



TESOL TRAINERS

YOUR SCAFFOLD TO SUCCESS



SIOP Self Reflection

Use the following scale to help guide your own development. The purpose is progress not perfection.

1= *unconsciously unskilled* 2=*consciously unskilled* 3= *consciously skilled*
4=*unconsciously skilled* 5=*consciously unconsciously skilled*

SIOP Components and Objectives	Start	Mid	End
Preparation			
▪ Write content objectives clearly for students: SWBAT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Write language objectives clearly for students: SWBAT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Choose appropriate content concepts	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Identify supplementary materials to use	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Adapt content to all levels of student proficiency	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Plan meaningful activities that integrate the 4 skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Building Background			
▪ Explicitly link concepts to students' backgrounds	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Explicitly link past learning and new concepts	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Emphasize key vocabulary for students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Comprehensible Input			
▪ Use speech appropriate for students' proficiency level	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Explain academic tasks clearly	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Use a variety of techniques to make content concepts clear	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Strategies			
▪ Provide ample opportunities for students to use strategies	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Use scaffolding techniques consistently throughout lesson	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Use a variety of question types that promote HOTS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5



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SIOP Components and Objectives	Start	Mid	End
Interaction			
▪ Provide opportunities for interaction & discussion T-SS; SS-SS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ use group configurations that support language & content objs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Provide sufficient wait time for student responses consistently	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Give ample opportunities for students to clarify concepts in L1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Practice and Application			
▪ Provide hands-on materials and/or manipulatives for students	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ provide activities for students to apply content and language	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ provide activities that integrate all language skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson Delivery			
▪ Support content objectives clearly	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Support language objectives clearly	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Engage students approximately 90-100% of the period	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Pace the lesson appropriately to the students' ability level	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Review and Evaluation			
▪ Give a comprehensive review of key vocabulary	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Give a comprehensive review of key content concepts	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Provide feedback to students regularly on their output	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
▪ Conduct assessments of student learning throughout lesson	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5