

APPENDIX A

The Sheltered Instruction Observation Protocol (SIOP) and Abbreviated SIOP

The Sheltered Instruction Observation Protocol (SIOP)

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 to 4. Cite under "Comments" specific examples of the behaviors observed.

Total Score: % Score: Tape #: _____

I. Preparation

	4	3	2	1	0	NA
1. Clearly defined content objectives for students <i>Comments:</i>			Content objectives for students implied		No clearly defined content objectives	
2. Clearly defined language objectives for students <i>Comments:</i>			Language objectives for students implied		No clearly defined language objectives for students	

The Sheltered Instruction Observation Protocol (SIOP) forms were developed by Jana Echevarria, MaryEllen Vogt, and Deborah Short, through research sponsored in part by the Center for Research on Education, Diversity, & Excellence (CREDE) with a grant from the U.S. Department of Education, Office of Educational Research and Improvement.
 Copyright © 2000 by Allyn and Bacon

	4	3	2	1	0	NA
3. Content concepts appropriate for age and educational background level of students <i>Comments:</i>			Content concepts somewhat appropriate for age and educational background level of students		Content concepts inappropriate for age and educational background level of students	
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals) <i>Comments:</i>			Some use of supplementary materials		No use of supplementary materials	
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency <i>Comments:</i>			Some adaptation of content to all levels of student proficiency		No significant adaptation of content to all levels of student proficiency	
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 <i>Comments:</i>			Meaningful activities that integrate lesson concepts, but provide little opportunity for language practice		No meaningful activities that integrate language practice with opportunities for reading, writing, listening, and/or speaking	

II. Instruction**Building Background**

4	3	2	1	0	NA
7. Concepts explicitly linked to students' background experiences <i>Comments:</i>		Concepts loosely linked to students' background experiences		Concepts not explicitly linked to students' background experiences	

4	3	2	1	0	NA
8. Links explicitly made between past learning and new concepts <i>Comments:</i>		Few links made between past learning and new concepts		No links made between past learning and new concepts	

4	3	2	1	0	NA
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) <i>Comments:</i>		Key vocabulary introduced , but not emphasized		Key vocabulary not emphasized	

Comprehensible Input

4	3	2	1	0	NA
10. Speech appropriate for students' proficiency level (e.g., slower rate and enunciation, and simple sentence structure for beginners) <i>Comments:</i>		Speech sometimes inappropriate for students' proficiency level		Speech inappropriate for students' proficiency level	

	4	3	2	1	0	NA
11. Explanation of academic tasks clear <i>Comments:</i>			Explanation of academic tasks somewhat clear		Explanation of academic tasks unclear	
12. Uses a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language) <i>Comments:</i>			Uses some techniques to make content concepts clear		Uses few or no techniques to make content concepts clear	
Strategies						
13. Provides ample opportunities for students to use strategies <i>Comments:</i>			Provides students with inadequate opportunities to use strategies		No opportunity for students to use strategies	
14. Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding (e.g., think-alouds) <i>Comments:</i>			Occasional use of scaffolding techniques		No use of scaffolding techniques	

4	3	2	1	0	NA
15. Teacher uses a variety of question types , including those that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions) <i>Comments:</i>		Teacher infrequently poses questions that promote higher-order thinking skills		Teacher does not pose questions that promote higher-order thinking skills	
Interaction					
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts <i>Comments:</i>		Interaction 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	
17. Grouping configurations support language and content objectives of the lesson <i>Comments:</i>		Grouping configurations unevenly support the language and content objectives		Grouping configurations do not support the language and content objectives	
18. Consistently provides sufficient wait time for student responses <i>Comments:</i>		Occasionally provides sufficient wait time for student responses		Never provides sufficient wait time for student responses	

4	3	2	1	0	NA
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text <i>Comments:</i>		Some opportunity for students to clarify key concepts in L1		No opportunity for students to clarify key concepts in L1	
Practice/Application					
20. Provides hands-on materials and/or manipulatives for students to practice using new content knowledge <i>Comments:</i>		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	
21. Provides activities for students to apply content and language knowledge in the classroom <i>Comments:</i>		Provides activities for students to apply either content or language knowledge in the classroom		Provides no activities for students to apply content or language knowledge in the classroom	
22. Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking) <i>Comments:</i>		Uses activities that integrate some language skills		Uses activities that apply to only one language skill	

Lesson Delivery					
4	3	2	1	0	NA
23. Content objectives clearly supported by lesson delivery <i>Comments:</i>		Content objectives somewhat supported by lesson delivery		Content objectives not supported by lesson delivery	
24. Language objectives clearly supported by lesson delivery <i>Comments:</i>		Language objectives supported somewhat by lesson delivery		Language objectives not supported by lesson delivery	
25. Students engaged approximately 90% to 100% of the period <i>Comments:</i>		Students engaged approximately 70% of the period		Students engaged less than 50% of the period	
26. Pacing of the lesson appropriate to the students' ability level <i>Comments:</i>		Pacing generally appropriate, but at times too fast or too slow		Pacing inappropriate to the students' ability level	

III. Review/Assessment

	4	3	2	1	0	NA
27. Comprehensive review of key vocabulary <i>Comments:</i>			Uneven review of key vocabulary		No review of key vocabulary	
28. Comprehensive review of key content concepts <i>Comments:</i>			Uneven review of key content concepts		No review of key content concepts	
29. Regularly provides feedback to students on their output (e.g., language, content, work) <i>Comments:</i>			Inconsistently provides feedback to students on their output		Provides no feedback to students on their output	
30. Conducts assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson. <i>Comments:</i>			Conducts assessment of student comprehension and learning of some lesson objectives		Conducts no assessment of student comprehension and learning of lesson objectives	