Effective Sheltered Instruction Strategies

Presented by:

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Objectives

Introduce the Sheltered Instruction Observation Protocol (SIOP®) Model

Model sheltered instruction activities for listening, speaking, reading and writing

Share recommendations for implementing sheltered instruction
Who are the English language learners?

DEFINITIONS

A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably.

§89.1203. Definitions (updated May 2012)
Integrated Language Skills

- Reading
- Thinking
- Writing
- Speaking
- Listening
Image Streaming

1. Person A speaks with no interruptions, sharing ideas for the specific prompt
2. Person B listens
3. Person B speaks with no interruptions, sharing ideas for the specific prompt
4. Person A listens
5. Person A and B can share what they heard during the debrief phase of the image stream
Image Streaming

• What makes instruction difficult for English language learners?

• As a teacher, what can you do to facilitate instruction for your English language learners?

• Tell about one challenge that you face in working with your English language learners.
§89.1201. Policy.
(a) It is the policy of the state that every student in the state who has a home language other than English and who is identified as an English language learner shall be provided a full opportunity to participate in a bilingual or English as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC, §1.002(a), each school district shall:

(1) identify English language learners based on criteria established by the state;

(2) provide bilingual education and ESL programs, as integral parts of the regular program as described in the TEC, §4.002;

(3) seek certified teaching personnel to ensure that English language learners are afforded full opportunity to master the essential knowledge and skills required by the state; and

(4) assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 39, to ensure accountability for English language learners and the school districts that serve them.
§89.1210. Program Content and Design.
(a) Each school district required to offer a bilingual education or English as a second language program shall provide each English language learner the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee). The district shall modify the instruction, pacing, and materials to ensure that limited English proficient students have a full opportunity to master the essential knowledge and skills of the required curriculum. Students participating in the bilingual education program may demonstrate their mastery of the essential knowledge and skills in either their home language or in English for each content area.
§89.1210. Program Content and Design.

(a) English as a second language programs shall be intensive programs of instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in English as a second language shall be commensurate with the student’s level of English proficiency and his or her level of academic achievement. In prekindergarten through Grade 8, instruction in English as a second language may vary from the amount of time accorded to instruction in English language arts in the general education program for English proficient students to a full-time instructional setting using second language methods. In high school, the English as second language program shall be consistent with graduation requirements under Chapter 74 of this title. The language proficiency assessment committee may recommend appropriate services that may include content courses provided through sheltered instructional approaches by trained teachers, enrollment in English as a second language program shall address the affective, linguistic, and cognitive needs of English language learners as follows.
What is Sheltered Instruction?

- Sheltered instruction is a means for making grade-level content more accessible for ELLs while also promoting English language development.

- This approach combines second language acquisition strategies with content area instruction.

- Sheltered instruction teaches academic subject matter and its associated vocabulary, concepts, and skills by using language and context to make the information comprehensible to ELLs.
What Sheltered Instruction Is Not

- Traditional ESL
- Content Remediation
- Teaching Lower Grade Level Content
- Watered Down Curriculum
- Taught by an ESL Specialist
What is the SIOP Model?

Sheltered Instruction Observation Protocol

30 indicators of effective sheltered instruction organized around 8 components

Lesson-Planning Guide

Coaching & Reflection Session Guide
SIOP® Model Activities

• **Video**, *The SIOP® Model: Sheltered Instruction for Academic Achievement*

• **Foldable**, Create and label the 8 SIOP® Model Components

**Book**, *Making Content Comprehensible for English Learners: The SIOP® Model*

Authors: Echevarría, Vogt, and Short
The SIOP Model Components

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review/Assessment
Building Background

- Link concepts to background experience
- Link concepts to past learning
- Introduce and teach key vocabulary
Comprehensible Input

• Words and sentences are clearly articulated

• Tasks are clear and easy to follow

• Visuals, body language, models, film clips, etc. are used to make content accessible
Strategies

Provide opportunities for students to use strategies

Use scaffolding techniques consistently

Use a variety of question types, including those that promote higher order thinking
Interaction

- Offer frequent opportunities for interaction
- Use a variety of grouping configurations
- Use wait time
- Use native language support when advantageous
Practice/Application

➢ Use hands-on activities, manipulatives, and realia
➢ Provide practice opportunities for students to apply content and language objectives
➢ Integrate listening, speaking, reading, and writing
Lesson Delivery

Content objectives covered

Language objectives covered

Active participation 90% of the time

Appropriate pacing
Review/Assessment

• Review key concepts and vocabulary

• Provide feedback regularly

• Provide a variety of pathways for students to demonstrate mastery of knowledge and skills
1. Sheltered Instruction is used in a variety of program models.
2. Sheltered instruction cannot be used in classes that contain both ELLs and native English speakers.
3. Sheltered Instruction is the same as high quality instruction for native English speakers.
4. Language development classes should be separate from content classes for ELLs to learn best.
5. In Sheltered Instruction classes, teachers integrate ESL Standards.
6. Within the SIOP ® Model, teachers are encouraged to consistently ask higher order thinking questions of all students.
Implementing Sheltered Instruction

Provide training for all teachers and administrators

• Sheltered Instruction Initial Training:
  – 3 full days
  – Hands-on and discussion
  – Language acquisition
  – One SIOP component at a time

• Follow-Up Training Necessary
• Classroom Observations and Coaching

• ESL Certification Training
Reflections

Something that is still going around in your head

Something pointed that stood out in your mind

Something that “squared” or agreed with your thinking
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Welcome! (¡Bienvenido!)

Thank you for your interest in Campos Language Education Network, LLC (CLEN). Adelita Campos Acosta, formerly with Jenadel Language Services, LLC, welcomes you to CLEN. Campos Language Education Network, LLC provides quality research-based professional development to enhance English as a Second Language (ESL) and Bilingual Instruction. Our goal is to equip educators to improve English language arts instruction in grades 6-12.

CLEN offers a unique, hands-on approach to staff development. We model practical strategies and use effective teaching techniques which promote language development and increase academic achievement. Our activities are applicable to the core content areas and can be immediately implemented with all students.

We look forward to meeting the staff development needs of your district by providing quality ESL
Thank you for participating!
Please contact us to schedule your training.
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