

## Final B: K-12 SIOP Lesson Review SIOP Protocol Graphic Organizer

**1. Read each of the 8 teaching scenarios that correspond to each SIOP Component.**

<b>SIOP Component</b>	<b>Teaching Scenario</b>	<b>Final Assessment Questions</b>
<b>Lesson Preparation:</b>	<b>Mr. Ryan</b>	<b>1-6</b>
<b>Building Background:</b>	<b>Miss Paige</b>	<b>7-9</b>
<b>Comprehensible Input:</b>	<b>Mr. Dillon</b>	<b>10-12</b>
<b>Strategies:</b>	<b>Mr. Bokhari</b>	<b>13-15</b>
<b>Interaction:</b>	<b>Mr. Griffin</b>	<b>16-19</b>
<b>Practice and Application:</b>	<b>Mrs. Hannon</b>	<b>20-22</b>
<b>Lesson Delivery:</b>	<b>Mr. Ryan</b>	<b>23-26</b>
<b>Review and Assessment:</b>	<b>Miss Pham</b>	<b>27-30</b>
<b>There are an additional 10 questions based on the course.</b>		
<b>Other:</b>	<b>Various Questions</b>	<b>31-40</b>

**Step 2: Rate each teaching scenario according to the SIOP Protocol.**

- a. Rate each teaching scenario by using the criteria listed below.
- b. Repeat this process for all 8 teaching scenarios.

**Step 3: Record your answers in WK8 on WebCT after rating all 8 scenarios.**

- a. Go to the Course Content page.
- b. Click on the WK8 folder.
- c. Click on "CLICK HERE to Submit Your Final".
- d. Choose the appropriate level: K-6 or 9-12 SIOP Lesson Review.
- e. Enter your responses and click "SAVE ALL" to continue later OR, click "FINISH" to submit to be graded.

**Note:**

This graphic organizer is for your personal use to save and record your responses. It is highly recommended to use this in case of any technical difficulties that could occur in which your information could be lost. If any portion of your final assessment were lost, then you would need to re-enter all of your responses. By completing this first, you would have a hard copy of your work as a preventative of losing your work. This graphic organizer does not have to be submitted to the instructor.

**Adapted from The Sheltered Instruction Observation Protocol (SIOP)**  
(Echevarria, Vogt, & Short, 02-09)

## Final B: K-12 SIOP Lesson Review

### Lesson Preparation and Building Background

**1. Lesson Preparation:** As you read about the tenth grade World History class of Mr. Ryan on the cultural and scientific contributions of the Italian Renaissance, consider how he prepared for his lesson.

**4 = Highly Evident; explicitly linked to the component**

**3 = Evident; linked to the component**

**2 = Somewhat Evident; loosely linked to the component**

**1 = Vaguely Evident; barely linked to the component**

**0 = Not Evident; not linked to the component**

4	3	2	1	0	
					1. Clearly defined content objectives for students.
					2. Clearly defined language objectives for 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, and constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

**2. Building Background:** To demonstrate how Miss Paige prepared her lesson on the *Mrs. Frisby and the Rats of NIMH*, read the scenario. Then, rate it according to the SIOP features for Building Background.

**4 = Highly Evident; explicitly linked to the component**

**3 = Evident; linked to the component**

**2 = Somewhat Evident; loosely linked to the component**

**1 = Vaguely Evident; barely linked to the component**

**0 = Not Evident; not linked to the component**

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

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### Comprehensible Input and Strategies

**3. Comprehensible Input:** To demonstrate how Mr. Dillon prepared his lesson on buoyancy, read the scenario. Then, rate it according to the SIOP features for Comprehensible Input.

**4 = Highly Evident; explicitly linked to the component**

**3 = Evident; linked to the component**

**2 = Somewhat Evident; loosely linked to the component**

**1 = Vaguely Evident; barely linked to the component**

**0 = Not Evident; not linked to the component**

4	3	2	1	0	
					<b>10. Speech</b> appropriate for students' proficiency level (e.g., slower rate and enunciation, and simple sentences structure for beginners).
					<b>11. Clear explanation</b> of academic tasks.
					<b>12.</b> Uses a variety of <b>techniques</b> to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

**4. Strategies:** To demonstrate how Mr. Bokhari prepared his lesson on Saving Our Planet, read the scenario. Then, rate it according to the SIOP features for Strategies.

**4 = Highly Evident; explicitly linked to the component**

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**2 = Somewhat Evident; loosely linked to the component**

**1 = Vaguely Evident; barely linked to the component**

**0 = Not Evident; not linked to the component**

4	3	2	1	0	
					<b>13.</b> Provide ample opportunities for students to use <b>strategies</b> .
					<b>14.</b> Consistent use of <b>scaffolding</b> techniques throughout lesson, assisting and supporting understanding, such as think-alouds.
					<b>15.</b> Teacher uses a variety of <b>question types, including those that promote higher-order thinking skill</b> throughout the lesson (e.g., literal, analytical, and interpretive questions)

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### Interaction and Practice and Application

**5. Interaction:** To demonstrate how Mr. Griffin prepared his lesson on Economics, read the scenario. Then, rate it according to the SIOP features for Interaction.

**4 = Highly Evident; explicitly linked to the component**

**3 = Evident; linked to the component**

**2 = Somewhat Evident; loosely linked to the component**

**1 = Vaguely Evident; barely linked to the component**

**0 = Not Evident; not linked to the component**

4	3	2	1	0	
					16. Frequent opportunities for <b>interaction</b> and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.
					17. <b>Grouping configurations</b> support language and content objectives of the lesson.
					18. Consistently provides sufficient <b>wait time for student response</b> .
					19. Ample opportunities for students to <b>clarify key concepts in L1</b> .

**6. Practice and Application:** To demonstrate how Mrs. Hannon prepared her lesson on Weather, read the scenario. Then, rate it according to the SIOP features for Practice and Application.

**4 = Highly Evident; explicitly linked to the component**

**3 = Evident; linked to the component**

**2 = Somewhat Evident; loosely linked to the component**

**1 = Vaguely Evident; barely linked to the component**

**0 = Not Evident; not linked to the component**

4	3	2	1	0	
					20. Provides <b>hands-on</b> materials and/or manipulatives for students to practice using new content knowledge.
					21. Provides activities for students to <b>apply content and language knowledge</b> in the classroom.
					22. Uses activities that integrate all language skills (e.g., reading, writing, listening, and speaking).

## Final B: K-12 SIOP Lesson Review

### Lesson Delivery and Review and Assessment

**7. Lesson Delivery:** To demonstrate how Mr. Ryan prepared his lesson on Italian Renaissance, read the scenario. Then, rate it according to the SIOP features for Lesson Delivery. Give examples.

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**3 = Evident; linked to the component**

**2 = Somewhat Evident; loosely linked to the component**

**1 = Vaguely Evident; barely linked to the component**

**0 = Not Evident; not linked to the component**

4	3	2	1	0	
					23. <b>Content objectives</b> clearly supported by lesson delivery.
					24. <b>Language objectives</b> clearly supported by lesson delivery.
					25. <b>Students engaged</b> approximately 90% to 100% of the period.
					26. <b>Pacing</b> of the lesson appropriate to the students' ability level.

**8. Review and Assessment:** To demonstrate how Miss Pham prepared her lesson on Mathematics, read the scenario. Then, rate it according to the SIOP features for Review and Assessment.

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**1 = Vaguely Evident; barely linked to the component**

**0 = Not Evident; not linked to the component**

4	3	2	1	0	
					27. Comprehensive <b>review of key vocabulary</b> .
					28. Comprehensive <b>review of key content concepts</b> .
					29. Regularly provides <b>feedback</b> to students on their output (e.g., language, content, work)
					30. Conducts <b>assessment of student</b> comprehension and learning of all lesson objectives (e.g., spot checking, group responses) throughout the lesson.