

# Guidelines for Sheltered Instruction

## Albuquerque Public Schools, Language and Cultural Equity—2006-07

For English language learners and culturally diverse students, the following elements are critical for quality instruction and intensive support/interventions in Tier I and Tier II of the RTI process.

### I. PREPARATION

1. Clearly defined standards and content objectives to guide teaching and learning
2. Clearly defined language objectives for each lesson (functions, structures, vocabulary)
3. Student performance targets, based on language proficiency levels, determined by state (ELD) and TESOL standards
4. Content concepts appropriate for age and educational background of students
5. Supplementary materials to clarify language and content and engage students
6. Adaptation of content to all levels of student proficiency (e.g., redundancy of language, making text accessible)
7. Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and speaking.

### II. INSTRUCTION

#### Accessing and Building Background

8. Concepts explicitly linked to students' background experiences
9. Links explicitly made between past learning and new concepts
10. Key vocabulary emphasized and used in various contexts

#### Comprehensible Input

11. Instruction proceeds whole to part to whole
12. Speech appropriate for students' proficiency level
13. Explanation of academic tasks clear and modeled
14. A variety of scaffolding techniques used to make content concepts clear
15. Reading and writing supported by various scaffolds

#### Strategies

16. Ample opportunities provided for students to use learning strategies
17. Consistent use of scaffolding techniques and checks for understanding throughout the lesson, including small group learning activities
18. A variety of formats provided for students to show what they know (graphic organizer, oral response, cloze, pictorial representation, etc.)

#### Interaction

19. Various question types, including those that promote higher-order thinking skills, used throughout the lesson
20. Frequent opportunities for teacher/student and student/student interaction to

encourage student talk and elaborated responses about lesson concepts

21. Grouping configurations support active participation in language and content objectives
22. Sufficient wait time for student response
22. Opportunities for students to clarify concepts, including use of L1 when possible and/or appropriate

### **Practice/Application**

23. Hands-on materials and/or manipulatives for students to practice using new content knowledge
24. Learning activities to apply content and language knowledge
24. Activities that integrate all language skills (i.e., reading, writing, listening, speaking, viewing, researching)

### **Lesson Implementation**

25. Content and language objectives clearly supported by modeling and sheltering learning activities
26. Pacing of the lesson appropriate to the students' language proficiency level and demands of the content
27. Learning tasks differentiated according to students' language proficiency levels

### **III. CLASSROOM ENVIRONMENT**

28. Consistency in classroom management routines and procedures to support student learning and independence
29. Community building an on-going activity
30. Students' languages, cultures, and work reflected in the classroom environment
31. Personal and academic risk-taking supported by positive inter-personal climate
32. Multicultural curriculum inclusive of diverse peoples and issues
33. Student participation in planning, decision-making, self-assessment, etc., to encourage engagement and investment in learning

### **IV. REVIEW/ASSESSMENT**

34. On-going review and redundancy of language functions and vocabulary and content concepts
35. Frequent, specific feedback provided to students on their language, content, and work
36. Formative and summative assessments to assess student comprehension and learning
37. Assessments differentiated for language proficiency levels
38. Opportunities for students to self assess language and content learning

*Adapted from The Sheltered Instruction Observation Protocol (SIOP); Echevarria, Vogt, & Short, 2000, 2004*