# SIOP (Sheltered Instruction Observation Protocol) Checklist

## Echevarria, Vogt, & Short, 2015a; 2015b, 2017

### Lesson Preparation

*Does the Lesson...*
• Include content objectives that are derived from content standards, and that are posted, orally shared with students, and reviewed at the end of lesson?
• Include language objectives that are derived from language proficiency standards, and that are posted, orally shared with students, and reviewed at the end of lesson?
• Include content concepts that are appropriate for the age and educational background of the students?
• Include supplementary materials that are used to make the content concepts clear and meaningful?
• Include meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and speaking?

### Building Background

*Does the Teacher...*
• Make explicit connections between new concepts and students background experiences?
• Make explicit connections between past learning and new concepts?
• Emphasize key academic vocabulary by introducing, writing, reviewing, and highlighting the vocabulary throughout the lesson?

### Comprehensible Input

*Does the Teacher...*
• Use speech that is appropriate to the students' English proficiency levels?
• Explain academic tasks clearly, orally, and in writing, providing models and examples as necessary?
• Use a variety of techniques to make content concepts clear (e.g., with modeling, visuals, hands-on activities, gestures, body language)?

### Strategies

*Does the Teacher...*
• Provide multiple opportunities during the lesson for students to use learning strategies?
• Consistently and appropriately use scaffolding techniques to support and assist student understanding?
• Incorporate a variety of questions and tasks that promote higher-order thinking?

### Interaction

*Does the Teacher...*
• Provide frequent opportunities for interaction and discussion between teacher and students, and among students which encourage elaborated responses about lesson concepts?
• Include grouping configurations that support the content and language objectives of the lesson?
• Consistently provide enough wait time after questioning for student processing and response?
• Provide ample opportunities, if possible, for students to clarify key content concepts in their home

language (L1)?

## Practice and Application

*Does the Teacher...*
• Provide hands-on materials and/or manipulatives for practice with newly learned content and language concepts?
• Provide activities during the lesson for students to apply their content and language knowledge?
• Provide activities that integrate all language skills (reading, writing, listening, and speaking)?

## Lesson Delivery

*Does the Teacher...*
• Clearly support the content objective(s) through the lesson delivery?
• Clearly support the language objective(s) through the lesson delivery?
• Actively engage students approximately 90% - 100% of the class period?
• Provide appropriate pacing of the lesson based on students' ability levels?

## Review and Assessment

*Does the Teacher...*
• Include a comprehensive review of key vocabulary?
• Include a comprehensive review of key content concepts?
• Provide regular feedback to students on their output (e.g., on their language use, content concepts, and work)?
• Assess student comprehension and learning of all objectives throughout the lesson (e.g., spot checking, group response, and final review)?

**Some SIOP Resources:**
Echevarria, J., Short, D. J., & Peterson, C. (2012). *Using the SIOP Model with Pre-K and Kindergarten English Learners*. Boston: Pearson.
Echevarria, J., Vogt, M.E., & Short, D. J. (2017). *Making Content Comprehensible for English learners: The SIOP Model* (5th Ed.). Boston: Pearson.
Echevarria, J., Vogt, M.E., & Short, D. J. (2018). *Making Content Comprehensible for Elementary English learners: The SIOP Model* (3rd Ed.). Boston: Pearson.
Echevarria, J., Vogt, M.E., & Short, D. J. (2018). *Making Content Comprehensible for Secondary English Learners: The SIOP Model* (3rd Ed.). Boston: Pearson.
Short, D. J., & Echevarria, J. (2016). *Developing Academic Language with the SIOP Model*. Boston: Pearson.
Short, D. J., Vogt, M.E., & Echevarria, J. (2017). *The SIOP Model for Administrators* (2nd Ed.). Boston: Pearson.
*Vogt, M.E., Echevarria, J., & Washam, M.A. (2015).99 More Ideas and Activities for Teaching English Learners with the SIOP Model. Boston: Pearson.*

**Note:** Learning to include the SIOP features on a consistent basis on in your lessons is a process that takes time. The goal is to work on one SIOP component at a time, gradually adding each of the others, over the course of 1-2 years. Keep in mind that a lesson can vary in length from 15 minutes (pre-K; K-1) to 50 – 60 minutes in the upper grades. The expectation is that teachers, eventually, include as many SIOP features in a lesson as is possible, with the goal of increasing English learners' and other students' academic language and content knowledge.