

VINELAND ELEMENTARY SCHOOL DISTRICT

Protocol for the Observation of Instructional Practices  
(Sheltered Instruction Observation Protocol)

<b>Building Background</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
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)						
<b>Comprehensible Input</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
Speech appropriate for students' proficiency levels						
Clear explanation of academic tasks						
A variety of techniques used to make content concepts clear						
<b>Interaction</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
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						
<b>Lesson Delivery</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
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						
<b>Lesson Preparation</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
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)						
<b>Practice/Application</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
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						
<b>Review/Assessment</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
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						
<b>Strategies</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
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						