

SIOP Observation Checklist for Practicum EDU 473/573

Student: Kristen Cocco

Date of Observation: 11-21-14

SIOP Component #1: Lesson Preparation

1) Content objectives clearly defined, displayed and reviewed with students.				
4	3	2	1	0
Content objectives clearly defined, displayed and reviewed with students.		Content objectives for students implied.		No clearly defined content objectives for students.
2) Language objectives clearly defined, displayed and reviewed with students.				
Language objectives clearly defined, displayed and reviewed with students.		Language objectives for students implied.		No clearly defined language objectives for students.
3) Content concepts appropriate for age and educational background level of students.				
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.
4) Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphs, models, visuals).				
Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphs, models, visuals).		Some use of supplementary materials.		No use of supplementary materials.
5) 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.				
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.		Meaningful activities that integrate lesson concepts but provide few language practice opportunities for reading, writing, listening and/or speaking.		No meaningful activities that integrate lesson concepts with language practice.

SIOP Component #2: Building Background

6) Concepts explicitly linked to students' background experiences.				
4	3	2	1	0
Concepts explicitly linked to students' background experiences.		Concepts loosely linked to students' background experiences.		Concepts not explicitly linked to students' background experiences.
7) Links explicitly made between past learning and new concepts.				
Links explicitly made between past learning and new concepts.		Few links made between past learning and new concepts.		No links made between past learning and new concepts.
8) Key vocabulary emphasized (e.g. introduced, written, repeated, and highlighted for students to see).				
Key vocabulary emphasized (e.g. introduced, written, repeated, and highlighted for students to see).		Key vocabulary emphasized (e.g. introduced, but not emphasized).		Key vocabulary not introduced or emphasized.

SIOP Component #3: Comprehensible Input

9) Speech appropriate for students' proficiency level (e.g. slower rate, enunciation, and simple sentence structure for beginners).				
4	3	2	1	0
Speech is appropriate for students' proficiency level (e.g. slower rate, enunciation, and simple sentence structure for beginners).		Speech is sometimes appropriate for students' proficiency level.		Speech is inappropriate for students' proficiency level.
10) Clear explanation of academic tasks.				
Clear explanation of academic tasks.		Unclear explanation of academic tasks.		No explanation of academic tasks.
11) A variety of techniques used to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).				
A variety of techniques used to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).		Some techniques used to make content concepts clear.		No techniques used to make content concepts clear.

SIOP Component #4: Strategies

12) Ample opportunities provided for student to use learning strategies(scaffolding, higher-order thinking skills, think-alouds, etc.).				
4	3	2	1	0
Ample opportunities provided for student to use learning strategies to support student understanding.		Inadequate opportunities provided for student to use learning strategies to support student understanding.		No opportunities provided for student to use learning strategies to support student understanding.

SIOP Component #5: Interaction

13) Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.				
Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.		Interaction mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts.		Interaction teacher-dominated with no opportunities for students to talk about or question lesson concepts.
14) Sufficient wait time for student responses consistently provided.				
Sufficient wait time for student responses consistently provided.		Sufficient wait time for student responses occasionally provided.		Sufficient wait time for student responses not provided.

SIOP Component #6: Practice and Application

15) Hands-on materials and/or manipulatives provided for students to practice using new content knowledge.				
4	3	2	1	0
Hands-on materials and/or manipulatives provided for students to practice using new content knowledge.		Few hands-on materials and/or manipulatives provided for students to practice using new content knowledge.		No hands-on materials and/or manipulatives provided for students to practice using new content knowledge.
16) Activities provided for students to apply content and language knowledge in the classroom.				
Activities provided for students to apply content and language knowledge in the classroom.		Activities provided for students to apply either content or language knowledge in the classroom.		No activities provided for students to apply content and language knowledge in the classroom.
17) Activities integrate all language skills (i.e. reading, writing, listening and speaking).				
Activities integrate all language skills (i.e. reading, writing, listening, speaking and thinking).		Activities integrate some language skills.		Activities do not integrate language skills.

SIOP Component #7: Lesson Delivery

18) Content objectives clearly supported by lesson delivery.				
4	3	2	1	0
Content objectives clearly supported by lesson delivery.		Content objectives somewhat supported by lesson delivery.		Content objectives not supported by lesson delivery.
19) Language objectives clearly supported by lesson delivery.				
Language objectives clearly supported by lesson delivery.		Language objectives somewhat supported by lesson delivery.		Language objectives not supported by lesson delivery.
20) Students engaged approximately 90% to 100% of the period.				
Students engaged approximately 90% to 100% of the period.		Students engaged approximately 70% of the period.		Students engaged less than 50% of the period.
21) Pacing of the lesson appropriate to students' ability levels.				
Pacing of the lesson appropriate to students' ability levels.		Pacing generally appropriate, but at times too fast or too slow.		Pacing inappropriate to students' ability levels.

SIOP Component #8: Review and Assessment

22) Comprehensive review of key vocabulary.				
4	3	2	1	0
Comprehensive review of key vocabulary.		Uneven review of key vocabulary.		No review of key vocabulary.
23) Comprehensive review of key content concepts.				
Comprehensive review of key content concepts.		Uneven review of key content concepts.		No review of key content concepts.
24) Regular and appropriate feedback provided to students on their output.				
Regular and appropriate feedback provided to students on their output.		Inconsistent and/ or inappropriate feedback provided to students on their output.		No feedback provided to students on their output.
25) Assessment of student comprehension and learning of all lesson objectives.				
Assessment of student comprehension and learning of all lesson objectives.		Assessment of student comprehension and learning of some lesson objectives.		No assessment of student comprehension and learning of lesson objectives.

TOTAL= 95%

Kristen,

Thank you for the opportunity to see you working in the classroom setting. Below are some highlights of what we discussed in your post-observation meeting:

- You used a multiple number of tools to keep students engaged (thumbs up, choral response, whisper talk to your neighbors, elbow buddy, etc.)
- You are constantly filling up students with positive reinforcement. “I heard you are great writers. What do great writers do?” You affirm all students’ responses.
- You have taken on a lot of Luisa Palomo’s actions, phrasing and terminology. I’m glad you’re taking advantage of the great role model that you have and allowing her practice to mold your thinking and positively influence your habits.
- You have an easy going demeanor with students. It’s nice to see you relaxed and positively engaged, reinforcing students in both academics and social behavior.
- One suggestion would be to work on closure of your lesson. Allow students to sum up what they practiced and learned and tie it back to your objectives.

Best of luck to you next semester!

Jennifer Gowin-Kussey