

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

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.  
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4	3	2	1	0	NA
<b>3. Content concepts</b> appropriate for age and educational background level of students <i>Comments:</i>		<b>Content concepts</b> somewhat appropri- ate for age and edu- cational background level of students		<b>Content concepts</b> inappropriate for age and educational background level of students	
4	3	2	1	0	NA
<b>4. Supplementary mate-            rials used to a high            degree, making the            lesson clear and            meaningful (e.g.,            graphs, models,            visuals)</b> <i>Comments:</i>		<b>Some use of supple-            mentary materials</b>		<b>No use of supple-            mentary materials</b>	
alog 4	3	2	1	0	NA
<b>5. Adaptation of con-            tent (e.g., text, assign-            ment) to all levels of            student proficiency</b> <i>Comments:</i>		<b>Some adaptation of            content to all levels of            student proficiency</b>		<b>No significant adap-            tation of content to            all levels of student            proficiency</b>	
amb 4	3	2	1	0	NA
<b>6. Meaningful activities            that integrate lesson            concepts (e.g., surveys,            letter writing, simula-            tions, constructing            models) with lan-            guage practice oppor-            tunities for reading,            writing, listening,            and/or speaking</b> <i>Comments:</i>		<b>Meaningful activi-            ties that integrate les-            son concepts, but            provide little oppor-            tunity for language            practice</b>		<b>No meaningful            activities that in-            tegrate language            practice with            opportunities for            reading, writing,            listening, and/or            speaking</b>	

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## 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	

*beginning of*

4	3	2	1	0	NA
11. Explanation of academic tasks clear <i>Comments: Vistangint</i>		Explanation of academic tasks somewhat clear		Explanation of academic tasks unclear	
4	3	2	1	0	NA
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 <i>but not</i>					
4	3	2	1	0	NA
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	
4	3	2	1	0	NA
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	
<b>Interaction</b>						
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	
<b>Practice/Application</b>					
4	3	2	1	0	NA
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	
4	3	2	1	0	NA
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	
4	3	2	1	0	NA
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	

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## 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	
4	3	2	1	0	NA
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	
4	3	2	1	0	NA
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	
4	3	2	1	0	NA
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	