

Michelle Dalton

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

Total Points Earned: 87

Percentage Score: 72%

Directions: Circle the number that best reflects what you observe in a sheltered 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 were written on the white board at the side and stated at the beginning of the lesson.

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

Comments: Language Objectives were not specifically stated or written, but language skills to be covered were listed as activities, not written objectives.

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: Students understood the concept, and it seems like it is a concept they need to cover in sixth grade.

4	3	2	1	0
4. Supplementary		Some use of		No use of

materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)

Supplementary materials

Supplementary materials

Comments: Enhanced student learning and understanding of volcanoes with good supplementary materials, such as semantic maps, pull-down maps, a book, Pompeii...Buried Alive, a transparency indicating the parts of a volcano, stacks of books to demonstrate rocks pushing against each other, household items to illustrate a volcanic eruption.

4	3	2	1	0
5. Adaptation of content (e.g., text, assignment) to all levels of student's proficiency.		Some adaptation of content to all levels of student proficiency		No significant adaptation of content to all levels of student proficiency

Comments: Students were all given the same text. There was no specific adaptations made to the text, but she did have various activities for students to complete that helped the students understand the concept with the text. She also read some of the text aloud and paused often to ask questions and check for clarification.

4	3	2	1	0
6. Meaningful activities that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading writing, listening, and/or speaking		Meaningful activities that integrate lesson concepts but provides few language practice opportunities for reading, writing, listening, and/or speaking		No meaningful activities that integrate lesson concepts with language practice

Comments: She included many activities that were meaningful and interesting, that provided the students with language practice, as well as, building their knowledge. Examples of the activities are participating in building a model volcano; discussing information from their semantic maps, and reading authentic text. She could have had students use the model, in an investigation, to make the activity more meaningful.

Building Background

4	3	2	1	0
7. Concepts explicitly linked to students'		Concepts loosely linked to students' background		Concepts not explicitly linked to students'

background experiences

experiences

background experiences

Comments: The teacher linked to the students background knowledge by asking them to complete a semantic map with everything they knew about volcanoes.

4	3	2	1	0
8. 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

Comments: The teacher made connections with past learning, like their visit to the Natural History Museum, and to the rocks they brought in, but she didn't explain how the visit or the rocks related to the lesson about volcanoes.

4	3	2	1	0
9. Key Vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)		Key vocabulary introduced, but not emphasized		Key Vocabulary not introduced or emphasized

Comments: Key vocabulary words for the lesson were written on the board. She stated them to the students at the beginning of the lesson and returned to them throughout the lesson. Most of the vocabulary was used when they were building the model.

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)		Speech sometimes inappropriate for students' proficiency level		Speech inappropriate for students' proficiency level

Comments: The teacher explained tasks well and modeled the demonstrations before the students were able to participate. It seems the lesson was rushed, therefore rate of speech and enunciation could have been off, but it is hard to tell not hearing the actual lesson.

4	3	2	1	0
11. Clear explanation of academic tasks		Unclear explanation of academic tasks		No explanation of academic tasks
<i>Comments: All tasks and demonstrations were explained in a clear and concise manner. The students were not unclear of what they were to be doing.</i>				

4	3	2	1	0
12. 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
<i>Comments: The teacher used a variety of techniques in this lesson. She used an overhead transparency with the diagram of a volcano and the labeled parts. Other techniques she used were brainstorming with the semantic maps, demonstration of a volcano erupting with a model, reading about a topic, and explaining things orally, visually, and in writing. She also used many comprehension techniques to check for student understanding of the reading and content.</i>				

Strategies

4	3	2	1	0
13. Ample opportunities provided for students to use learning strategies		Inadequate opportunities provided for students to use Learning strategies		No opportunity provided for students to use Learning strategies
<i>Comments: The teacher provided many opportunities for the students to use learning strategies, but most opportunities were teacher-student directed instead of student-student directed.</i>				

4	3	2	1	0
14. Scaffolding techniques consistently used, assisting and supporting student understanding (e.g., think-aloud)		Scaffolding techniques occasionally used		Scaffolding techniques not used
<i>Comments: The teacher used many scaffolding techniques to assess and promote student learning, throughout the lesson. Some examples are graphic organizers, question, models, visuals, predictions, and demonstrations.</i>				

4	3	2	1	0
<p>15. A variety of questions or tasks that promote higher-order thinking (e.g., literal, analytical, and interpretive questions)</p>		<p>Infrequent questions or tasks that promote higher-order thinking skills</p>		<p>No questions or tasks that promote higher-order thinking skills</p>
<p><i>Comments: She had many good questions, but most of them were beginning level open questions. Some of the questions required an elaborated response from the students. Examples are "Can you think of other places in the world where eruptions have occurred?" "Tell me about volcanoes in your country?" "What happens then one set of rocks moves against another?" "How do you know this is a true story?"</i></p>				

Interaction

4	3	2	1	0
<p>16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts</p>		<p>Interaction mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts</p>		<p>Interaction teacher-dominated with no opportunities for students to discuss lesson concepts</p>
<p><i>Comments: The teacher included opportunities for interaction, but the majority of the interactions were teacher-student. She provided interaction opportunities through the class discussion, semantic mapping activity, pre-reading and the demonstration.</i></p>				

4	3	2	1	0
<p>17. Grouping configurations support language and content objectives of the lesson</p>		<p>Grouping configurations unevenly support the language and content objectives</p>	<p>Grouping configurations do not support the language and content objectives</p>	
<p><i>Comments: There were not apparent group configurations. The students were seated in groups, but had little opportunity to interact with each other to practice their language skills.</i></p>				

4	3	2	1	0
<p>18. Sufficient wait</p>		<p>Sufficient wait time for</p>		<p>Sufficient wait</p>

time for student responses
consistently provided

student responses
occasionally provided

time for student responses not provided

Comments: The teacher seemed to overlook students that really wanted to answer or comment on a question. Possibly due to a time constraint. She did allow the students what she chose to have time to put together their thoughts. But in turn when they were sent to read independently, she didn't give sufficient wait time for the students to finish reading.

4	3	2	1	0
<p>19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text</p>		<p>Some opportunities for students to clarify key concepts in L1</p>		<p>No opportunity for students to clarify key concepts in L1</p>

Comments: Only a few students were identified as using their L1. They had the help of the aide.

Practice Application

4	3	2	1	0
<p>20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge</p>		<p>Few hands-on materials and/or manipulatives provided for students to practice using new content knowledge</p>		<p>No hands-on materials and/or manipulatives provided for students to practice using new content knowledge</p>

Comments: This lesson involved manipulatives. The teacher used materials such as a bottle, liquid detergent, warm water, measuring spoons, baking soda, and vinegar during the demonstration in her lesson. Only a few students were able to work with these materials themselves.

4	3	2	1	0
<p>21. Activities provide for students to apply content and language knowledge in the classroom</p>		<p>Activities provided for students to apply either content or language knowledge in the classroom</p>		<p>No activities provided for students to apply content or language knowledge in the classroom</p>

Comments: Students were able to apply content and language knowledge, but more student-student interactions would have benefitted them by providing better opportunities for them to practice and the teacher to assess.

4	3	2	1	0
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)		Activities integrate some language skills		Activities do not integrate language skills

Comments: The lesson allowed students to use most of their language skills. Listening was practiced more, than speaking and writing. Reading was evident in them reading, predicting and scanning the text. Writing was evident in the semantic map activity. Speaking was only practiced by those students whom were called upon by the teacher during the lesson. Listening was practiced during the entire lesson.

Lesson Delivery

4	3	2	1	0
23. Content objectives clearly supported by lesson delivery		Content objectives supported somewhat by lesson delivery		Content objectives not supported by lesson delivery

Comments: The lesson included constant repetition of key vocabulary words, a discussion, and a demonstration accomplished most of the content objectives for the lesson, but it is unclear if the students truly understand what causes volcanoes to erupt.

4	3	2	1	0
24. Language objectives clearly supported by lesson delivery		Language objective somewhat supported by lesson delivery		Language objectives not supported by lesson delivery

Comments: The students were not able to complete the sequencing activity from their reading, to assess their reading comprehension, but most of the language objectives were supported by the delivery of the lesson.

4	3	2	1	0
25. Student engagement		Students engaged approximately 70%		Students engaged less

approximately 90% of the period than 50% of the period
to 100% of the period

Comments: The students seemed to be on task during the lesson. But not seeing the lesson in person makes it so I must assume they were engaged.

4

3

2

1

0

26. Pacing of the lesson appropriate to students' ability levels

Pacing generally appropriate, but at times too fast or too slow

Pacing inappropriate to the students' ability levels

Comments: The pacing seemed fine, a little rushed at some times. The students were unable to complete some activities, like the silent reading and sequencing activity, which could have been avoided if the pacing were set a bit better.

Review/Assessment

4

3

2

1

0

27. Comprehensive review of key vocabulary

Uneven review of key vocabulary

No review of key vocabulary

Comments: The key vocabulary was reviewed at the beginning of the lesson and repeatedly throughout the lesson, but no review took place at the end of the lesson.

4

3

2

1

0

28. Comprehensive review of key content concepts

Uneven review of key content concepts

No review of key vocabulary

Comments: Throughout the lesson the teacher reviewed the key content concepts. There was no comprehensive review to close the lesson except for a final question for the students. "What is a volcano?"

4

3

2

1

0

29. Regular feedback provided to students on their output (e.g., language, content,

Inconsistent feedback provided to students on their output

No feedback provided to students on their output

work)

Comments: When she was able to give feedback the teacher gave positive feedback. In some cases, when time was running out, she did not always call on people with their hands raised; therefore she was unable to give them feedback. She did guide the brainstorming and pre-reading discussions and gave feedback during these activities.

4	3	2	1	0
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson		Assessment of students comprehension and learning of some lesson objectives		No assessment of students comprehension and learning of lesson objectives

Comments: The teacher observed the classroom to answer questions and to provide assistance when needed. Throughout the lesson, the teacher checked students' understanding of some concepts and instructional tasks. During the silent reading activity the students were not given enough time to read individually, and the sequencing activity was moved to the next day. It is not clear how the teacher was able to assess individual students' comprehension before she began reading the text aloud.

September 10, 2013

Dear Ms. Clark,

It was nice to see you again. It is always nice to see you teach. Your ideas in the classroom are always great and your lessons flow well with your objectives. I can tell you put a lot of planning and thought into your lessons. I can see that you have strengths in many places, you are aware of the content objectives and you have the end in mind. Having the household items for your demonstration is a great use of supplementary materials to create meaningful activities. You also chose a topic the students were interested in and had some background knowledge of. As a SIOP coach, I wanted to help you to better your teaching by showing you parts that you can improve your current skills, and add new ones to better the outcome of your lessons.

The SIOP model has different components and features that help you with teaching; today I want to help you better your skill by going over three of the components with you. These three components include interaction, lesson delivery, and review/assessment. Included in these components are 12 features that will help you and your students succeed at a higher level.

In interaction there are four features that need to be addressed for you to implement SIOP at a high level. Feature number 16 is opportunities for interaction, which is basically giving the students multiple opportunities to interact with you and other students. I noticed you gave the students opportunities to interact with you, but some didn't get to because you were running out of time. A way you could have used this better is to have the students buddy share their thoughts. This gets them all talking and also lets you know where the misconceptions are. The next feature is student grouping, you had the students in groups but they didn't interact. Next time you could use your model as an investigation and have each group try the experiment after you model it. This gives the students interaction with each other and a chance to work with the materials. Your wait time with the students was good throughout the lesson except when you had them read silently. You didn't give all students enough time to finish reading before you began reading. You could plan more time in your lesson, or read the section together as a class if you are going to read it to them anyway. The last feature you scored a 4 on because you had an aide there to help a few of our students in their L1.

The next component I would like to give you suggestions about is lesson delivery. There are four features in this section. The first is that your content objectives were supported by your lesson; you received a 3 here because the students understood what volcanoes are but not why they erupt. This can be helped by more questions and further investigation of volcanoes. The next feature is language objectives being supported by your lesson. I don't feel they were supported here at all, because the students didn't get to finish their reading, or sequencing activity. You could help this by pacing your lesson a bit better to be sure the students get to finish everything that is needed to accomplish the objective. Your students were engaged and interested during your whole lesson, however your pacing was off on this lesson. You spent a lot of time talking about what the students already knew and not enough time on what they didn't know. You could fix this by testing to see what the students already know and then spend more time on what they don't know.

The last section is Review/Assessment, the only problem you had here was that you didn't get to assess the students, nor answer all the students' questions. You were unable to give the feedback that students need for them to understand the topic. For this section you did review the vocabulary multiple times and made sure the students understood them. However, not getting to the assessment didn't allow you to be able to know if the students gained the knowledge you wanted them to. To better this, I think your lesson should be in 2 days instead of just one. You could cover more and give the students ample time to understand the concepts.

Michelle Dalton

I hope this letter has given you some insight on how you can better your current teaching skills, using the SIOP model. I know this is just a touch on the topic but I am sure you will gain the knowledge needed very quickly and will be able to incorporate my suggestions into your future lesson. Thank you for taking my suggestions to heart and I know you will continue to do wonderful things with your lessons. Until next time.

Sincerely,
Michelle Dalton