

The SIOP Model Implementation in EFL Teachers Online Literacy Coaching Program

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Abstract: Promoting teachers' professional development is crucial as they are expected to plan, implement, and solve practical problems in the learning process. However, teachers responsible for educating their learners are not always provided with sufficient professional development, especially during this Covid-19 outbreak. This study focused on implementing Sheltered Instruction Observation Protocol (SIOP), a teaching model that allows teachers to improve the English skills of learners by using specific techniques and engage them in a comprehensible manner. The purpose is to provide an overview of how the SIOP model is implemented by EFL teachers based on its components and features. The participants, 31 English teachers from all around Indonesia, are selected based on their experiences as English instructors. Within two cycles of online literacy coaching, their lesson plan, teaching practice, and self-reflection during the program are observed using mixed methods. The researcher used field notes, SIOP observation protocol, and forum group discussion to collecting the data. The results indicate that the SIOP implementation score increased by 5 points from 83% at the first cycle become 88% at the second cycle. It means that, on average, the participants gained a high level of SIOP implementation. Based on the reflective session result, 87% of the participants implemented all the SIOP features, where strategies and review & assessment are the features that they mostly overlook. Then, it is suggested to conduct further studies of the SIOP model on another context of professional development by ensuring that all participants are provided with resources that support the learning process.

Keywords: *English Teacher, Literacy Learning, Online Literacy Coaching, Siop Model, Professional Development.*

Introduction

In English language classrooms, teachers faced difficulties such as designing a classroom that represents cultural diversity, providing appropriate assignments and instruction for reaching and improving students' language level, and so on (Songbatumis, 2017). Then, supporting teachers' professional development is crucial for improving the quality of their teaching practices. According to Hammond et al., (2017), the importance of offering professional development programs for teachers in line with the learning model and teaching materials should not be underestimated.

Professional development programs give a positive impact on the use of specific instructional approaches by teachers for English learners as well as their literacy outcomes (Babinski et al., 2017). One such approach implemented is the Sheltered Instruction Observation Protocol (SIOP) Model, an observational research-based instrument that allows teachers to improve the academic English skills of learners by using specific techniques to teach and engage learners in a comprehensible manner with accessible topics in the subject

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area (Jana Echevarria et al., 2017). Due to its various ideas and activities offered, the SIOP model has been recommended to English learners.

Certain studies proved that professional development has great importance for teachers' implementation of the Sheltered Instruction Observation Protocol (SIOP) Model (Al Fadda, 2020; Batt, 2010; Kareva & Echevarría, 2013; McCall, 2018; Short, 2017; Song, 2016). A. Al Fadda (2020) stated that the SIOP model promotes teachers to recognize their accountability and redesign their strategies to enhance the language development and literacy outcomes of their students. However, because of the teachers' limited time to prepare the SIOP model, the improvement is not getting the best results yet. It is commonly suggested to provide the SIOP Model training within a coaching or mentoring program (Batt, 2010; Echevarría, Short, et al., 2008).

In the Indonesian context, research related to SIOP Model implementation is still relatively small. One was conducted in a private senior high school that applied National Plus Curriculum in Bali through a mathematic subject. The results show that students' conceptual understanding and academic language of mathematics improved (Suweken et al., 2017). Other research done in Riau confirmed that the SIOP Model could improve English language learners' writing, especially for narrative text in terms of grammar and vocabulary (Mallapiang (2015). These studies have analyzed the impact of the SIOP Model on learners' outcomes, but no research reveals how the teachers' process before implemented it in the Indonesian context.

As a result, the researchers tend to investigate the SIOP Model implementation in the Indonesian context through a literacy coaching program as teacher professional development. Since the Covid-19 outbreak affected Indonesia in March 2020, students, parents, and teachers have grappled with school closures. The literacy coaching which was prepared to be conducted in-site, eventually must be implemented virtually. This study aimed to provide an overview of how the SIOP Model is implemented based on its components and features. The researcher assumes that EFL teachers who have trained in an Online Literacy Coaching Program have implemented all the SIOP Model components and features properly for lesson planning, teaching practices, and reflective practices, so that they may have a strong foundation in best practice for integrating language and content in classes with their students. This research concentrates on the following questions: "How does the implementation of SIOP Model in an online literacy coaching program?"

Literature Review

Sheltered Instruction Observation Protocol Model

SIOP Model developed as an approach for integrating language development with content teaching to provides teachers with an instruction model for preparing and implementing effective lessons. Accordingly, SIOP is a sheltered instructional program validated over 15 years which designed to make academic content understandable for English learners while at the same time developing their academic English language proficiency (Echevarria et al., 2017). Teachers can use sheltered instruction in all subject matters, including math, science, social studies, and English.

The SIOP researchers initially organized this model into an observation protocol, but the collaborating teachers suggested that the SIOP Model be used for lesson planning and lesson delivery (Short, 2017). It developed into an instructional approach that shows subject area teachers how to integrate academic language development into content instruction and how to use ESL techniques to make the concepts comprehensible. Then, the model shared many characteristics with other effective instructional methods, such as differentiated

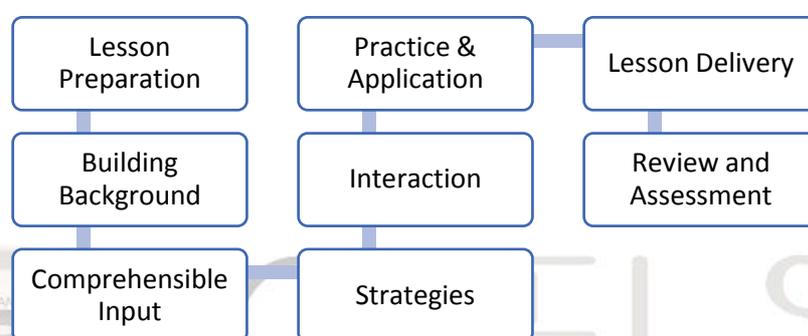
instruction, cooperative learning, and reading comprehension instruction (Echevarría, Vogt, et al., 2008).

SIOP Components and Features

In 2000, the developers finalized the SIOP Model with 30 features organized in eight components—Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice & Application, Lesson Delivery, and Review & Assessment (Jana Echevarria et al., 2017). Once the SIOP Model was completed, it was embedded in the observation protocol, with a 5-point scale (from 4 to 0) for each of the 30 features. This observation tool then allows observers to measure teachers' lessons for the degree of fidelity to the model. Further, it provides explicit feedback to help teachers implement the model more consistently.

Figure 1

The SIOP Model components (Jana Echevarria et al., 2017)



The SIOP components and features demonstrate many aspects of effective teaching and learning methods (Echevarria & Short, 2000; McIntyre et al., 2010). Within each component, three to six features are embedded. According to Al Fadda (2020), all these components are critical for ensuring that content is comprehensible for limited English proficient (LEP). The following are the descriptions of components and features embedded in SIOP as (Echevarría et al., 2008; Echevarria et al., 2017; Vogt & Echevarría, 2008) point out:

1. The six features under ***Lesson Preparation*** initiate the lesson planning process, so teachers include content and language objectives, use supplementary materials, create meaningful activities, and more.
2. ***Building background*** focuses on making connections with students' background experiences and prior learning, and developing their academic vocabulary.
3. ***Comprehensible input*** considers how teachers should adjust their speech, model academic tasks, and use multimodal techniques to enhance comprehension.
4. The ***Strategies*** component emphasizes teaching learning strategies to students, scaffolding instruction, and promoting higher-order thinking skills.
5. ***Interaction*** prompts teachers to encourage students to elaborate their speech and to group students appropriately for language and content development.
6. ***Practice & Application*** provides activities to practice and extend language and content learning.
7. ***Lesson Delivery*** ensures that teachers present a lesson that meets the planned objectives and promotes student engagement.
8. The ***Review & Assessment*** component reminds teachers to review the key language and content concepts, assess student learning, and provide specific academic feedback to students on their output.

The 30 features of SIOP focus merely on teacher actions (e.g., clear explanation of academic tasks, scaffolding techniques consistently used, language objectives clearly supported by lesson delivery). Only three out of the 30 features of the SIOP Model focus on what learners do during the learning activity (e.g., ample opportunities for students to clarify key concepts in L1 as needed with the aide, peer, or L1 text and students engaged approximately 90% to 100% of the time).

Overall, the SIOP Model provides features recommended for high-quality instruction for all students, including cooperative learning and reading comprehension strategies and specific features for English language learners, such as incorporating language objectives in each lesson, oral language practice, and background development knowledge, and academic vocabulary. Additionally, the SIOP model components and features encourage teachers to consider their accountability and brighten their strategies for improving their students' language development and literacy outcomes (Echevarria et al., 2017; Kareva & Echevarría, 2013; Short, 2017). They are not a step-by-step approach; instead, they accommodate variation in teaching style.

Since the SIOP Model was first published, the following uses for the observation tool and professional development have been realized. For instance, teacher lesson planning checklist and self-reflection guide, classroom observation tool for administrators and coaches, a professional development program, and a framework for developing sheltered curricula (Echevarria et al., 2017). When the SIOP protocol is used as an observation tool, each feature of the SIOP Model has a range of possible scores to indicate the lesson's implementation level.

SIOP Model Implementation in Language Teaching

The sheltered instruction model integrates functional teaching traits for learners (e.g., cooperative learning, reading strategies, differentiated instruction, and incorporating the four language skills). Moreover, it contains features specially planned to support students' academic achievement (Echevarria & Short, 2000). Due to its various ideas and activities offered, the SIOP model has been recommended for English learners. Teachers develop the students' academic language proficiency consistently and regularly as part of the lessons and units they plan and deliver (Echevarría & Graves, 2007; Short, 2003). The SIOP provides various pathways for students to understand the content based on their proficiency level. In this way, teachers would get a clearer view of most English learners' knowledge and skills across various testing tests than they could get through a single standardized test.

With SIOP instruction, teachers use techniques to make academic topics accessible to students and practice the academic language used in specific subject areas. Thus, it was designed to integrate features recommended for high-quality instruction for all students, such as cooperative learning and reading comprehension strategies (August & Shanahan, 2006). Critical features for English language learners' academic success include language objectives in every lesson, the development of background knowledge, the acquisition of academic vocabulary, cooperative group activities, and the emphasis on subject-specific genres for reading, writing, listening, and speaking tasks. When teachers reach high implementation levels, with coaching support and time, English language learners develop academic language and content knowledge (Short, 2017).

SIOP Model in the Professional Development Program

To facilitate the implementation of SIOP into practice, coaches must have in-depth knowledge of the SIOP model, basic understanding of second language acquisition and literacy development, knowledge of ESL methods, a basic understanding of the content area curricula, leadership skills, and coaching or mentoring experience (Batt, 2010). There should

be no underestimation of the relevance of providing professional development programs for teachers in accordance with the learning model and teaching materials (Hammond et al., 2017). Professional development programs positively affect teachers' use of specific instructional strategies for English learners and their literacy outcomes (Babinski et al., 2017). The use of certain strategies by the teachers shows that teachers were able to utilize the strategies with a significant level of fidelity and that these strategies differed widely from instructional approaches in the control classrooms.

A study by McCall (2018) indicated a relationship between teachers taking the online SIOP professional development and their perceptions about how they plan for English language instruction. An electronic survey was chosen as the data-collection tool for obtaining the perceptions of 152 elementary teachers who completed the SIOP online professional development within the last four years. From the descriptive qualitative analysis, the findings assert that as an online professional development tool, SIOP can grasp a growing audience of teachers who require best practices and comprehensive approaches to teaching English learners in their classrooms. Furthermore, (McCall 2018) stated that the advantage of taking the SIOP course in an online situation is giving the teacher opportunities to reflect upon and practice the new learning, self-assess, view the components of SIOP through videos and immediately apply what they learn concurrently.

Pearson Education has adopted the SIOP protocol as their professional development tool because it research-based and concurrent focus on teaching language and concepts. The professional development is offered in conventions and workshops online or face-to-face. However, learning a professional development takes time, and teachers participating in the SIOP professional development are charged with understanding the underlying theories associated with second-language acquisition to understand better the challenges English learners face in the classroom (Batt, 2010; McCall, 2018). Thus, professional development must continuously focus on student learning where students' progress is regularly measured.

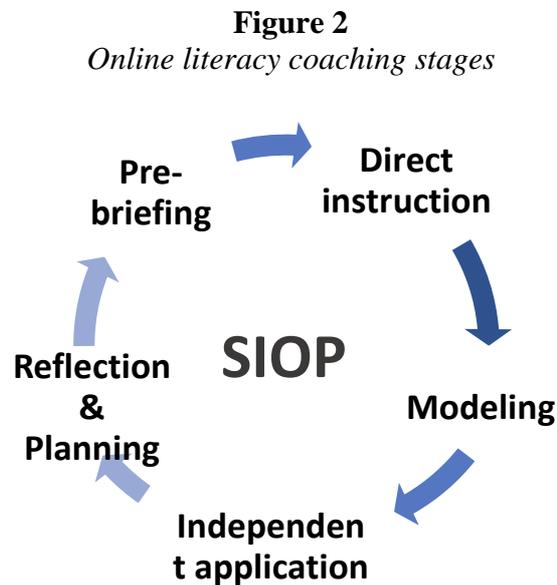
Online Literacy Coaching as Teacher Professional Development

An effective professional development usually includes meetings, workshops, follow-up, hands-on practice opportunities, and conducted by outside collaborators (Prabjandee, 2016). Coached teachers were able to retain strategies from a coaching program for a longer period of time rather than losing their skills since they can fine-tune their appropriate use of the new strategies (Portillo, 2015). However, no process of presentations, observations, coaching, modeling, or study groups will make a difference to teachers unless it directly and specifically supports a well-articulated, research-based, building-level program.

A study conducted by (Piper et al., 2018) evaluated the benefits of teacher professional development and teacher instructional support and coaching using the literacy and numeracy outcome for grades 1 and 2. There are 3309 students assessed from 171 randomly selected schools in Kenya. The assessments were completed by a trained team of local assessors who had been conducting literacy and numeracy assessments since 2007. Differences-in-differences (DID) analytic methods were used for the data analysis. The findings showed that professional development, coaching, books, and teachers' guides had the greatest impacts on English, Math, and Kiswahili's learning outcomes.

Educators, researchers, and policymakers should pay more attention to various literacy practices involving children and how they contribute to their literacy learning in Indonesia. Given this situation, teachers are expected to adapt curricula, improve teaching practices, or modify teaching models to help English foreign language learners achieve better performance, especially in reading. A team of researchers from Universitas Negeri Jakarta, supported by Kementerian Pendidikan dan Kebudayaan Indonesia conducted an Online Literacy Coaching

Program to provide teacher training for junior high school English teachers from 16 provinces in Indonesia. This program is a follow-up initiative for Gerakan Literasi Nasional (GLN) launched in 2017, which has not yet proven its best result.



This online literacy coaching program is conducted within two cycles and adopted SIOP as a model to develop the participants' literacy teaching practice. Each process consists of pre-briefing, direct instruction, modeling, independent application, and reflection. The *pre-briefing* stage begins with building the same perceptions with coaches about the program, explaining the whole program, including determining the participants and the schedule of the activities. *Direct instruction* focuses on the explanation of coaching materials by facilitators and coaches. In this stage, the EFL teachers are introduced to the SIOP Model and learn about its components and features. Through the *modeling* stage, EFL teachers learn how to implement the SIOP model as demonstrated by their coaches. The next stage is guided practice carried out by the teachers with coach assistance. Before practicing the SIOP lesson, teachers design their lesson plans together with coach mentoring. After that, at the *independent application* stage, all the participants practicing their English literacy lesson to their students. At the end of each *independent practice*, a *reflection* is carried out to evaluate and discuss the teaching practice for further teaching improvement.

There are two modules as teacher's guidance during this literacy coaching program; 1) Module of Literacy Enrichment (what to teach), and 2) Module of Literacy Teaching (how to teach). In the Module of Literacy Enrichment, EFL teachers are facilitated with the materials of *texts*, *context*, and *genre*. While in the Module of Literacy teaching, they are provided with a detailed explanation about effective reading comprehension instruction, critical literacy instruction, and critical thinking skill instruction within the implementation of the SIOP model.

Research Methods

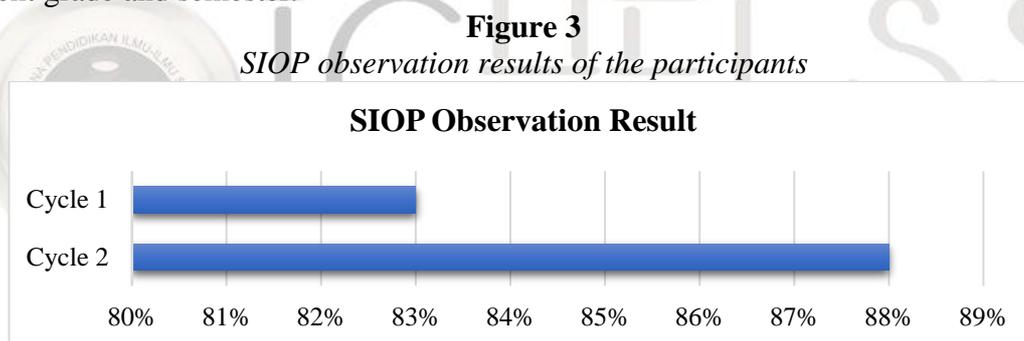
This study used a mixed-methods design, a procedure for collecting, analyzing, and mixing quantitative and qualitative methods to understand a research problem (Creswell, 2012). Both qualitative and quantitative data are simultaneously collected. The strengths of qualitative data offset the weaknesses of the quantitative data and vice versa. Creswell (2012) emphasizes that the researcher gathers both quantitative and qualitative data, analyzes both

datasets separately, compares the results from the analysis of both datasets, and interprets whether the results support or contradict each other.

The research was conducted during the Online Literacy Coaching Program, which started in April 2020 and was completed in December 2020 within two-cycle. This kind of Teacher Professional Development (TPD) program aims to build literacy learning communities that involve university lecturers, language instructors, and school teachers in joint learning activities to improve literacy and the quality of their teaching and learning. The participants are 31 Junior High School English teachers experienced in being English instructors at the provincial level and come from public and private schools all around Indonesia. Before designing the lesson plan and implemented the SIOP model, they have been trained and have particular briefing and modeling by the Coaches who are the experienced English instructors at the national level.

Findings & Discussion

The facilitators, UNJ Research Team, provided an in-depth explanation about the SIOP model with its components and characteristics, how to create a SIOP lesson plan with meaningful activities, and how to implement it for teaching English in the classes. Teachers are free to choose what format they want to use for their lesson plan. Some of them use the standard format as suggested by the Indonesian Ministry of Education, while the others try to create their lesson plan in more advanced and creative way using design applications. Each lesson plan was made of one pair of *Kompetensi Dasar* (KD), and each group works on different grade and semester.



Based on the measurement of SIOP observation protocol, the SIOP implementation score increased by 5 points from 83% at the first cycle become 88% at the second cycle. It means that the participants are in the high level of SIOP implementation on both cycles. Some of them are not completely implemented the SIOP model in their teaching practices. Nevertheless, Echevarria et al. (2017) reported that there might be occasional lessons where not all features are present. What matter is, how well the teachers can teach, provide practices and application, and assess their students in a given period of time. At the end of the program, through the forum group discussion session, the participants gave some statements related to the SIOP model implementation, what they obtained after the modeling and application stages, they said that;

The SIOP model helps me to be more systematic in teaching, especially choosing the strategy of teaching, designing lesson plans, and teach how to thinking critically. – LM05

This program enhanced my teaching skills. I am very happy since I can create lesson plans as modeled by the Coach with a simple SIOP model, so that the students can understand the material being taught

easily. Besides that, it really makes it easier for me to design the daily assessments for my students. – CN04

Since the SIOP model also constructed by the 30 features as designed on the observation protocol, this study showed 97%, with an average of 3.96 out of 4.00, of the participants clearly defined the content objectives, while only 38% of them links explicitly between the students' past learning and the new concepts they are going to learn. The detailed score of each SIOP feature for the two cycles are mentioned below:

Table 1
Mean score of the SIOP features implementation

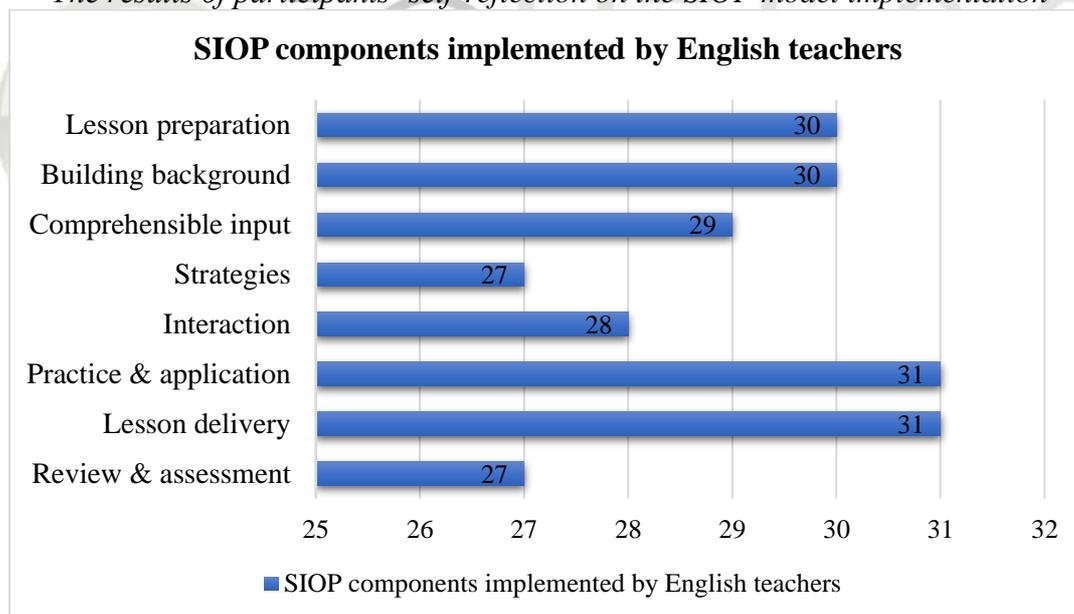
SIOP features	Mean
1. Content objective	3.96
2. Language objective	3.72
3. Content concepts	3.82
4. Supplemental materials	3.27
5. Adoption of content	3.41
6. Meaningful activities	3.48
7. Concepts linked to background	3.37
8. Links between past and present	3.10
9. Key vocabulary	3.44
10. Appropriate speech speed	3.82
11. Intentional explanation of academic tasks	3.62
12. Variety of techniques	3.20
13. Learning strategies	3.24
14. Scaffolding techniques	3.44
15. Variety of questions	3.51
16. Frequent opportunities	3.48
17. Grouping configuration	3.41
18. Sufficient wait-time	3.44
19. Key concepts	3.37
20. Hands-on activities	3.34
21. Application of content and language knowledge	3.24
22. Integration of four language modalities	3.48
23. Supported content objectives	3.65
24. Supported language objectives	3.44
25. Student engagement	3.31
26. Lesson pacing	3.79
27. Key vocabulary review	3.27
28. Key concept review	3.41
29. Regular feedback	3.27
30. Assessment of student comprehension	3.51

Content objectives particularly are the ‘what’ – students need to learn about the content topic. Meanwhile, language objectives are – how the students will learn the content of the lesson (Echevarria et al., 2017). Content objectives, typically derived from state content standards, state the cognitive skills or knowledge that students are expected to acquire during a lesson and specify how students will demonstrate what they have learned. Most teachers are familiar with the practice of creating content objectives. However, using language objectives to drive classroom instruction for English learners is still a relatively new idea. Language objectives articulate learners' academic language functions and skills they need to master to participate in the lesson fully and meet the grade-level content standards. Markos & Himmel (2016) suggests that teachers require much support in order to become comfortable creating objectives that identify academic language worth teaching.

More than a half of the participants (62%), with an average of 3.10 out of 4.00, did not linked the students' past learning and the new concepts they are going to learn. Notwithstanding, a study by Kareva & Echevarría (2013) revealed that it is essential to activate students' prior knowledge to learn what they already know, identify misinformation, or discover when necessary to fill in gaps. The information about students' past learning may be beneficial to uncover misconceptions, and allow their input about what they would like to learn about the topic.

Figure 4

The results of participants' self-reflection on the SIOP model implementation



Based on their self-reflection, 87% of the participants implemented all the SIOP features. Strategies and Review & Assessment are the features that they mostly overlook. Only 27 out of 31 participants applied these SIOP model components. Examples of learning strategies include rereading, note-taking, organizing information, predicting, self-questioning, evaluating, monitoring, clarifying, and summarizing. Then, from the interview results, the participants find it easier to construct the lesson plans and teaching practices since they already know what to do and have received a lot of feedback from the Literacy Coaching team and the Coaches. They also learn from one another. The SIOP protocol provides a tool for gauging the quality of teaching. Qualitative and quantitative information written by an observer on the protocol itself documents lesson effectiveness and shows areas that need improvement.

Teachers find the SIOP protocol useful for improving their practice through self-reflection and/or peer coaching.

This study concerns to the potential promise of the SIOP model through professional development program. More importantly, teachers must know how to teach ELLs effectively in addition to teaching their content area. In a broader context, the study provides implications for overall further study as the numbers of English teachers and learners continue to grow their literacy in schools.

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Appendix

SIOP Observation Protocol

Coachee's Name :
Topic :
Coach's Name :
Observer's Name :
Date: **Class:** **Length of Lesson:**
Total Points possible : 120 points
Total Points Earned : **Percentage Score:**

Components	Features	Highly evident		Somewhat evident		Not evident
		4	3	2	1	0
Preparation	1. Content objectives clearly defined and reviewed with students					
	2. Language objectives are clearly defined, displayed, and reviewed with 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					
	5. Adaptation of content (text, assignment) to all levels of student proficiency					
	6. Meaningful activities that integrate lesson concept (e.g., surveys, letter writing, simulations) with language practice opportunities for reading, writing, listening, and speaking.					
	Comments:					
Building background	7. Concept explicitly linked to students' background experiences					
	8. Link explicitly made between past learning and new concepts					
	9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted) for students to see.					
	Comments:					

Comprehensible input	10. Speech appropriate for students' proficiency levels					
	11. Clear explanation of academic tasks					
	12. A variety of techniques used to make content concept clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)					
	Comments:					
Strategies	13. Ample opportunities for students to use learning strategies					
	14. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)					
	15. A variety of questions or tasks that promote higher-order thinking skills (e.g. literal, analytical, and interpretive questions)					
	Comments:					
Interaction	16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts					
	17. Grouping configurations support language and content objectives of the lesson					
	18. Sufficient wait time for student responses consistently provided					
	19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text.					
	Comments:					
Practice and Application	20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge					
	21. Activities provided for students to apply content and language knowledge in the classroom					
	22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)					

	Comments:					
Lesson Delivery	23. Content objectives clearly supported by lesson delivery					
	24. Language objectives clearly supported by lesson delivery					
	25. Students engaged approximately 90% to 100% of the period					
	26. Pacing of the lesson appropriate to students' ability level					
	Comments:					
Review and Assessment	27. Comprehensible review of key vocabulary					
	28. Comprehensible review of key content concepts					
	29. Regular feedback provided to students on their output (e.g., content, work)					
	30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson					
	Comments:					

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