

The Sheltered Instruction Observation Protocol (SIOP) Model

Lesson Preparation

1. **Content objectives** clearly defined, displayed, and reviewed with students
2. **Language objectives** clearly defined, displayed, and reviewed with students
3. **Content concepts** appropriate for age and educational background level of students
4. **Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)
5. **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency
6. **Meaningful activities** that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking

Building Background

7. **Concepts explicitly linked** to students' background experiences
8. **Links explicitly made** between past learning and new concepts
9. **Key vocabulary emphasized** (e.g., introduced, written, repeated, and highlighted for students to see)

Comprehensible Input

10. **Speech** appropriate for students' proficiency levels (e.g., slower rate, enunciation, and simple sentence structure for beginners)
11. **Clear explanation** of academic tasks
12. **A variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

Strategies

13. Ample opportunities provided for students to use **learning strategies**
14. **Scaffolding techniques** consistently used, assisting and supporting student understanding (e.g., think-alouds)
15. A variety of **questions or tasks that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions)

Interaction

16. Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
17. **Grouping configurations** support language and content objectives of the lesson
18. Sufficient **wait time for student responses** consistently provided
19. Ample opportunities for students to **clarify key concepts in L1** as needed with aide, peer, or L1 text

Practice & Application

20. **Hands-on materials and/or manipulatives** provided for students to practice using new content knowledge
21. Activities provided for students to **apply content and language knowledge** in the classroom
22. Activities integrate all **language skills** (i.e., reading, writing, listening, and speaking)

Lesson Delivery

23. **Content objectives** clearly supported by lesson delivery
24. **Language objectives** clearly supported by lesson delivery
25. **Students engaged** approximately 90% to 100% of the period
26. **Pacing** of the lesson appropriate to students' ability levels

Review & Assessment

27. Comprehensive **review of key vocabulary**
28. Comprehensive **review of key content concepts**
29. Regular **feedback** provided to students on their output (e.g., language, content, work)
30. **Assessment of student comprehension and learning** of all lesson objectives (e.g., spot checking, group response) throughout the lesson

(Echevarria, Vogt, & Short, 2008)