

The Sheltered Instruction Observation Protocol (SIOP)

(Echevarria, Vogt, & Short, 2000; 2004)

Observer: _____ Teacher: _____
 Date: _____ School: _____
 Grade: _____ ESL level: _____
 Class: _____ Lesson: Multi-day Single-day (circle one)

Directions:

Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 or NA. Cite under "Comments"

Total Score: _____ % Score: _____

Preparation

4 3 2 1 0
 1. Clearly defined content objectives for students
 Comments:

4 3 2 1 0
 2. Clearly defined language objectives for students
 Comments:

4 3 2 1 0
 3. Content concepts appropriate for age and educational background level of students
 Comments:

4 3 2 1 0
 4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals)
 Comments:

NA

0

1

2

3

4

No significant adaptation of content to all levels of students proficiency

Some adaptation of content to all levels of student proficiency

5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency

Comments:

- 4 Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking
- 3 Meaningful activities that integrate lesson concepts, but provide little opportunity for language practice with opportunities for reading, writing, listening and/or speaking
- 2 Meaningful activities that integrate lesson concepts, but provide little opportunity for language practice with opportunities for reading, writing, listening and/or speaking
- 1 No meaningful activities that integrate lesson concepts with language practice
- 0

Comments:

Building Background

NA

0

1

2

3

4

Concepts not explicitly linked to students' background experiences

Concepts loosely linked to students' background experiences

7. Concepts explicitly linked to students' background experiences

Comments:

- 4 Links explicitly made between past learning and new concepts
- 3 Few links made between past learning and new concepts
- 2 Few links made between past learning and new concepts
- 1 No links made between past learning and new concepts
- 0

Comments:

- | | | | | | | |
|---|--|---|--|---|--------------------------------------|---|
| 4 | 9. <u>Key vocabulary</u> emphasized (e.g., introduced, written, repeated, and highlighted for students to see) | 3 | Key <u>vocabulary</u> introduced, but not emphasized | 1 | Key <u>vocabulary</u> not emphasized | 0 |
|---|--|---|--|---|--------------------------------------|---|

Comments:

Comprehensible Input

- | | | | | | | |
|---|---|---|--|---|--|---|
| 4 | 10. <u>Speech</u> appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) | 3 | Speech sometimes inappropriate for students' proficiency level | 1 | Speech inappropriate for students' proficiency level | 0 |
|---|---|---|--|---|--|---|

Comments:

- | | | | | | | |
|---|---|---|--|---|---|---|
| 4 | 11. <u>Explanations of academic tasks</u> clear | 3 | <u>Explanations of academic tasks</u> somewhat clear | 1 | <u>Explanations of academic tasks</u> unclear | 0 |
|---|---|---|--|---|---|---|

Comments:

- | | | | | | | |
|---|--|---|--|---|---|---|
| 4 | 12. Uses a variety of <u>techniques</u> to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) | 3 | Uses some <u>techniques</u> to make content concepts clear | 1 | Uses few or no <u>techniques</u> to make content concepts clear | 0 |
|---|--|---|--|---|---|---|

Comments:

Strategies

4 3 2 1 0
 13. Provides ample opportunities for students to use strategies (See Glossary) Provides students with inadequate opportunities to use strategies No opportunity for students to use strategies

Comments:

4 3 2 1 0
 14. Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding, such as think alouds (See Glossary) Occasional use of scaffolding No use of scaffolding

Comments:

4 3 2 1 0
 15. Teacher uses a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions) Teacher infrequently poses questions that promote higher-order thinking skills Teacher does not pose questions that promote higher-order thinking skills

Comments:

Interaction

4 3 2 1 0
 16. Frequent opportunities for interactions and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts Interactions mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts Interaction primarily teacher-dominated with no opportunities for students to discuss lesson concepts

Comments:

Source: Echevarria, J., Vogt, M.E., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model*. Boston, MA: Allyn & Bacon.

4	3	2	1	0
17. Grouping configurations support language and content objectives of the lesson (See Glossary)	Grouping configurations unevenly support the language and content objectives	Grouping configurations do not support the language and content objectives		
<i>Comments:</i>				
4	3	2	1	0
18. Consistently provides sufficient wait time for student responses	Occasionally provides sufficient wait time for student responses	Never provides sufficient wait time for student responses		
<i>Comments:</i>				
4	3	2	1	NA
19. Ample opportunities for students to clarify key concepts in L1 (See Glossary) as needed with aide, peer, or L1 text	Some opportunities for students to clarify key concepts in L1	No opportunities for students to clarify key concepts in L1		
<i>Comments:</i>				

Practice/Application

4	3	2	1	0	NA
20. Provides hands-on materials and/or manipulatives for students to practice using new content knowledge	Provides few hands-on materials and/or manipulatives for students to practice using new content knowledge	Provides no hands-on materials and/or manipulatives for students to practice using new content knowledge			
<i>Comments:</i>					

<p>4</p> <p>21. Provides activities for students to <u>apply content and language knowledge</u> in the classroom</p> <p><i>Comments:</i></p>	<p>3</p> <p>2</p> <p>1</p>	<p>Provides activities for students to <u>apply either content or language knowledge</u> in the classroom</p> <p>Provides no activities for students to <u>apply content or language knowledge</u> in the classroom</p>	<p>0</p>
<p>4</p> <p>22. Uses activities that integrate all <u>language skills</u> (i.e., reading, writing, listening, and speaking)</p> <p><i>Comments:</i></p>	<p>3</p> <p>2</p> <p>1</p>	<p>Uses activities that integrate some <u>language skills</u></p> <p>Uses activities that apply only one <u>language skill</u></p>	<p>0</p>

Lesson Delivery

<p>4</p> <p>23. <u>Content objectives</u> clearly supported by lesson delivery</p> <p><i>Comments:</i></p>	<p>3</p> <p>2</p> <p>1</p>	<p><u>Content objectives</u> supported somewhat by lesson delivery</p> <p><u>Content objectives</u> not supported by lesson delivery</p>	<p>0</p>
<p>4</p> <p>24. Language objectives clearly supported by lesson delivery</p> <p><i>Comments:</i></p>	<p>3</p> <p>2</p> <p>1</p>	<p>Language objectives supported somewhat by lesson delivery</p> <p>Language objectives not supported by lesson delivery</p>	<p>0</p>
<p>4</p> <p>25. <u>Students engaged</u> approximately 90-100% of the period (See Glossary)</p> <p><i>Comments:</i></p>	<p>3</p> <p>2</p> <p>1</p>	<p><u>Students engaged</u> approximately 70% of the period</p> <p><u>Students engaged</u> less than 50% of the period</p>	<p>0</p>

4	3	2	1	0
26. Pacing of the lesson appropriate to the students' ability level		Pacing generally appropriate, but at times too fast or too slow		Pacing inappropriate to the students' ability level

Comments:

Review/Assessment

4	3	2	1	0
27. Comprehensive review of key vocabulary		Uneven review of key vocabulary		No review of key vocabulary

Comments:

4	3	2	1	0
28. Comprehensive review of key content concepts		Uneven review of key content concepts		No review of key content concepts

Comments:

4	3	2	1	0
29. Regularly provides feedback to students on their output (e.g., language, content, work)		Inconsistently provides feedback to students on their output		Provides no feedback to students on their output

Comments:

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

Comments:

Sheltered Instruction Observation Protocol (SIOP)

GLOSSARY OF TERMS

Engagement - Students are taking part in the lesson (e.g., listening, writing, completing assignments, responding to questions) and are on task. This item is judged holistically by the observer; the observer decides if most of the class was engaged throughout the lesson, or were they engaged to a lesser degree. A low score on this item would indicate that many students were frequently off task (e.g., talking, playing, daydreaming, obviously not focused on the lesson).

Grouping - Groups could be homogeneous or heterogeneous by gender, language proficiency, or ability, based on the lesson's objectives. Also, teacher could use large group, small groups, pairs, or cooperative groups. The goal is to encourage active student involvement within a variety of grouping structures.

Informal Assessment - This type of assessment may be something as simple as verbal checks for understanding such as asking students to summarize the content or to answer comprehension questions. It may also be conducted in the form of asking students to turn to a partner and identify three facts about the lesson. Informal assessments can be conducted in a variety of ways, both orally and in writing, but are distinct from formal assessments in their brevity and frequency. Informal assessments are not graded, but are intended to provide the teacher with feedback.

L1 - This term is a commonly used abbreviation for primary or native language. For example, "The student's L1 is Vietnamese."

Learning Strategies - This involves the explicit teaching of skills to facilitate the learning process. Strategies are usually taught in a systematic way and have features that will cue students to use appropriate procedures, skills, or rules. An example of a strategy would be teaching students to use mnemonics to write a complete sentence, as in the use of PENS (Deshler, Ellis, & Lenz, 1996). The student is taught to Preview ideas, Explore words, Note words in a complete sentence, and See if the sentence is okay.

Mnemonics - The steps of a strategy are often abbreviated with an alphabetic device or other memory system. In the example above, PENS was the mnemonic used to cue students to use the sentence writing steps they had been taught.

Scaffolding - Teaching that is characterized by the teacher's careful attention to the students' level of functioning and beginning instruction at a level that will encourage student success. The teacher provides the right amount of support to move students from one level of understanding to a higher level of understanding. Scaffolding can be verbal prompting, such as asking questions or elaborating students' responses, or support such as providing students with an outline of the material or other such academic aids. The teacher gradually removes the scaffolding as the students make progress and function more independently.

Source: Echevarria, J., Vogt, M.E., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model*. Boston, MA: Allyn & Bacon.

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