

The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer:

Teacher:

Date:

School:

Grade:

Class/Topic:

ESL Level:

Lesson: (check one)

☐

multiday

☐

single-day

Directions: Check the box that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 (or NA on selected items). Cite under *Comments* specific examples of the behaviors observed.

	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	NA
Lesson Preparation						
1. Content objectives clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Language objectives clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Content concepts appropriate for age and educational background level of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

	4	3	2	1	0	NA
Building Background						
7. Concepts explicitly linked to students' background experiences						
8. Links explicitly made between past learning and new concepts						
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

	4	3	2	1	0	NA
Comprehensible Input						

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Clear explanation of academic tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| | 4 | 3 | 2 | 1 | 0 | NA |
| 13. Ample opportunities provided for students to use learning strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Comments:

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | NA |
| 16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 17. Grouping configurations support language and content objectives of the lesson | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18. Sufficient wait time for student responses consistently provided | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | NA |
| 20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Activities provided for students to apply content and language knowledge in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Comments:

Lesson Delivery		4	3	2	1	0	NA
23.	Content objectives clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24.	Language objectives clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25.	Students engaged approximately 90% to 100% of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26.	Pacing of the lesson appropriate to students' ability level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Review and Assessment		4	3	2	1	0	NA
27.	Comprehensive review of key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28.	Comprehensive review of key content concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29.	Regular feedback provided to students on their output (e.g., language, content, work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30.	Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Total Points Possible: 120 (Subtract 4 for each NA given)

Total Points Earned:

Percentage Score: