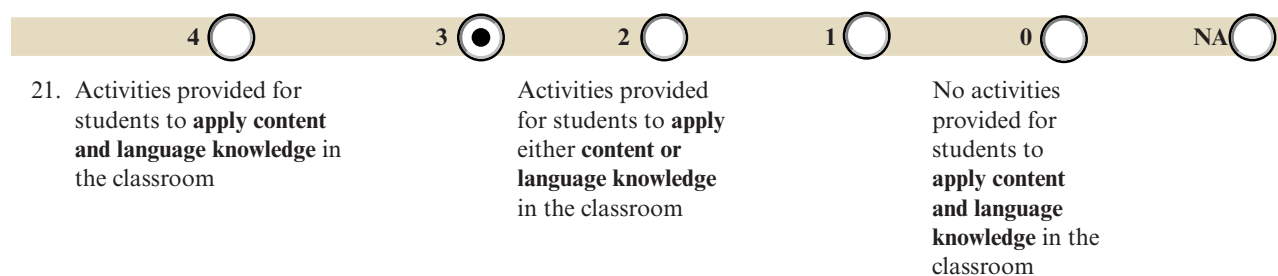


Comments: If responses are unclear, the learner is given time to clarify and given aid by fellow learners and teacher.

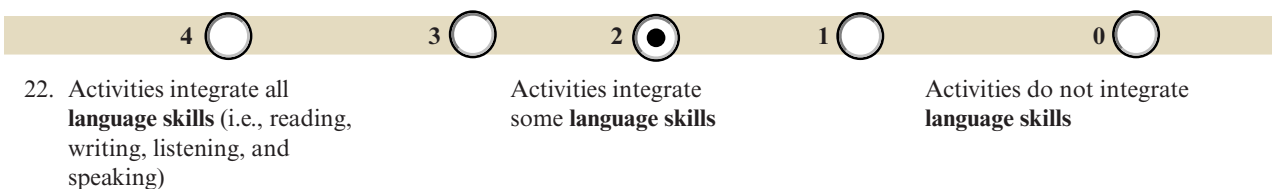
Practice & Application



Comments: Learners were given time manipulate materials and enable students practice learned concepts.

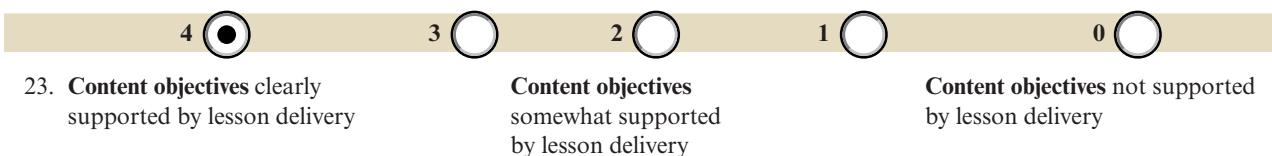


Comments: Exercises given to learners to apply the learned concepts in and outside classroom.

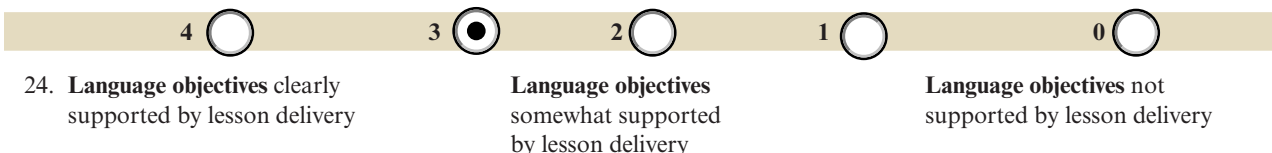


Comments: Lesson did not allow all the language skills but included calculations.

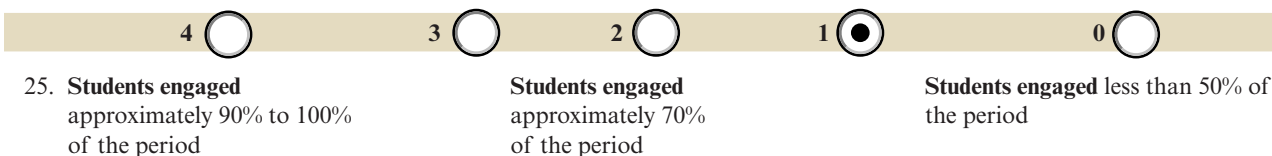
Lesson Delivery



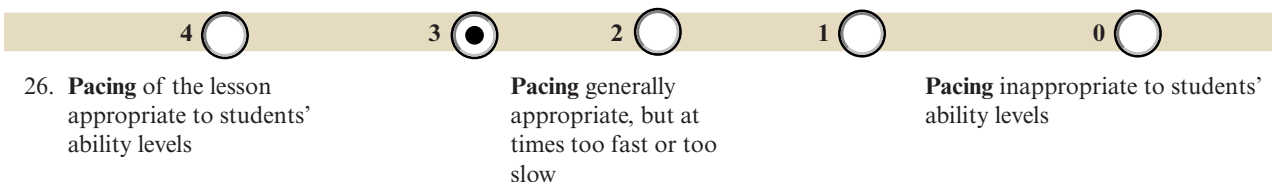
Comments: Specific objectives were given.



Comments:

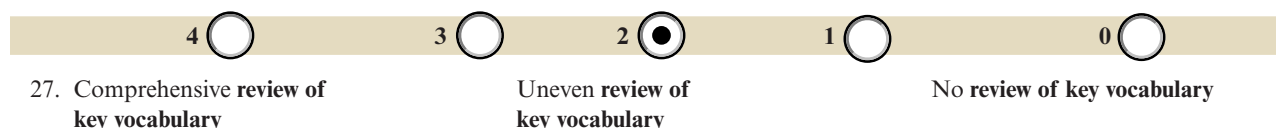


Comments: The teacher dominated the lesson and thus the learners were involved partially in the learning process.



Comments: Pacing was appropriate but at times the teacher slowed to give deeper explanations of complex concepts.

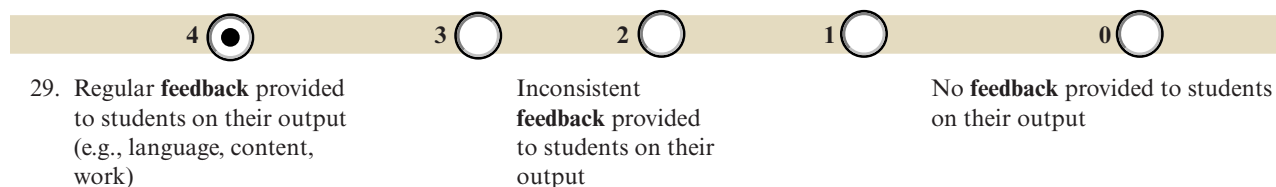
Review & Assessment



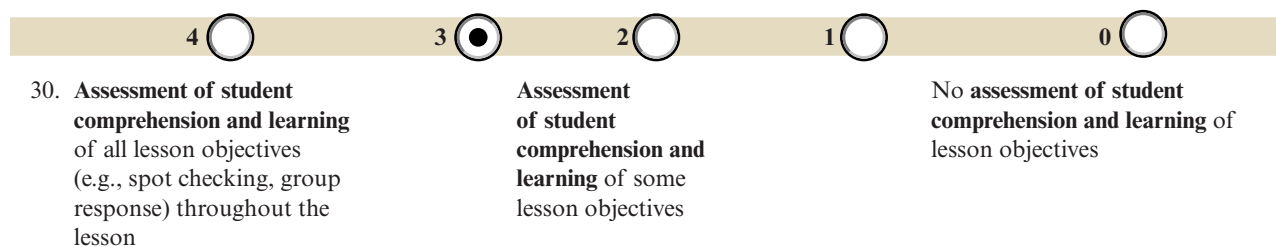
Comments: The teacher gave review of some vocabulary giving less insights to learners.



Comments: concepts were reviewed that enabled learners internalize the learned concepts.



Comments: When assignments are given, marking is done and allocate marks for the assignments. this gives feedback to learners.



Comments: Group responses are allowed that enable learners to comprehend the lesson objectives.

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

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 Date: 18/02/2020
 Grade: K-8
 ESL Level: High school

 School: Thomas Jefferson High School for Science and Technology
 Teacher: to be included
 Class/Topic: Solving equations with one unknown
 Lesson: Multi-day

 Total Points Possible: 120 (Subtract 4 points for each NA given) 0

 Total Points Earned: 102 Percentage Score: 85%

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	Not Evident	
	4	3	2	1 0
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	☒	☐	☐	☐
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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