

The Sheltered Instruction Observation Protocol

Preparation

4	3	2	1	0
1. Clearly defined content objectives for students		Content objectives for students implied		No clearly defined content objectives for students
4	3	2	1	0
2. Clearly defined language objectives for students		Language objectives for students implied		No clearly defined language objectives for students
4	3	2	1	0
3. Content concepts appropriate for age and educational background level of students		Content concepts somewhat appropriate for age and educational background level of students		Content concepts inappropriate for age and educational background level of students
4	3	2	1	0
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphs, models, visuals)		Some use of supplementary materials		No use of supplementary materials
4	3	2	1	0
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency		Some adaptation of content to all levels of student proficiency		No significant adaptation of content to all levels of student proficiency

4	3	2	1	0
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		Meaningful activities that integrate lesson concepts, but provide little opportunity for language practice with opportunities for reading, writing, listening, and/or speaking		No meaningful activities that integrate lesson concepts with language practice

Building Background

4	3	2	1	0
7. Concepts explicitly linked to students' background experiences		Concepts loosely linked to students' background experiences		Concepts not explicitly linked to students' background experiences
4	3	2	1	0
8. Links explicitly made between past learning and new concepts		Few links made between past learning and new concepts		No links made between past learning and new concepts
4	3	2	1	0
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)		Key vocabulary introduced, but not emphasized		Key vocabulary not emphasized

Comprehensible Input

4	3	2	1	0
10. Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)		Speech sometimes inappropriate for students' proficiency level		Speech inappropriate for students' proficiency level
4	3	2	1	0
11. Explanation of academic tasks clear		Explanation of academic tasks somewhat clear		Explanation of academic tasks unclear
4	3	2	1	0
12. Uses a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)		Uses some techniques to make content concepts clear		Uses few or no techniques to make content concepts

Strategies

4	3	2	1	0
13. Provides ample opportunities for students to use strategies		Provides students with inadequate opportunities to use strategies		No opportunity for students to use strategies

4	3	2	1	0
14. Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding (e.g., think-alouds)		Occasional use of scaffolding techniques		No use of scaffolding techniques

4	3	2	1	0
15. Teacher uses a variety of question types, including those that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)		Teacher infrequently poses questions that promote higher-order thinking skills		Teacher does not pose questions that promote higher-order thinking skills

Interaction

4	3	2	1	0
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts		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

4	3	2	1	0
17. Grouping configurations support language and content objectives of the lesson		Grouping configurations unevenly support the language and content objectives		Grouping configurations do not support the language and content objectives
4	3	2	1	0
18. Consistently provides sufficient wait time for student responses		Occasionally provides sufficient wait time for student responses		Never provides sufficient wait time for student responses
4	3	2	1	0
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text		Some opportunity for students to clarify key concepts in L1		No opportunity for students to clarify key concepts in L1

Practice/Application

4	3	2	1	0
20. Provides hands-on materials and/or manipulatives for students to practice using new content knowledge		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
21. Provides activities for students to apply content and language knowledge in the classroom		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
22. Uses activities that integrate all language skills (i.e., reading, writing, listening, and speaking)		Uses activities that integrate some language skills		Uses activities that apply only one language skill

Effectiveness of Lesson Delivery

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

Lesson Review/Evaluation

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