**Teacher’s Name: Date:**

**Menu of Effective Sheltered Instruction-** Please check areas of concentration-

**Plan and Prepare**

* Identify language and content objectives for the lesson
* Identify key terms, words, and visual representations
* Identify key language structures and usage
* Adapt written content materials
* Curriculum interpretation reflects that learning moves from whole to part
* Prepare information in varied ways (graphic organizers, realia, cooperative grouping)
* Adapt lessons for student’s level of English language proficiency (listening, speaking, reading and writing)
* Plan opportunities for students to problem solve, predict, organize, summarize, categorize, evaluate, self-monitor

**Instruction**

* Post the lesson’s objectives, activities, assignments and test dates
* Adjust teacher talk for student’s level of English language proficiency ( gestures, visuals, intonation)
* Provide frequent summations of the salient points of the lesson
* Provide modeling to clarify expectations for assignments
* Discuss and respect student’s experiences, culture and home language
* Include student demonstration and hands-on activities
* Use realia and graphic organizers
* Examine through listening and speaking, then expand through reading and writing
* Pace the lesson and allow wait time
* Negotiate meaning through student to student and teacher to student dialogue

**Participation**

* Organize flexible groupings ( pairs, small groups, whole class)
* Use cooperative learning
* Incorporate peer and cross age tutoring

**Classroom Routines**

* Develop and maintain routines
* The classroom is a language rich environment, including home languages, cultures, and student work
* Have instructional materials, examples, manipulatives, and tools readily available for students
* Create a safe environment that that supports student’s personal and academic risk-taking

**Assessment**

* Focus on assessment of content rather than language proficiency
* Use student created rubrics for student generated projects
* Use a variety of question types (Bloom’s Taxonomy)
* Allow additional time to complete assignments and projects
* Allow open-book, open-note, and take-home tests with reference materials
* Include cooperative group and self- assessment