

Appendix A

Section 1: Assessment Results Summary Assessment Data (Pretest/Post)

| | |
|--|--|
| Assessment Item 1: Understanding of the concept of a function. | Assessment Item 2: Understanding of the concept of a function. |
| Assessment Item 3: Understanding of the concept of a function. | Assessment Item 4: Understanding of the concept of a function. |
| Assessment Item 5: Understanding of the concept of a function. | Assessment Item 6: Understanding of the concept of a function. |
| Assessment Item 7: Understanding of the concept of a function. | Assessment Item 8: Understanding of the concept of a function. |

Assessment Item 1: Understanding of the concept of a function. This question assesses the student's understanding of the concept of a function.

Assessment Item 2: Understanding of the concept of a function. This question assesses the student's understanding of the concept of a function.

Assessment Item 3: Understanding of the concept of a function. This question assesses the student's understanding of the concept of a function.

Assessment Results Summary

| | Highly Effective | Effective | Effective | Effective | Low |
|---|---------------------|-----------|-----------|-----------|-----|
| 1. Understanding of the concept of a function. (Highly Effective) | 10 | 10 | 10 | 10 | 10 |
| 2. Understanding of the concept of a function. (Effective) | 10 | 10 | 10 | 10 | 10 |
| 3. Understanding of the concept of a function. (Effective) | 10 | 10 | 10 | 10 | 10 |
| 4. Understanding of the concept of a function. (Effective) | 10 | 10 | 10 | 10 | 10 |
| 5. Understanding of the concept of a function. (Effective) | 10 | 10 | 10 | 10 | 10 |
| 6. Understanding of the concept of a function. (Effective) | 10 | 10 | 10 | 10 | 10 |
| 7. Understanding of the concept of a function. (Effective) | 10 | 10 | 10 | 10 | 10 |
| 8. Understanding of the concept of a function. (Effective) | 10 | 10 | 10 | 10 | 10 |
| 9. Understanding of the concept of a function. (Effective) | 10 | 10 | 10 | 10 | 10 |
| 10. Understanding of the concept of a function. (Effective) | 10 | 10 | 10 | 10 | 10 |

| | |
|--|--|
| Assessment Item 1: Understanding of the concept of a function. | Assessment Item 2: Understanding of the concept of a function. |
|--|--|

| | | | | | |
|----|----|----|----|----|----|
| 10 | 10 | 10 | 10 | 10 | 10 |
|----|----|----|----|----|----|

Siop Protocol Appendix A By Pearson

**Jana Echevarria, Carla
Peterson, Deborah Short**



Siop Protocol Appendix A By Pearson:

Making Content Comprehensible for English Learners Jana Echevarria, MaryEllen Vogt, Deborah J. Short, 2016-01-19 Using a writing style that is practical and applicable to all kinds of classrooms this widely popular book presents a user friendly approach for planning and implementing lessons for teaching English learners and other students It provides students with access to grade level content develops their academic English skills and prepares them to be college and career ready The SIOP model is a comprehensive coherent research validated success proven model for improving teaching effectiveness and ensuring academic gains for students It can be implemented in all content areas at all grade levels and English proficiency levels *Making Content Comprehensible for English Learners* provides specific application of the SIOP to the Common Core and other state standards and includes a Reflect and Apply eText feature in which readers explain their rating of teachers lessons and Teaching with Technology vignettes that describe how to infuse technology into many different SIOP lessons

Implementing the SIOP Model Through Effective Professional Development and Coaching Jana Echevarría, Deborah Short, MaryEllen Vogt, 2008 Click here to watch videos of the authors talking about the SIOP Model Take the SIOP Model to the next level and implement the ground breaking sheltered instruction observation protocol in your school This book is an indispensable resource for K 12 teachers professional development coordinators and coaches and is the ideal companion to *Making Content Comprehensible for English Learners* The SIOP Model Written by renowned author team Jana Echevarria Deborah Short and MaryEllen Vogt *Implementing the SIOP Model* discusses effective implementation of the SIOP Model and addresses the how and the why of incorporating the SIOP into school curricula This new addition to the SIOP series provides effective professional development and coaching for all those involved with English learners

Sheltered Content Instruction Jana Echevarria, Anne Graves, 2014-07-23 Note This is the bound book only and does not include access to the Enhanced Pearson eText To order the Enhanced Pearson eText packaged with a bound book use ISBN 0133831612 A popular text by renowned authors Jana Echevarria and Anne Graves *Sheltered Content Instruction Teaching English Learners with Diverse Abilities* 5 e presents a complete guide to preparing teachers to use the sheltered instruction approach to deliver content area instruction to English learners It includes recent research best practices and policies that impact the education of English learners and gives teachers the means to think about their own educational practices and the issues they should consider when teaching English learners especially those struggling academically The Enhanced Pearson eText features embedded video and internet resources Improve mastery and retention with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich interactive learning environment designed to improve student mastery of content The Enhanced Pearson eText is Engaging The new interactive multimedia learning features were developed by the authors and other subject matter experts to deepen and enrich the learning experience Convenient Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablet Affordable The

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Using the SIOP Model with Pre-k and Kindergarten English Learners Jana Echevarria,Carla Peterson,Deborah Short,2012 This new addition to the bestselling SIOP Model series shows how to use the SIOP Model with pre K and kindergarten English learners Readers can understand the young English learner and language development learn all eight components of the SIOP Model and see how other programs have used the SIOP Model to create an optimal learning environment for their young students

The SIOP Model for Administrators Deborah J. Short,MaryEllen Vogt,Jana Echevarria,2016-07-26 Note This is the bound book only and does not include access to the Enhanced Pearson eText To order the Enhanced Pearson eText packaged with a bound book use ISBN 0134403274 A user friendly guide for administrators that provides the knowledge tools and resources necessary to understand and oversee the implementation of the SIOP Model for teaching English learners A must read for all administrators who work with English learners The SIOP Model for Administrators 2 e provides the tools needed for supervising the education of this growing population of learners It introduces a comprehensive coherent research validated model the SIOP Model for teaching English learners and helping them meet rigorous academic standards and includes concrete strategies and advice from other administrators to help principals coordinators and others implement the model including guidance for getting started and sustaining the intervention While summarizing 20 years of research that has proven the SIOP Model s effectiveness for all grades and subject areas the book explains the second language acquisition process so administrators can understand how students best learn new languages The Enhanced Pearson eText features embedded videos Improve mastery and retention with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich interactive learning environment designed to improve student mastery of content The Enhanced Pearson eText is Engaging The new interactive multimedia learning features were developed by the authors and other subject matter experts to deepen and enrich the learning experience Convenient Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablet Affordable The Enhanced Pearson eText may be purchased stand alone for 50 60% less than a print bound book The Enhanced eText features are only available in the Pearson eText format They are not available in third party eTexts or downloads The Pearson eText App is available on Google Play and in the App Store It requires Android OS 3 1 4 a 7 or 10 tablet or iPad iOS 5 0 or later

99 More Ideas and Activities for Teaching English Learners with the SIOP® Model MaryEllen Vogt,Jana Echevarría,Marilyn Amy Washam,2015 Ready to use ideas and activities to make SIOP work in your classroom The SIOP R model is proven to be one of the most effective methods of teaching our English learners Now teaching with SIOP is even easier with the second volume of Vogt Echevarria and Washam s 99 MORE Ideas and Activities

for Teaching English Learners with the SIOP R Model Offering brand new classroom ready activities this indispensable resource revisits SIOP R and shows how to use it each day in the classroom Whether searching for activities that build vocabulary keep students highly engaged or make content concepts clear these teacher tested strategies adhere to SIOP R principles and reinforce best practice Chapters are organized around SIOP R s eight components and thirty features so teachers learn not only what activities to try but also why they work With its dual focus on implementation and understanding this must have resource helps you create a classroom where students progress both academically and in their English language proficiency Provides 99 ready to use ideas for implementing the SIOP R model into your classroom Contains all new never before published SIOP R strategies to keep your course current and unique Explains the SIOP R teaching model 8 components and 30 features before presenting classroom ideas so you understand the why behind the what Promotes student to student and teacher to student interactions and involvement with each exercise Includes step by step directions and examples of content and language objectives for each idea and activity Includes six sample SIOP R lesson plans Chapter 10 to reinforce how to teach English learners with this proven methodology Offers classroom photographs and examples of student work to show ideas in action Features a quick find index and TOC so classroom ideas are easy to try

Foundations for Teaching English Language Learners Wayne E. Wright, 2019 This comprehensive textbook prepares all teachers to teach English language learners ELLs It is widely used in undergraduate and graduate programs including Elementary and secondary teacher education Literacy and special education TESOL and bilingual education Wayne Wright s deep respect for educational practitioners and his passion for English language learners right to a fair and full education are evident in every word he writes His book and companion website offer a vision and pathway toward fostering dynamic learning communities across schools teacher education programs and communities to improve education for ELLs The rest is up to us Nancy H Hornberger University of Pennsylvania New to the Third Edition The textbook and companion website are completely updated while retaining the practical features of the first and second editions Readers will find New federal regulations accountability requirements and flexibility for ELLs under the Every Student Succeeds Act ESSA A stronger multilingual perspective on ELL education with attention to new research theory and practice on dynamic bilingualism and translanguageing New research on language literacy and content area instruction for ELLs from the National Academies of Sciences Engineering and Medicine The integration of new principles by Teachers of English to Speakers of Other Languages for the exemplary teaching of ELLs New information about the Seal of Biliteracy now approved by more than 35 states and the District of Columbia

Dual Language Education Kathryn J. Lindholm-Leary, 2001-01-01 Dual language education is a program that combines language minority and language majority students for instruction through two languages This book provides the conceptual background for the program and discusses major implementation issues Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools along with

teacher and parent attitudes *The Trouble with Siop(r)* James Crawford, Sharon Adelman Reyes, 2015-02-13 Among all the commercial learning systems on the market today how many are advertised as research based Perhaps it would be easier to count those that are not Such claims are so widespread that they are seldom taken seriously by experienced educators At times however marketing becomes clever enough to cut through the skepticism The more extravagant the promises it seems the more credible the product becomes This book tells the story of one such case the Sheltered Instruction Observation Protocol or SIOP r Imagine a program developed by an obscure research center SIOP starts out as a modest tool for evaluating the effectiveness of instruction for children whose English is limited but soon morphs into something much more ambitious It now purports to be a detailed lesson planning and delivery approach for grades K 12 aligned with state standards and tests Simultaneously it outlines a comprehensive design for teacher training and evaluation Acquired by a major publisher SIOP is advertised as field tested scientifically validated a proven pedagogical approach to teaching both content knowledge and language skills that has helped to instruct millions of students The program s market is expanded far beyond the classrooms of English language learners It is promoted as an effective model for English proficient students as well appropriate not only for K 12 but also for early childhood education foreign language instruction GED and adult English programs and even two way bilingual education There are old time patent medicines that made fewer claims Is SIOP a truly miraculous pedagogy good for whatever ails you Or is it a classic example of research based hype The Trouble with SIOP r was inspired by a chorus of complaints from teachers who are increasingly required to apply the model by top down directives Recognizing that SIOP has thus far faced limited critical scrutiny authors James Crawford and Sharon Adelman Reyes set out to determine First is this rigid approach which requires teachers to incorporate 30 features and eight components into every lesson necessary to foster English acquisition and academic achievement Or does SIOP as a classic transmission model impose a straitjacket on creative teaching and learning Are there better ways to shelter and scaffold instruction Second does this heterogeneous mixture of methodologies and strategies reflect a coherent educational philosophy consistent with research on second language acquisition Or is SIOP essentially a grab bag of best practices with a heavy emphasis on behaviorist methods Finally does research on this program support the lavish claims made on its behalf Or is the What Works Clearinghouse at the U S Department of Education correct in concluding that none of the studies conducted thus far have demonstrated SIOP s effectiveness The answers provided by The Trouble with SIOP r should interest those concerned not only with the education of English language learners but also with the pernicious impact of commercial pedagogies in American classroom *The language dimension in all subjects* Jean-Claude Beacco, Mike Fleming, Francis Goullier, Eike Thürmann, Helmut Vollmer, Joseph Sheils, 2016-10-24 Mastering the language of schooling is essential for learners to develop the skills necessary for school success and for critical thinking It is fundamental for participation in democratic societies and for social inclusion and cohesion This handbook is a policy and working document which promotes

convergence and coherence between the linguistic dimensions of various school subjects It proposes measures to make explicit in curricula pedagogic material and teacher training the specific linguistic norms and competences which learners must master in each school subject It also presents the learning modalities that should allow all learners and in particular the most vulnerable among them to benefit from diversified language learning situations in order to develop their cognitive and linguistic capacities

Principles and Practice in Second Language Acquisition Stephen D. Krashen, 1982 The present volume examines the relationship between second language practice and what is known about the process of second language acquisition summarising the current state of second language acquisition theory drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have The author concludes that a solution to language teaching lies not so much in expensive equipment exotic new methods or sophisticated language analysis but rather in the full utilisation of the most important resources native speakers of the language in real communication

Special Education Considerations for English Language Learners Else V. Hamayan, Barbara Marler, Jack Damico, 2013 This important guide shows how to determine appropriate interventions for ELLs with academic challenges It includes extensive new discussions of RtI and standardized testing used for diagnostic purposes and reviews consequences for ELLs The ensuring a continuum of services model featured in the book is a strong collaborative framework that takes teams of educators step by step through gathering information about and implementing effective interventions for ELLs with learning difficulties

Issues in Syllabus Design Akram Faravani, Mitra Zeraatpishe, Maryam Azarnoosh, Hamid Reza Kargozari, 2018 The various types of syllabi and the host of related issues in the field of second language teaching and course development manifest the significance of syllabus design as one of the most controversial areas of second language pedagogy Teachers should be familiar with different types of syllabuses and be able to critically analyze them Issues in Syllabus Design addresses the major types of syllabuses in language course development and provides readers with the theoretical foundations and practical aspects of implementing syllabuses for use in language teaching programs It starts with an introduction to the concept of syllabus design along with its philosophical foundations and then briefly covers the major syllabus types from a historical perspective and pedagogical significance the grammatical situational skill based lexical genre based functional notional content task based negotiated and discourse syllabus

A Book For Every Teacher Nan Li, 2015-03-01 A Book for Every Teacher Teaching English Language Learners is a unique and compressive text written for mainstream classroom teachers The passion for writing this book comes from our working experiences with the K 12 teachers in four school districts through our ELL Center professional development program Through this program we provide professional training through our federally funded research and service projects The purpose of our professional training is to prepare general education teachers to work effectively with English language learners ELLs While working with the teachers on a daily basis we know the immediate needs of the teachers This motivated us to embark this book project In

recent years the ELL school population has the highest increase among school populations As the NEA data indicates providing ELL students with high quality services and programs is an important investment in America s future NEA 2013 This book is our investment in helping teachers to meet their challenges and provide useful information and strategies for teaching ELLs The book is designed with K 12 teachers in mind It is best used by teachers who have or will have ELLs in their classrooms and who seek information and strategies to better work with and serve their ELLs to achieve academic success With this design teachers can use the book as a text or reference tool This book can also be adopted as text materials for professional training Teachers are the most important factor for ELLs academic success **Specialized**

Communication Thorsten Roelcke,Ruth Breeze,Jan Engberg,2025-06-02 Specialized communication in science technology or institutions is one of the most important and exciting fields of applied linguistics The handbook captures the current and relevant knowledge of specialized languages and professional communication It promotes international communication on central issues where dialogue is urgently needed concerning both their intellectual underpinning and the day to day practices associated with them **Second Language Students in English-Medium Classrooms** Coreen Sears,2015 This practical guide is for all teachers administrators and parents of children in international schools with students from linguistically and culturally diverse backgrounds It includes references to the latest uses of embedded technology and many exemplary strategies and resources that are becoming customary usage in international schools *Common Core Standards in Diverse Classrooms* Jeff Zwiers,Susan O'Hara,Robert Pritchard,2023-10-10 The Common Core State Standards require students to do more with knowledge and language than ever before Rather than be mere consumers of knowledge students must now become creators critics and communicators of ideas across disciplines Yet in order to take on these new and exciting roles many students need daily teaching with an extra emphasis on accelerating their academic communication skills *Common Core Standards in Diverse Classrooms Essential Practices for Developing Academic Language and Disciplinary Literacy* describes seven research based teaching practices for developing complex language and literacy skills across grade levels and disciplines using complex texts fortifying complex output fostering academic interaction clarifying complex language modeling guiding and designing instruction Most important you will find clear descriptions and examples of how these essential practices can and should be woven together in real lessons The book Clarifieshow to support the learning of complex language that students need for reaching Common Core and other standardsProvides practical ways to realize the instructional shifts needed with the implementation of new standards in diverse classroomsIncludes frameworks and descriptions on how to develop students complex language speaking and writingHelps maximize strategies and tools for building system wide capacity for sustained growth in the practicesCommon Core Standards in Diverse Classrooms is a concise guide for helping us improve our practices to strengthen two vital pillars that support student learning academic language and disciplinary literacy **The Shoulders We Stand On** Rebecca Blum Martinez,Mary Jean Habermann

López, 2020-11-10 Winner of the 2021 Southwest Book Award from the Border Regional Library Association *The Shoulders We Stand On* traces the complex history of bilingual education in New Mexico covering Spanish and Pueblo languages. The book focuses on the formal establishment of bilingual education infrastructure and looks at the range of contemporary challenges faced historically by linguistically and culturally diverse students. The volume's contributors highlight particular actions, initiatives, and people that have made significant impacts on bilingual education in New Mexico and they place New Mexico's experience in context with national efforts. The book also includes an excellent timeline of bilingual education in the state. *The Shoulders We Stand On* is the first book to delve into the history of bilingual education in New Mexico and to present New Mexico's leaders, families, and educators who have pioneered program development, legislation, policy evaluation, curriculum development, and teacher preparation in the field of bilingual/multicultural education at state and national levels. Historians of education, educators, and educators in training will want to consider this as required reading.

99 Ideas and Activities for Teaching English Learners with the SIOP Model MaryEllen Vogt, Jana Echevarría, 2008 This text is an ideal companion to *Making Content Comprehensible for English Learners: The SIOP Model*. The 99 ideas and activities include a few familiar techniques that have been shown to be especially effective for ELLs as well as many new ideas to SIOP teachers.

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