

SIOP Coaching Question Samples

PRE-OBSERVATION CONFERENCE QUESTIONS

- **What are your goals and objectives for student learning in this lesson?**
- **Is there anything in particular of the SIOP features or components (show teacher the 30 features) you would like me to focus on while I watch?**
- **Is there anything I should know about this class that would help me to better understand your approach to teaching it?**
- How well do you think you have incorporated SIOP features in this lesson plan?
- What do you anticipate will be challenging for you?
- What do you see as my role during the observation? How can we work together to make this a comfortable and productive experience for you?
- What have you been doing in class the last few days? How have students been responding to this topic so far?

POST-OBSERVATION CONFERENCE/DEBRIEF QUESTIONS

General Questions

- **How do you think the lesson went?**
- **What went well? How do you know? Can you give an example?**
- **Do you think you accomplished your objectives? How did 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 do you see as a benefit of _____ (a SIOP strategy used)?
- Imagine you had observed yourself. What kind of positive 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 move towards these changes?
- What might you try again next time? Why?
- What did you do that you think specifically helped your language learners? Why?

SPECIFIC POST-OBSERVATION CONFERENCE/DEBRIEF QUESTIONS (FOR AFTER YOU HAVE OBSERVED AND DEBRIEFED WITH A TEACHER AT LEAST ONCE AND A THERE IS A LEVEL OF TRUST BETWEEN YOU AND THE TEACHER. FOCUS THE QUESTIONS ON THE COMPONENT/FEATURE THEY HAVE IDENTIFIED AS ONE THEY'D LIKE TO GROW)

About Lesson Preparation

- What other supplementary materials could you have brought into the lesson to further enhance students' understanding of the content? How might these materials have helped your students?
- How did the 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? What was it about these activities that made them meaningful?
- How did the activities integrate content knowledge with language practice?
- Are there any changes you would have made to your content and language objectives? How do you know that they were clearly defined?
- Now that you have taught the lesson, are there any things that you wish you had done differently to prepare for the lesson?

About Building Background

- How did you connect your students' backgrounds to the 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 make the personal connections? Why or why not?
- How did you connect past learning to new concepts?
- How did making these connections benefit students?
- What key vocabulary did you plan emphasize? What did you do to emphasize it? 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 did 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 _____ (e.g. *technique-visuals/modeling/demonstrations/gestures/body language/hands-on activities*) you used helped make the content clear?

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<p>About Strategies</p> <ul style="list-style-type: none"> • When did students have opportunities to practice learning strategies in the lesson? Were there any missed opportunities you can think of? • How did you use scaffolding to support student understanding of 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 in the lesson? How important was it to have these questions prepared before teaching the lesson? Thinking back, what other questions that might have been appropriate? 	<p>About Interaction</p> <ul style="list-style-type: none"> • What percent of the time do you think was teacher-talk about the content? 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 used effectively 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? 	<ul style="list-style-type: none"> • <p>About Practice/Application</p> <ul style="list-style-type: none"> • In what ways did you use hands-on materials/manipulatives to encourage practice with content knowledge? • What do you see as 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 these? • What activities did you include that helped students apply the content knowledge? What about language knowledge? • What language skills (reading, writing, listening, speaking) did you integrate into the lesson? Can you recall any opportunities you may have missed? • Which language skill(s) do you think you need to integrate more consistently? How might you do so given your content area?
<p>About Lesson Delivery</p> <ul style="list-style-type: none"> • What's your overall impression of how the lesson went? • Do you think the lesson supported your language objectives? How could you tell? • Do you think the lesson supported your content objectives? How could you tell? • What do you see as the benefits of reviewing your objectives at the end of the lesson? • When do you think the students were most engaged in the lesson? When were they the least? What was it about this lesson that was especially engaging (or not engaging)? What might you have done to get students more engaged? • How did you feel about the pacing of the lesson? Did the lesson go as you had planned it? Why or why not? Where might you have spent less time or more time? • What signals were you getting from your students that the pacing was appropriate/inappropriate? How do you normally keep track of your pacing? 	<p>About Review/Assessment</p> <ul style="list-style-type: none"> • What were the key vocabulary and key concepts that you hoped to emphasize in the lesson? How did you emphasize these? Do you think you were successful? Why or why not? • What was strong about your review of key concepts and key vocabulary? What would you do differently next time? • How did your review of these key concepts and vocabulary promote student understanding? • What kind of feedback do you remember giving students during the lesson? Can you talk about some times you could have offered more? • How do you think the feedback you provided benefited students? Was there some feedback that you felt was more beneficial than others? Which kind and why? • Do you think students understood the content presented? How do you know? How might you have gained a better understanding of what they know? • What kinds of informal assessment did you include in your lesson? When did these assessments occur? How did you make decisions about how and when to use these? What were the benefits of these assessments? • Can you identify any additional assessments that might have been appropriate or useful? 	<p>MY ADDITIONAL QUESTIONS:</p>

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WRAP-UP QUESTIONS

- Upon reflection, how did the lesson go?
- Do you think you accomplished your objectives?
- When do you think student learning occurred?
- What is an area of teaching that is a strength, that comes naturally to you? I will find it on the SIOP feature list.
- What is an area that you'd like to add to your repertoire or do more often? I will find it on the SIOP feature list.
- When shall we next get together and plan another observation?
- Is there anything else I can help you with?
- As you plan your next lesson, what will you do differently and what will you try again?
- Do you have any questions for me about anything—the lesson specifically or SIOP in general?
- What will be your next step in terms of SIOP implementation?
- What big ideas would you like/do you think you will leave this meeting with?
- What do you see as the benefits for both you and your students of implementing some of these new ideas into your lessons?
- What do you see as the challenges for both you and your students of implementing some of these new ideas into your lessons?
- Do you now feel comfortable with this _____ (*feature, component*) in your SIOP lessons? If so, what do you think we should target next? If not, how can I help you implement it/them better?
- When shall we next get together and plan another observation?
- Is there anything else I can help you with?

(adapted from Echevarría, Short, & Vogt, 2008; Ivanna Mann Thrower, 2008)