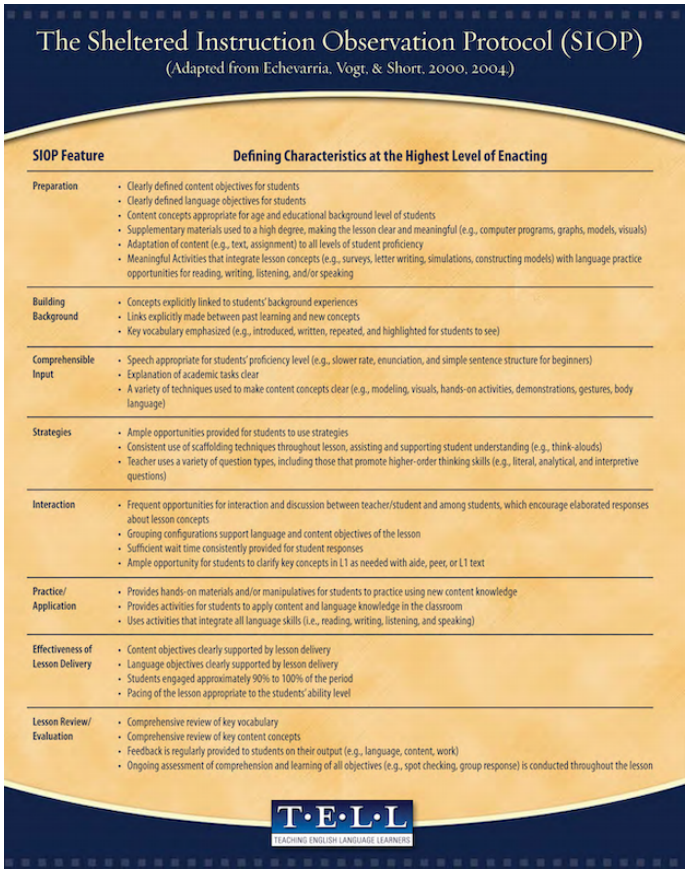
SIOP Protocol: The TOOL



The Sheltered Instruction Observation Protocol (SIOP)

(Adapted from Echevarria, Vogt, & Short, 2000, 2004.)

SIOP Feature	Defining Characteristics at the Highest Level of Enacting
Preparation	• Clearly defined content objectives for students • Clearly defined language objectives for students • Content concepts appropriate for age and educational background level of students • Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals) • Adaptation of content (e.g., text, assignment) to all levels of student proficiency • 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
Building Background	• Concepts explicitly linked to students' background experiences • Links explicitly made between past learning and new concepts • Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)
Comprehensible Input	• Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) • Explanation of academic tasks clear • A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)
Strategies	• Ample opportunities provided for students to use strategies • Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding (e.g., think-alouds) • Teacher uses a variety of question types, including those that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)
Interaction	• Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts • Grouping configurations support language and content objectives of the lesson • Sufficient wait time consistently provided for student responses • Ample opportunity for students to clarify key concepts in L1 as needed with aide, peer, or L1 text
Practice/ Application	• Provides hands-on materials and/or manipulatives for students to practice using new content knowledge • Provides activities for students to apply content and language knowledge in the classroom • Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking)
Effectiveness of Lesson Delivery	• Content objectives clearly supported by lesson delivery • Language objectives clearly supported by lesson delivery • Students engaged approximately 90% to 100% of the period • Pacing of the lesson appropriate to the students' ability level
Lesson Review/ Evaluation	• Comprehensive review of key vocabulary • Comprehensive review of key content concepts • Feedback is regularly provided to students on their output (e.g., language, content, work) • Ongoing assessment of comprehension and learning of all objectives (e.g., spot checking, group response) is conducted throughout the lesson

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TEACHING ENGLISH LANGUAGE LEARNERS

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