

# The Sheltered Instruction Observation Protocol (SIOP)

This tool can be used to learn and understand the instructional strategies, methods, activities and techniques that are indicative of good teaching and are also highly effective with English Learners. As an observation protocol, it can help guide peer observations and personal reflections to determine the extent to which Sheltered Instruction is being utilized in a lesson.

Component	#	Feature	Description
<b>Preparation</b>	P1	Content objectives	Clearly defined, displayed, and reviewed with students
	P2	Language objectives	Clearly defined, displayed, and reviewed with students
	P3	Content concepts	Appropriate for age and educational background level of students
	P4	Supplementary materials	Used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)
	P5	Adaptation of content	(e.g., text, assignment) to all levels of student proficiency
	P6	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
<b>Building Background</b>	B7	Concepts explicitly linked	To students' background experiences
	B8	Links explicitly made	Between past learning and new concepts
	B9	Key vocabulary	Emphasized (e.g., introduced, written, repeated, and highlighted for students to see)
<b>Comprehensible Input</b>	C10	Speech	Appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)
	C11	Clear explanation	Of academic tasks
	C12	Variety of techniques	Used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)
<b>Strategies</b>	S13	Learning strategies	Ample opportunities provided for students to use learning strategies
	S14	Scaffolding techniques	Consistently used assisting and supporting student understanding (e.g., think-alouds)
	S15	Questions/tasks that promote higher-order thinking skills	A variety of questions/tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)

Component	#	Feature	Description
<b>Interaction</b>	I16	Interaction	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
	I17	Grouping configurations	Support language and content objectives of lesson
	I18	Wait time for student responses	Sufficient wait time for student responses consistently provided
	I19	Clarify key concepts in L1	Ample opportunities for student s to clarify key concepts in L1 as needed with aide, peer or L1 text
<b>Practice &amp; Application</b>	PA20	Hands-on materials and/or manipulatives	Provided for students to practice using new content knowledge
	PA21	Apply content and language knowledge	Activities provided for students to apply content and language knowledge in the classroom
	PA22	Language skills	Activities integrate all language skills (i.e., reading, writing, listening, and speaking)
<b>Lesson Delivery</b>	L23	Content objectives	Clearly supported by lesson delivery
	L24	Language objectives	Clearly supported by lesson delivery
	L25	Students engaged	Approximately 90% to 100% of the period
	L26	Pacing	Of the lesson appropriate to students' ability level
<b>Review &amp; Assessment</b>	R27	Review of key vocabulary	Comprehensive review of key vocabulary
	R28	Review of key content concepts	Comprehensive review of key content concepts
	R29	Feedback	Regular feedback provided to students on their output (e.g. language, content, work)
	R30		Assessment of student comprehension and learning of all lesson objectives throughout the lesson