

## SIWI Instructional Fidelity Instrument

Wolbers, K., Dostal, H. & Graham, S. (2015)

Teacher/School:	Observer:
Date(s):	Grade:
Description of lesson:	Description of Communication Approach:

*Circle the number (1=Evident; 0.5=Sometimes evident; 0=Not evident) that best reflects observed instruction. Interview questions are meant to serve as a guide and may be adapted as necessary to elicit relevant responses. Some evidence may be observed during the lesson, thereby reducing the interview portion.*

<b>Observation of Curriculum &amp; Content (Appropriate, Balanced, Authentic)</b>	Y	N
1. Instructional time is given to both writing objectives (e.g., text structure, organization) and language objectives (e.g., adding adverbial phrases, definite articles).	1	0
2. Most instructional time is spent on students' immediate objective areas, and less instructional time is spent on next objectives.	1	0
<i>Comments:</i>		
<b>Interview of Curriculum &amp; Content (Appropriate, Balanced, Authentic)</b>	Y	N
<i>What are the students' objectives? How did you identify the need for these objectives? Who is the audience for the writing and how will the writing be shared?</i>		

3. Students have writing objectives. List here:	1	0
4. Students have language objectives. List here:	1	0
5. Students' objectives are just beyond their present levels of performance.	1	0
6. Students' objectives are individualized.	1	0
7. Student's writing and language objectives are aligned with curriculum standards and/or IEP objectives.	1	0
8. Student's objectives are appropriate to the genre of writing.	1	0
9. An authentic audience and purpose for writing has been established.	1	0
10. There is a plan for sharing the writing with the audience.	1	0
<i>Comments:</i>		

Total Points for *Curriculum & Content* \_\_\_\_/10

<b><i>Observation of Strategic Writing Instruction &amp; Visual Scaffolds</i></b>	Y		N
11. Strategies for writing processes are taught in the context of producing text.	1	.5	0
12. The writing process is recursive (e.g., write-reread-revise-write more) rather than rigidly sequenced (e.g., write first draft-revise-write final draft).	1	.5	0

13. Text structure associated with the genre of writing is explicitly discussed.	1	.5	0
14. Explicit connections are made between reading and writing (e.g., use of model text or model language).	1	.5	0
15. The purpose or audience becomes a focus when constructing text (e.g., “Will Jill’s mom understand?”, “With this expository writing, we want to <i>inform</i> our audience by…”).	1	.5	0
16. Students engage in making revisions (e.g., moving text, adding relevance for audience) as well as surface edits, as necessary.	1	.5	0
17. Instruction contains generalization statements (e.g., making connections and identifying differences between genres).	1	.5	0
18. Procedural facilitators (e.g., GOALS visual scaffold and cue cards) are used to assist students in the writing process, until no longer needed.	1	.5	0
19. There are supports for learning text structure (e.g., model text, popsicles scaffold).	1	.5	0
20. Organization approach matches the genre of writing (e.g., hamburger—recounts; OREO—persuasive).	1	.5	0
<i>Comments:</i>			
<b>Interview of Strategic Writing Instruction &amp; Visual Scaffolds</b>		Y	N
<i>How did you decide there was a need for a NIPit lesson? What NIPit lessons have been taught? What visual scaffolds were used during writing and how? Have you seen a change in how students use these scaffolds?</i>			

21.N – Notice. An area of need is identified through informal assessment and reflection, or evaluation of student writing.	1	0
22.I – Instruction. Explicit instruction is provided on the identified area of need. A visual scaffold that represents new knowledge is introduced.	1	0
23.P – Practice. Students integrate new knowledge into authentic writing. Teacher prompting and/or NIPit scaffold are used, until no longer needed.	1	0
<i>Comments:</i>		

Total Points for *Strategy Instruction & Visual Scaffolds* \_\_\_\_/13

<b><i>Observation of Interactive Writing Instruction &amp; Guided to Independent</i></b>	Y	Y	N
24. Students are invited to take active roles in the construction, monitoring and revising of text.	1	.5	0
25. Teacher “holds the floor” to allow students at different levels to participate.	1	.5	0
26. Learning from one another is encouraged through peer interaction.	1	.5	0
27. Teacher positions self as a learner or community member (e.g., “What could we do next?”, “I’m not sure. How could we figure that out?”, “I learned something new.”)	1	.5	0
28. Students’ ideas are not dismissed. Teacher uses contingently responsive discourse.	1	.5	0

29. Ample time is given to work in the main objective areas. Teacher engages students in thinking, discussing and problem solving.	1	.5	0
30. Little time is given to work in advance of the main objective areas. Teacher quickly models, thinks aloud or describes actions taken.	1	.5	0
31. Students appear to be stimulated and challenged but not overwhelmed or frustrated.	1	.5	0
32. Teacher “steps back” to transfer control to students by asking open questions (e.g., “What do we do here?”, “What should we do next?”, “What do you think?”).	1	.5	0
33. Teacher “steps in” gradually when students struggle by providing more and more support.	1	.5	0
34. Teacher “steps in” fully when students are stuck (e.g., thinking aloud, modeling, explaining).	1	.5	0
35. The teacher asks and/or models metacognitive questioning often (e.g., Why? How?).	1	.5	0
36. The teacher continually assesses students’ understandings (e.g., thumbs up/ thumbs down, raise hands if you agree, questioning, including intentional mistakes).	1	.5	0
37. There is a standard procedure for agreeing upon text to be added (e.g., class consensus or majority, lead author decides).	1	.5	0
38. Positive feedback is provided for student involvement and thinking, even if wrong.	1	.5	0
<i>Comments:</i>			

--

<b>Interview of Interactive Writing Instruction &amp; Guided to Independent</b>	Y	N
<i>Is there opportunity for shared and independent writing? When?</i>		
39. There is opportunity to engage in shared writing.	1	0
40. There is opportunity to engage in independent writing.	1	0
<i>Comments:</i>		

Total Points for *Interactive Writing Instruction & Guided to Independent* \_\_\_\_/18

<b>Observation of Metalinguistic Knowledge &amp; Implicit Competence</b>	Y		N
41. <u>Only</u> ideas that are a close approximation of English are added to the English board.	1	.5	0
42. The student's <u>exact</u> language is added to the English board, and prompted for review and revision.	1	.5	0
43. Students are prompted to reread the revised English text often.	1	.5	0
44. Correspondence between written text and expressive language is made explicit during rereading.	1	.5	0
45. A language zone (i.e., surface and/or space) is used for explicit English language instruction at the word, phrase or sentence level.	1	.5	0

*Comments:*

*Are any students observed to be using ASL or ASL-like features (e.g., classifiers, non-manual markers, space, ASL syntax, unique glossing) in their expressions? If yes, complete. If no, skip this section and subtract 3 from the total possible points for this section at the bottom of the page.*

46. Students are engaged in identifying, comparing and/or distinguishing grammatical features of ASL and English.	1	.5	0
47. ASL contributions are repeated and/or captured in the language zone (e.g., gloss, pictures, drawing, video, role play).	1	.5	0
48. Students are engaged in chaining and pairing of ASL and English. Languages are clearly distinguished (e.g., different colors or spaces).	1	.5	0

*Comments:*

*Are any students observed to have difficulty conveying their ideas through expressive language or understanding others' expressions? If yes, complete. If no, skip this section and subtract 5 from the total possible points for this section at the bottom of the page.*

49. Communication strategies (e.g., looking at speaker, repair strategies, building on prior comments) are encouraged and used.	1	.5	0
50. Strategies to get to a point of shared understanding (e.g., drawing, pictures, gesture, role play, circumlocution, using a middle person) are employed in	1	.5	0

the language zone.			
51. Teacher avoids leading and providing language that does not match the student's conception.	1	.5	0
52. When shared understanding of the student's conception is achieved, teacher repeats it using model language. S/he carefully pairs and grounds new language with concrete objects, pictures, symbols, gestures, actions, etc.	1	.5	0
53. Teacher recognizes when the expressive language being used is not fully accessible to students.	1	.5	0
<i>Comments:</i>			

Total Points for *Metalinguistic Knowledge & Implicit Competence* \_\_\_\_/13, -3, -5

<b><i>Principles of SIWI</i></b>	Total Earned	Total Possible
Curriculum & Content		10
Strategic Writing Instruction & Visual Scaffolds		13
Interactive Writing Instruction & Guided to Independent		18
Metalinguistic Knowledge & Implicit Competence		13 / 10 / 8
Total		
Percentage		%

**Notes**