

Name: _____

The Sheltered Instruction Observation Protocol (SIOP) Model Implementation Self-Assessment

Beside each SIOP Model feature, write either Usually, Sometimes, or Rarely to show how often you use this feature in your teaching.

Lesson Preparation

- ___ 1. Define, display, and review content objectives clearly with students.
- ___ 2. Define, display, and review language objectives clearly with students.
- ___ 3. Choose content concepts appropriate for age and educational background level of students.
- ___ 4. Identify supplementary materials to use (e.g., graphs, models, visuals).
- ___ 5. Adapt content (e.g., text, assignment) to all levels of student proficiency.
- ___ 6. Plan 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

- ___ 7. Explicitly link concepts to students' backgrounds and experiences.
- ___ 8. Explicitly link past learning and new concepts.
- ___ 9. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.

Comprehensible Input

- ___ 10. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).
- ___ 11. Explain academic tasks clearly.
- ___ 12. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language, repetition, corrective recast, confirmation checks, comprehension checks, clarification requests, and the negotiation of meaning.).

Strategies

- ___ 13. Provide ample opportunities for students to use learning strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring, questioning, visualizing, diagramming).
- ___ 14. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
- ___ 15. Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

- 16. Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses, repair, comprehension checks, confirmation checks, clarification requests, the negotiation of meaning, and corrective recasts.
- 17. Use **group configurations** that support language and content objectives of the lesson.
- 18. Provide sufficient **wait time for student responses** consistently.
- 19. Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.

Practice/Application

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

Lesson Delivery

- 23. Support **content objectives** clearly.
- 24. Support **language objectives** clearly.
- 25. **Engage students** approximately 90–100% of the period (most students taking part and on task throughout the lesson).
- 26. **Pace** the lesson appropriately to the students' ability level.

Review & Assessment

- 27. Give a comprehensive **review of key vocabulary**.
- 28. Give a comprehensive **review of key content concepts**.
- 29. Provide **feedback** to students regularly on their output (e.g., language, content, work).
- 30. Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Total U's _____ Total S's _____ Total R's _____

Conclusions: