

## Sheltered Instruction Observation Protocol (SIOP)

Echevarria, J., Vogt, M.E., & Short, D.J. (2007, 3<sup>rd</sup> ed.). *Making Content Comprehensible for ELLs: The SIOP Model*. Allyn and Bacon.

**Intern:** \_\_\_\_\_ **Observer:** \_\_\_\_\_ **Observation #** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Start Time:** \_\_\_\_\_ **End Time:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Total Number of Students:** \_\_\_\_\_ **N<sup>o</sup>. of ELLs:** \_\_\_\_\_ **N<sup>o</sup>. of NEPs:** \_\_\_\_\_

### Special Conditions:

#### SCORING SCALE

All definitional items are...

- 4** highly evident
- 3** mostly evident
- 2** somewhat evident
- 1** rarely evident
- 0** never evident

*NA not applicable to situation*

#### Final Score

Number of points

**4** x \_\_\_\_ = \_\_\_\_

**3** x \_\_\_\_ = \_\_\_\_

**2** x \_\_\_\_ = \_\_\_\_

**1** x \_\_\_\_ = \_\_\_\_

**0** x \_\_\_\_ = \_\_\_\_

**Total** = \_\_\_\_

*120 possible  
(if all 30 items are marked)*

### 1 - PREPARATION

#### Content Objectives

- Objectives clearly, explicitly, and **simply** stated for student use
- Objectives written on board and used in student interaction
- Objectives related to a previous lesson

#### Language Objectives

- Objectives clearly, explicitly, and **simply** stated for student use
- Objectives written on board and used in student interaction
- Scaffolding used to make vocabulary comprehensible

#### Content Concepts

- Content concepts meet state/district standards and curriculum guides
- Content appropriate for student's educational background

#### Supplementary Materials

- Variety of supplemental materials to support different learning styles
- Supplemental materials are written on lesson plan
- Materials are organized as to avoid unnecessary delays

#### Adaptation of Content

- Specific adaptation planned throughout lesson
- Planned accommodations are sensitive to individual student needs

#### Meaningful Activities

- Planned activities relate to lesson concepts
- Variety of activities sensitive to individual student needs
- Activities are planned to provide language practice

## 2 - INSTRUCTION

### Building Background

#### Concepts linked to students' background

Concepts explicitly linked to students' cultural background

Concepts explicitly linked to students' academic background

#### Links made between past learning and new concepts

Links done orally, visually, and in other meaningful ways

System to review past learning and to connect with new learning

#### Key vocabulary emphasized

Introduced at the start of the lesson in meaningful ways

Written and visible by students

Pronounced by students (chorally and individually)

Repeated and referred to throughout the lesson

### Comprehensible Input

#### Speech

Teacher's rate of speech appropriate for ELLs' English proficiency

Language structure appropriate for proficiency level of students

Enunciation is clear but natural; Idioms and Jargon are avoided

#### Explanation of academic tasks

Teacher gives detailed, explicit explanations of what is expected

Instructions are given orally and visually and are also demonstrated

Teacher has one or more students explain instructions in their own words

#### Techniques make content clear

Teacher provides a variety of techniques\* to make content accessible to the student

Teacher referred back to techniques to aid understanding

### Strategies

#### Opportunities for strategies

Learning strategies are taught and modeled

Opportunities are provided to use strategies

#### Scaffolding

A variety of scaffolding techniques used, both verbal and procedural

Scaffolding techniques modeled by teacher and used throughout lesson

#### Question types promote higher-order thinking skills

A variety of question types used and include higher-order thinking skills

Higher-ordered thinking is required without lowering content standards

\*\*\*\*\*

### Interaction

#### Interaction opportunities for meaningful exchanges\*\*\*\*\*

At least 4 oral interactive techniques to promote peer-to-peer interaction

More student talk than teacher talk

Detailed responses elicited by teacher and by classmates

#### Grouping configurations

At least four different groupings (pair, new pair, triads, *imaginary friend*)

Groupings maintain student interest and reflect preferred mode of learning

Grouping structures support language and content objectives

Grouping structures vary across lesson

#### Wait time

Consistent wait time provided but balanced to keep class moving

Wait time appropriate for processing ideas and formulating phrases

Answers are not cut off and finished for the student

Verbal scaffolding is provided as needed

#### Key concepts clarified in L1 (if appropriate)

A balanced, structured use of L1 is used to clarify key concepts

L1 used appropriately to support academic learning

Materials for academic purposes provided as needed in L1

## **Practice/Application**

### **Hands-on materials practice new concepts**

Multiple opportunities with hands-on materials and/or manipulatives  
Manipulatives appropriate for subject and grade level of students  
All students regardless required to master content objectives

### **Activities to apply content and language knowledge**

Activities promote application of content knowledge  
Activities promote application of language knowledge  
Activities appropriate for grade and proficiency level of students

### **Activities integrate all 4 language skills\*\*\*\***

Receptive skills – listening and reading  
Productive skills – **speaking** and writing

## **Lesson Delivery**

### **Content objectives supported by lesson delivery**

Lesson clearly focused on content objectives  
Content objectives apparent in activities and throughout lesson

### **Language objectives supported by lesson delivery**

Multiple opportunities to meet language objectives during lesson delivery  
Language objectives apparent in activities and throughout lesson

### **Time engaged**

Students actively engaged in learning approximately 90% of the time  
Students engaged in meaningful activities related to lesson objectives  
Materials covered were relevant to the assessment

### **Pacing**

Teacher is aware of the issue of pacing  
Pacing is appropriate for students' ability level  
Advanced students engaged while support is provided to ELLs

## **3 - REVIEW/ASSESSMENT**

### **Review of key vocabulary and new language structures**

Various strategies/activities for reviewing vocabulary and new language  
Students encouraged to use vocabulary and new language both orally and in writing  
Content vocabulary, process terms, and new language reviewed throughout the lesson  
Vocabulary and language objectives appropriate in quantity and difficulty level

### **Review of key content concepts**

Various strategies/activities for reviewing content concepts  
Students encouraged to express content concepts both orally and in writing  
Content concepts reviewed throughout the lesson  
Content concepts appropriate in quantity and difficulty level  
Student responses during review guide decisions about what to do next

### **Feedback on student output**

Feedback provided in positive and effective ways  
Feedback clarifies and corrects misconceptions  
Students assisted in expressing correct responses  
Peer feedback encouraged

### **Assessment of student learning**

Multiple opportunities for assessing student progress  
Various techniques to assess meeting language and content objectives  
Assessment reflects content and language objectives  
Assessment is ongoing and systematic

***NOTE:** Use back side of this sheet for writing any additional comments or observations.*

➤ **The student teacher and the observer must sign at the bottom of the back side.**

**Additional Comments or Observations**

By the UAB Supervisor:

Supervisor's Signature:

Date:

By the Cooperating Teacher:

Cooperating Teacher's Signature:

Date:

By the Intern:

Intern's Signature:

Date:

Recommended Grade for this Evaluation Point: \_\_\_\_\_

The observer met with the intern on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ .  
During this post-observation meeting, the contents of this observation form were discussed

Intern's Signature: \_\_\_\_\_

Observer's Signature: \_\_\_\_\_