Appendix H: SIOP Model Observation and Conference Guide

Teacher:_____ e-mail: _____ phone:_____

Coach: _____ e-mail: _____ phone:_____

Pre-observation conference   Date:_____ Time: _____ Location:_____

Observation   Date: _____ Time: _____ Location:_____

Post-observation conference Date:_____ Time: _____ Location:_____

1. SIOP feature(s)/component(s) I would like to be the focus of this observation:

2. What the coach should know about my class, students, or lesson:

3. To make this observation productive and comfortable

    Before the observation, the coach should

    During the observation, the coach should

    After the observation, the coach should

4. My goals for the observation and conferencing:

5. Additional questions I have for the coach:

▉▉ Appendix I: Questions for Conferencing After a SIOP Observation

General Questions
- How do you think the lesson went?
- Do you think you accomplished your objectives? How do you know?
- Was this what you would consider a typical lesson?
- What do you think was the best part of the lesson?
- What did you like best about the lesson? What do you think the students liked best?
- What happened in the lesson that was unexpected?
- What parts of the lesson would you do differently next time?
- What do you see as a benefit of _____ (a technique used)?
- How would you adjust _____ (an aspect of the lesson)?
- Imagine you had observed yourself. What kind of feedback would you offer?
- What kind of changes have you noticed in your lesson planning or delivery? What kind of changes would you still like to see? What are you doing to accomplish these changes?
- What might you try again next time? Why?
- What were your biggest challenges in planning or presenting the lesson?

About Lesson Preparation
- What other supplementary materials could you have introduced into the lesson to enhance students' understanding of the content? How might these materials have helped them?
- How did the lesson adaptations you made support your students' understanding of the content? Can you think of other adaptations now that may have been helpful?
- What activities seemed most meaningful to students? Why were they meaningful?
- How did the activities integrate content knowledge with language practice?
- Would you make any changes to your content and language objectives if you could? How do you know that they were clearly defined?
- Now that you have taught the lesson, is there anything that you wish you had done differently to prepare for the lesson?

About Building Background
- How did you connect your students' backgrounds to the lesson content? Did you learn anything new about your students' backgrounds that you might try to connect to lessons in the future?
- Was it difficult to help them make the personal connections? Explain.
- How did you connect past learning to new concepts?
- How did making these connections benefit students?
- What key vocabulary did you plan to emphasize? How did you do so? Are there other approaches that you think might have been effective? Explain.

About Comprehensible Input

- What signals did you get from students that suggested your speech was appropriate during the lesson?

- Did you get any signals that your speech was inappropriate? What were these clues and what kind of adjustments did you make in response? What else might you have done or will you do next time?

- Do you think your students understood the directions for the tasks? How do you know?

- What worked well when you gave directions or explained tasks? What would you have done differently?

- What techniques did you use to ensure the students understood the content?

- How do you think the _____ *(name of technique, e.g., visuals/modeling/demonstrations/ gestures/body language/hands-on activities)* you used helped make the content clear?

About Strategies

- When did students have opportunities to practice learning strategies in the lesson? Were there any missed opportunities you can think of?

- How did you scaffold student understanding during the lesson? What verbal scaffolds did you use? Which instructional ones?

- Did you scaffold differently for different students? Explain.

- What questions did you plan to use in the lesson to promote higher order thinking? How successful were they? How important was it to have these questions prepared before teaching the lesson? Thinking back, what other questions might have been appropriate?

About Interaction

- What percent of the lesson discussion was teacher-dominated? What percent was teacher-student talk? What percent was student-student talk? How would you like this to change in future lessons?

- How could you have created more opportunities for students to discuss and elaborate on concepts?

- What kinds of grouping configurations do you think were effective in the lesson? How do you think each of these helped support student learning? How did they help students practice or better understand the language objectives? The content objectives?

- How did you incorporate wait time to support students, especially your ELLs? Did it seem to work? What indications did you get that it helped?

- What opportunities did students have to clarify key concepts in their first language? What other materials or opportunities might have helped? What do you see as a benefit of providing these opportunities in the lesson?

About Practice/Application

- In what ways did you use hands-on materials/manipulatives to encourage practice with content knowledge?

- What were the advantages of using hands-on materials/manipulatives?

- Can you think of other materials/manipulatives that might have been helpful? How might you have used them?

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