

Protocol for the Observation of Instructional Practices

Sheltered Instruction Observation Protocol

	(4) Highly Effective	(3) Effective	(2) Somewhat Effective	(1) Not Effective
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 levels				
Clear explanation of academic tasks				
A variety of techniques used to make content concepts clear				
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				
Sufficient wait time for student responses consistently provided				
Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text				
Lesson Delivery				
Content objectives clearly supported by lesson delivery				
Language objectives clearly supported by lesson delivery				
Students participate approximately 90% to 100% of the period				
Pacing of the lesson appropriate to students' ability levels				
Lesson Preparation				
Content objectives clearly defined, displayed, and reviewed with students				
Language objectives defined, displayed, and reviewed with students				
Content concepts appropriate for age and education 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)				
Practice/Application				
Hands-on materials and/or manipulatives provided for students to practice using new content knowledge				
Activities provided for students to apply content and language knowledge in the classroom				
Activities integrate all language skills				
Review/Assessment				

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Comprehensive review of key vocabulary				
Comprehensive review of key content concepts				
Regular feedback provided to students on their output				
Assessment of student comprehension and learning of all lesson objectives throughout the lesson				
Strategies	(4) Highly Effective	(3) Effective	(2) Somewhat Effective	(1) Not Effective
Ample opportunities provided for students to use learning strategies				
Scaffolding techniques consistently used assisting and supporting student understanding (e.g., “think-alouds”)				
Questions or tasks that promote higher-order thinking skills				

- 4- (Highly Effective) - Consistently uses the skills and/or strategies.
- 3- (Effective) - Often uses the skills and/or strategies.
- 2- (Somewhat Effective) - Sometimes uses the skills and/or strategies.
- 1- (No Effective) - Rarely or never uses the skills and/or strategies.