ELL Program Road Maps

SHELTERED INSTRUCTION

BEAVERTON
SCHOOL DISTRICT
THRIVE • CONTRIBUTE • EXCEL

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Contents

The following educators were collaborative partners throughout this process. Without their expertise, creation of the Beaverton Road Maps would not have been possible.

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Research Foundation

This guide synthesizes several bodies of research to serve as a planning tool for sheltered instruction. We use the term **sheltered instruction** to refer to techniques within mainstream core classes or other carefully designed classes that *integrate sheltered instruction strategies that maintain grade-level content outcomes.* This definition is important—sheltered instruction is an integrated approach to teaching English language learners (ELLs) academic language and content by using specialized techniques to promote access to content while also developing English language proficiency.

Sheltered instruction strategies ensure access to content and skills. Student access is not only essential for ELL academic preparedness; it is also required as a civil right. Federal courts have decided on two separate occasions *(Lau v. Nichols* and *Casteñada v. Pickard)* that access to core content is a fundamental responsibility of school districts, schools, and educators. It is this civil right that implores school districts to expect all staff to utilize sheltered instruction practices.

Goldenberg (2013) notes that "the goal of sheltered strategies is to facilitate the learning of grade-level academic content and skills …. Sheltered instruction can be expected to contribute to English language development, but its real focus is academic content and skills." Consequently, sheltered techniques are best practices utilized in an *inclusive classroom* and are critical for ELLs to be able to access content and skills regardless of their English proficiency.

As a result, Beaverton School District recommends that sheltered instruction techniques be utilized by educators throughout a student's school day. In addition, we recommend that sheltered core classes (courses) only be offered at the secondary level for beginning to early-intermediate level ELLs (levels 1 & 2 as deemed by ELPA 21). Once students have reached a level 3, they should be integrated into mainstream classes that employ sheltered techniques.

Sheltered Instruction Program Descriptions

Component	Description	Student population
Techniques	Instruction provided in English and strategic use of native language (if possible). Sheltering techniques are used in order for students to gain access to content and develop mastery of grade-level learning targets.	Active ELLs, ever ELLs, and students from culturally diverse backgrounds.
Sheltered core-content classes	Instruction provided in English and strategic use of native language. Sheltering techniques are used in order for students to gain access to content and develop mastery of grade-level learning targets.	Can be designed exclusively for ELLs or for a mixture of ELLs and non-ELLs (Oregon Department of Education program model definitions).

These principles share common goals for students:

1. All students are provided access to academic content at or above grade level.
2. A variety of techniques and strategies are employed to teach academic language.
3. Students are provided opportunities and support to apprentice language skills.

The intent of a sheltered class is to provide an environment for students to learn grade-level core content and language skills through instruction that uses sheltered instruction techniques. As such, the simultaneous demand for learning academic content, language, and literacy compels schools and districts to consider approaches that promote clear access to content standards, while providing the space for students to apprentice in the specific language and literacy of the discipline (Heritage, Walqui, & Linquanti, 2015).

At the secondary level, sheltered classes give teachers and students the space to negotiate the content, language, and literacy demands of a particular subject. To be clear, a sheltered class *does not modify the expectations of the subject,* but rather emphasizes the instructional practices designed for access. The following table offers a clear representation of what sheltered instruction is and what it is not.

Clarifying Sheltered Instruction

Sheltered instruction does …	Sheltered instruction does not …
Focus on helping students master grade-level learning targets	Focus on remedial or below grade-level learning targets
Provide classroom teachers with training and support in sheltered instruction techniques	Assume that teachers are competent in sheltered instruction techniques; instruction does not support ELL access in the content or skills
Encourage teachers to incorporate both language and content goals when designing instruction	Focus solely on language development or content goals
Provide students with culturally relevant and grade-appropriate materials	Provide materials that are representative of a dominant culture and lack a diversity of backgrounds and experiences
Involve students in an interactive, collaborative learning environment	Consider students to be recipients of content knowledge within a teacher-directed learning environment, with few opportunities for academic interactions with peers
Use multiple academic measures to determine students' entry to and exit from an instructional program	Determine entry or exit from an instruction program on behavior-based criteria or a single academic measure
Consider student placement (in a sheltered core class) to be a temporary transition into a mainstream course	Consider student placement (in a sheltered core class) to be permanent, with no opportunity for students to participate with native speakers despite language proficiency

Guiding Principles

This document is organized into the following seven programmatic strands, based on *Guiding Principles for Dual Language Education* from the Center for Applied Linguistics (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007):

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment & Accountability
5. Educator Effectiveness & Professional Learning
6. Family & Community
7. Support & Resources

In the pages to follow, each guiding principle will be detailed to provide specific suggestions for best practice. In the accompanying reflective tool, each guiding principle is further supported with reflective questions and an organizer for planning.

Program Structure

The dual goals of sheltered instruction are to provide access to mainstream, grade-level content and to promote the development of English language proficiency. Because the intent of sheltered instruction is to provide access to the core curriculum for all students, *effective sheltered programs must continually be monitored for instructional fidelity.* To ensure that students are gaining meaningful access to core content, school leadership must ensure that key instructional practices are used consistently within each content area. Explicit instructional goals, focused sheltered-practice observations, and systemic sheltered-practice professional development and implementation support can help achieve fidelity of practice throughout a school.

Sheltered classes may have an unintended effect of lowering educational outcomes for ELLs when compared to nonsheltered versions of a particular subject. School leadership must monitor the sheltered program to ensure that sheltered classes teach to grade-level standards, *achieve grade-level outcomes for the particular content area,* and use sheltered strategies with fidelity.

According to Saunders, Goldenberg, and Marcelletti (2013), as ELL students acquire greater levels of English proficiency,

they should be increasingly included in classrooms with native English speakers. Simply put, students with higher levels of English language proficiency are best served in mainstream classrooms with native English speakers. *Due to the fact that students develop English language more effectively when engaged with native speakers, it is recommended that sheltered classes be primarily used for beginner or early intermediate-level ELL students.*

Based on this research, it is essential that schools establish exit criteria for moving students out of sheltered courses and into mainstream courses with native speakers. In a mainstream setting, teachers should still employ sheltered strategies in appropriate situations. In sheltered settings, teachers create the space for students to learn language through purposeful practice. "Language spirals in sophistication, depth, and eventually, correctness, based on students learning in content contexts" (Heritage, Walqui, & Linquanti, 2015).

Curriculum

Deborah Short has often written about how English learners do "double the work" when learning new academic content in English (Short & Fitzsimmons, 2007). The same could be said for teachers in their planning, as they must account for a myriad of complexities in academic language features and content. In particular, there are three dimensions of academic complexity to consider when designing curriculum. Valdés, Kibler, and Walqui (2014) discuss these dimensions in depth, revealing that teachers must account for (1) the analytical practices associated with college and career-readiness standards, (2) the academic content associated with the discipline, and (3) the discipline-specific language required for success in the content.

These three dimensions fit squarely with sheltered principles—the grade-level standards are the primary target, but teachers must be aware of the "constellation" of the other demands associated with the content standards (Heritage et al., 2015). As such, teachers will do well to anticipate these demands and incorporate them in their planning. Backward planning design principles, such as Understanding by Design, are helpful frameworks for including each of these dimensions into planning, so as to anticipate and appropriately shelter academic standards for greater student access.

Additionally, the Sheltered Instruction Observation Protocol (SIOP) offers a number of planning tools to ensure that teachers *logically integrate language, content, and literacy.* For more information on SIOP, in addition to other sheltering strategies, please consult the instructional staff at the Beaverton School District Welcome Center. *Sheltered instruction is not a separate curriculum.* Rather, it is a set of instructional techniques and student supports that provide access to district-approved curricula.

Finally, language modality (reading, writing, listening, speaking) is a critical consideration for curriculum planning. These modalities are essential for students to access rigorous coursework, as noted in the Common Core State Standards. The Oregon English Language Proficiency (ELP) Standards can help teachers intentionally plan tasks that incorporate modalities within their content. The ELP Standards provide correspondences, or crosswalks, between the Common Core, Next Generation Science Standards, and the ELP Standards. The ELP Standards, in particular, can be a helpful tool for identifying the overlap of key academic practices, which then illustrate the type of language that must be emphasized (see p. 33 of the standards).

Writing skills are a powerful avenue to demonstrate learning, build cognitive skills, and practice academic language. It is highly recommended that curricula involve multiple opportunities to write. Reading tasks should be designed to engage students in interacting with complex text to develop comprehension skills.

Grade-level considerations

All Grade Levels

Scaffolding and differentiation are essential instructional considerations for any learner, but they are especially important when working with ELLs . With relatively few years in the program, ELLs will benefit from specific instruction scaffolding differentiated to their level of language proficiency. Teachers should consult the proficiency level descriptors of the relevant ELP Standard to learn more about how to provide differentiated scaffolds for the ELLs in their classrooms. The use of sheltering techniques and language scaffolding are especially important within sheltered core classes.
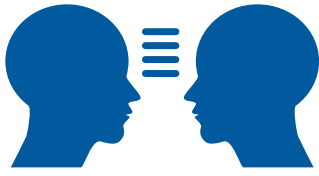
Instruction

There is a large body of research to support the direct link between high-quality instruction and positive student outcomes. It doesn't matter how great the planning is if the implementation through instruction is weak. One of the pillars of high-quality instruction is the reciprocal interaction model—genuine interaction between teacher and student that fosters critical thinking, promotes student agency, and emphasizes student learning over factual recall (Howard et al., 2007). Reciprocal instruction looks and feels more like facilitation than actual instruction. Teachers create the space for students to engage one another, learn cooperatively, and respond dynamically to problems and projects developed by the teacher.

Another pillar of high-quality instruction is the way teachers facilitate student discourse and learning through collaboration. The interstudent discourse required to collaborate creates the optimal space for negotiating new content and language for meaning. Lev Vygotsky wrote of the value of engaging students in their zone of proximal development, defined as "the area beyond what the learner can do independently, but where actions can be accomplished with the assistance of more able others" (Vygotsky, 1978). When thinking about learning as a social construct, it shifts the teacher's role to one of facilitator—the guide in the room that creates "invitations" for students to *apprentice themselves in the content, analytical practices, and language of the discipline* (Heritage et al., 2015). The

invitations described by Heritage, Walqui, and Linquanti are essential to language development, as they offer the time and space for students to experiment with language while negotiating class content.

Finally, teachers must account for the specific needs of all learners during instruction. In both planning and implementation, a feedback loop of formative assessment information will help teachers adjust their planning and instruction to student need. Formative assessment doesn't have to be formal—simply listening to how students are using language to express their understanding of class content will reveal much about how and where to adjust instruction.

Sheltered instruction practices provide integrated support so that students can steadily develop the conceptual understandings, academic skills, and specific language associated with the discipline. As such, teachers will need a dependable repertoire of sheltering techniques to employ as their students negotiate grade-level content. These strategies must serve as scaffolds into complex texts and themes, while simultaneously introducing and developing the academic language students will need to express their understanding of the content.

Lesson development tools could include standards-based learning targets and rubrics mapped to ELP Standards. Using these tools will support student learning of discipline-specific language. To ensure

the development of essential, complex language skills, instruction should include motivating tasks in which students engage with sophisticated texts, discuss them with their peers, and put their thoughts in writing.

Currently, the Beaverton School District utilizes the 5D+ instructional domains and rubrics to define effective instructional practices. It's important to note that expertise in all of these domains is essential for providing the effective instruction that is critical to ELL success. In addition, some domains and indicators resonate strongly with effective sheltered instruction.

The box below shows high-leverage instructional practices for teaching ELLs as recommended by the ELL Research Group during the 2014–2015 school year and outlined in the "Informed Decisions" document.

Best Practices for Sheltered Instruction

The 5D+ domains and indicators highlighting these practices are included in parentheses.

Assessment
- Set clear goals and objectives (P1, P5)
- Provide students with informative feedback (A6)
- Assess learning frequently and reteach when needed (A3, A4, A6)

Scaffolding
- Use well-designed instruction to strategically scaffold student participation, engagement, and interactions with peers (CP6)
- Link lessons to previous learning and/or build background knowledge (P2, P3)
- Practice culturally responsive teaching methods (SE4)
- Use pictures (e.g., picture cards), demonstrations, and real-life objects (CP2)
- Use illustrative texts and picture books (CP2)
- Use technology such as Smart Boards, tablets, and computers (CEC2)
- Provide information in multiple ways (e.g., gestures, visual cues, technology; CEC2, CP1, CP2)
- Use sheltered strategies and differentiated instruction (CP5, CP7)

Language
- Emphasize academic, as well as conversational, language in ELD instruction (SE5, SE6, CEC3)
- Use sentence frames to help ELLs talk about content (CP5, CP7)
- Use strategies that take into consideration the unique needs of newcomer students (CP5, CP7)
- Use home language strategically to support core content instruction (SE4)

Assessment & Accountability

Assessment is a foundational component of the feedback loop between teacher and student, as it illustrates what a student knows and is able to do with language, literacy, and content. Assessments should be carried out in consistent and systematic ways, which means they must be aligned to learning targets and utilize multiple measures (Howard et al., 2007). Such a system requires professional learning around the identification of concrete, integrated learning targets that lend themselves to assessing performance tasks (see the example on p. 24 of the ELP Standards). This will also ensure that teachers are responding to student needs expressed on formative and summative assessments. Student assessment data should inform careful planning of future units to ensure that all students are reaching grade-level targets.

Grade-level considerations

All Grade Levels
In order for students to demonstrate their learning, they will need to access assessments. When designing assessments, teachers should be cognizant of the language demands required and accommodate as necessary, which could include a variety of measures with multiple opportunities.

Educator Effectiveness & Professional Learning

Teacher capacity to deliver sheltered instruction must be addressed when supporting students in all classes. Instructional capacity is especially relevant for teachers of a sheltered core class. Fundamentally, any effort surrounding professional development must be founded on the expectation that all staff members are expected to implement sheltered techniques and to grow in their mastery of sheltered practices. School administrators will want to ensure that teachers are effectively implementing sheltered instruction with fidelity. One effective way to monitor practice is to lead focused instructional rounds, or learning walks. Learning walks are a high-leverage tool for supporting teachers in their craft, while simultaneously monitoring the system for fidelity. Please refer to the chart on page 11 for further examples of instructional best practices.

The Beaverton Welcome Center offers a variety of professional learning supports for sheltered instruction. Please consult a Beaverton School District Welcome Center staff person to learn more about the specific professional learning supports available.

Grade-level considerations

Elementary School

Given the importance of high-quality teachers, program planners will need to establish a sustained practice of professional development. As with our students, teachers learn in a variety of ways. Modeling, focused learning walks, and professional learning teams are examples of practices teachers can use to extend their learning and collegiality. In addition, focused professional discussion of contemporary research will ensure that all staff members understand the language development process.

Middle School and High School

Considerations noted above are consistent for all teachers. Program planners must take care to ensure that teachers are not only highly qualified, but that they are proficient in academic language and sheltered instruction techniques for their discipline.

Family & Community

School staff must work to educate stakeholders on how sheltered instruction practices support student learning, student achievement, and career and college-readiness goals. This includes discussing details of the sheltered instruction approach, such as its focus on grade-level targets and outcomes.

All language programs depend on active support from families and the greater community. The program's vision must reflect the values of the families and the community it serves. It's also critical that families embrace the program's vision. Emerging programs should incorporate parents and the community in the feedback loop as valued stakeholders in each phase of the program's design. It is critical that families understand the educational impact of sheltered instruction and how it will benefit their child's long-term academic success.

In order for families and the community to fully embrace the program's vision, the implementation team—with the support of the entire school staff—must work to educate all stakeholders in the intricacies of language learning. This mutual understanding of the language development process will encourage families to become program partners. Through a school-family partnership, educators can share specific strategies for supporting reading, writing, math, and language acquisition at home.

It is the school's responsibility to empower families. Our nonnative, English-speaking families may need extra support. For example, they may have very little experience with the U.S. school system and may lack the English language skills necessary to communicate with monolingual teachers. In order for the partnership to evolve, schools need to get all families involved and engaged. Research has found that students with involved parents, regardless of family income or background, are more likely to earn higher grades and test scores, attend school regularly, show improved behavior, graduate, and go on to postsecondary education (Henderson & Mapp, 2002). Beaverton School District's Volunteerism and Engagement Plan (2011–2015) supports the work of Dr. Joyce Epstein's framework of family engagement (Epstein, 2009). Her model of six types of parent involvement has helped schools nationwide develop effective school and family partnership programs. The six types are:

1. Parenting: Help all families establish home environments to support children as students.
2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. Volunteering: Recruit and organize parent help and support.

4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision making: Include parents in school decisions, developing parent-leaders and representatives.
6. Collaborating with communities: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Epstein's framework aligns with an important recommendation from *Guiding Principles for Dual Language Education*—assigning a parent liaison "who speaks the languages of the program [and] understands the needs of the parents in the community," as well as the structure of the program (Howard et al., 2007).

Grade-level considerations

All Grade Levels

Schools must find ample opportunities to communicate the purpose and vision of the school's language programs, which may mean that students will need time to develop academic language proficiency. State assessments may not reveal all that students know and are able to do.

Support & Resources

Many schools report that they have provided specific professional development for sheltered instruction. However, implementation with fidelity is often missing from mainstream classrooms. Given the tension of "covering" content standards, it is not surprising that teachers (especially at the secondary level) struggle to adequately shelter their instruction. As a result, school leadership must make sheltered practices an instructional expectation of all teachers. With a common expectation, school and district leaders must commit resources to providing ongoing professional learning through workshops and, more importantly, regular classroom observations. Focused learning walks are a great way to model and exchange novel instructional strategies. The budgetary considerations for focused learning walks are considerable, and as such, school and district leaders might consider a 2-year plan when establishing their sheltered instruction priorities.

The Welcome Center will work collaboratively with individual school teams to allocate resources to buildings based on a combination of data points to include demographics of the school, ELL population, and the design of the program model chosen for the building. Additional support needed to effectively carry out the program model should be discussed with the Welcome Center staff.

Grade-level considerations

All Grade Levels

It is essential that a district or school site commit various resources to bring sheltered practices to fidelity and to scale. Examples include:
- Funds for initial training, materials, and ongoing support
- Access to ongoing professional development and support for teachers
- Time for teacher collaboration and observation
- Access to data for monitoring and decision making

Reflective Tool

This tool is designed to support both the implementation of new ELL programs and existing programs. This document is intended to be used collaboratively with a school-based implementation team comprised of teachers and school leadership, as well as other members of the school community. For grade-specific considerations, please consult the Guiding Principles descriptors on the preceding pages.

As a team, use the guiding questions in the following organizer to facilitate discussion and guide reflection on your school's program of choice to serve ELL students. Through careful analysis and rich discussion, take stock of each program consideration to determine whether it is (1) already in place, (2) not evident, or (3) a potential area to develop. Based on these determinations, the team can use the features under "Next Steps" to plan for short, and midterm solutions, as well as prioritize immediate action items. When planning, teams might consider the SMART Goal framework, delegating tasks as necessary for program success.

Program sustainability. To ensure that the program is healthy in years to come, this guide can serve as a reflective tool to guide an evaluation of your school's ELL program. As your school's implementation team completes its analysis, please consider the following questions:

1. How will the implementation team know when it has reached its program vision?
2. How will the team respond when it has met its program goals?
3. How and when will the implementation team return to this document to execute the plan?

Connections. How do your team's plans connect to other school programs, other district programs, and the school district's vision for the future?

Program Structure Reflective Tool

Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Program Vision The program has a cohesive, shared vision and a set of goals that establish: • High expectations for all students • Commitment to an instructional focus on English language development and multiculturalism	• Does the program establish a clear vision that considers the perspectives of all stakeholders (e.g., students, families, community partners, teachers, administrators)? • Does the program follow best practices for accessing core content with sheltered instruction?						
School Environment The district, school, and community embrace the program and provide: • A safe, orderly environment • A warm, caring community • Awareness of the diverse needs of students of different linguistic and cultural backgrounds	• If the program is a strand within the school, how does it interact with the rest of the school? • Does the school environment project the values established by the program's vision?						
School Leadership The implementation team and school principal lead the program towards its vision and goals. • Advocate for the program • Coordinate the program based on planning • Design and facilitate professional learning and promote staff cohesion • Ensure equitable allocation of funds	• Does planning support the program vision? • Does program leadership respond when implementation veers away from the program's vision? • Are the program's goals clearly articulated to all stakeholders?						

Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Ongoing Planning With an eye for sustainability, the program guides implementation through careful planning.	• Does the program vision reflect the values of the school and community and purpose of the program?						
• Goals align with the program's vision • The program articulates vertically through grades and iterates horizontally across grades	• Does the program have a set of short-term and midterm goals to realize its vision?						
• Instruction is guided by an evolving scope and sequence that is developmentally, linguistically, and culturally appropriate	• Does the program account for alignment to state standards and the ELP Standards?						
Language Development The program is founded on principles that are supported by research and best practice.	• Does best-practice research guide teaching and learning?						
• Principles of second language development • Effective instructional methodologies and classroom practices	• What can be done to promote the families' language and culture in the school and community?						
• Belief in and commitment to second language acquisition theory	• Do teachers and all program staff understand and apply the principles of second language development?						
Master Schedule The school master schedule must take student need into account when defining sheltered course offerings. Students should participate in mainstream courses as much as possible. Additionally, the master schedule must provide time for teacher collaboration.	• Does the master schedule facilitate consistent teacher collaboration?						
	• Does the master schedule allow for flexible grouping based on students' needs?						
	• Does the master schedule contain sufficient offerings for all ELL students that require sheltered classes?						

Curriculum Reflective Tool

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
Cultural Relevance Curriculum levers relevant themes and topics as vehicles to engage students in standards-aligned learning. • Curriculum weaves culturally relevant content with grade-appropriate skills and language standards • Unit themes promote connections and cross-cultural exchange	• Does the curriculum reflect the values of the student's home community?						
	• Does the curriculum offer an authentic, unassuming perspective of student culture?						
	• Does the curriculum incorporate regular opportunities to practice language through academic discourse?						
Alignment Curriculum provides a plan for student learning aligned horizontally across one grade level and vertically across previous and subsequent grades. • Curriculum at each grade level details what students must know and be able to do by the end of each grade • Each grade's expectations articulate to the next grade level	• Does the curriculum align to grade-appropriate content and ELP standards?						
	• Does the curriculum offer opportunities for language development across all language proficiency levels within content areas?						
	• Do teachers on the same grade and department teams collaboratively design and implement curriculum?						
	• Do they collaboratively compare and contrast outcomes?						
	• Does the curriculum offer opportunities to develop language, literacy, and content knowledge simultaneously?						

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Depth Deep curriculum provides opportunities for students to engage concepts, skills, and language associated with rigorous, compelling work in multiple contexts. Deep curriculum encourages connections across contexts, and embeds skills and language development. • Provides cooperative learning opportunities to extend critical thinking into collaborative space • Includes appropriate scaffolds and differentiated supports so all students can access rigorous, engaging learning	• Does the curriculum encourage higher order thinking? • Does the curriculum account for diverse learners? • Does the curriculum enrich the student learning experience? • Does the curriculum embed authentic skills and academic language development? • Does the curriculum incorporate appropriate scaffolds for students to access deep concepts?						
Thematic Integration The themes integrate language, content, and analytical practices (e.g., Bloom's Taxonomy, Depth of Knowledge) in culturally relevant units of study. • Coherence throughout the year—unit themes complement one another • Cross-curricular coherence—unit themes connect across content and language	• Do the unit themes connect to: – Previous learning – Future learning – Other subjects						

Curriculum Reflective Tool (cont'd)

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
Enrichment vs. Remediation Sheltered instruction programs are built to enrich student access to class content. Curricular planning must: • Challenge students with deep critical thinking • Promote literacy development in English • Promote academic language development	• Does the curriculum enrich the student learning experience?						
	• Does the curriculum push students to extend and apply their learning across contexts?						
	• Does the curriculum extend opportunities to build language and literacy skills within grade level content?						

Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Integrating Language, Content, & Analytical Practices Sheltered instruction should simultaneously develop the academic language that students need in content-area classes. Sheltered instruction programs: • Weave language and literacy into compelling content that students need for school success • Create many opportunities for students to use English to negotiate class content	• Do teachers foster critical thinking and meaningful student discourse in English?						
	• Does the teacher create opportunities for students to develop understanding of discipline-specific language, content, and analytical practices?						
Multimodal Exposure to Academic Language Through Content As a core principle of language development, students must exercise all four modalities (listening, speaking, reading, and writing) as they develop English. • Teachers weave language development tasks into class content • Teachers recognize language structures in English and provide explicit language development instruction	• Do teachers create the opportunity for students to engage class content through each of the modalities in English?						
	• Do listening and speaking complement reading and writing tasks?						
	• Do teachers embed language development within class content?						

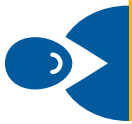| Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
Formative Assessment Ongoing formative assessment creates a feedback loop between teacher and student. Multiple sources of input from students will indicate how to best support students in language, literacy, and content. Formative assessment doesn't have to be formal—careful attention to student output reveals much about the depth of mastery of language, literacy, and content standards.	• What do student data reveal about what students know and are able to do? • Do teachers create multiple opportunities for students to show what they know and are able to do? • Do teachers use formative assessment data to reflect on their practice? • Do teachers share these data with colleagues in learning teams?						
Flexible Grouping & Cooperative Learning Cooperative learning creates the space for students to engage and discuss class content, while exercising academic language in English. Flexible grouping strategies enable teachers to structure groups heterogeneously or homogeneously to support a particular instructional focus. • Heterogeneous groups leverage student strengths as models in English • Teachers might employ homogeneous groups to differentiate language and content skills for particular student groups	• Do students engage cooperatively to solve complex problems while developing academic language forms and functions? • Do teachers have a system to flexibly arrange students based on instructional priorities and student needs?						
Culturally Responsive Instruction Teachers engage students by designing instruction that integrates students' cultural, linguistic, and academic funds of knowledge.	• Do teachers treat students' cultural, linguistic, and academic experiences as assets for learning?						

Assessment & Accountability Reflective Tool

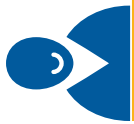| Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Monitors Program Effectiveness Assessments, implemented in "consistent and systematic ways" reveal much about how students negotiate content in English. Assessments for sheltered instruction programs focus on content area standards and associated ELP Standards.	• Do teachers and program staff monitor student growth to determine if the program is reaching its goals (e.g., student scholarship data)?						
Includes Multiple Measures Multiple points of input create a deeper, clearer picture of how students are progressing in language, literacy, and content in English. Multiple assessments of learning standards paint a more accurate picture of what students know and are able to do with language.	• Does the program embed multiple measures of student progress?						
	• Do assessments measure progress in content standards, literacy, and language development associated with the discipline?						
Assesses Academic Content & Language How are students progressing in content-area standards? Schools and ELL program staff should use multiple indicators of growth to determine how students are progressing in their content-area studies and language development.	• Does the program assess individual student progress in language, literacy, and content in the discipline?						
	• How does the program communicate this information to other stakeholders like ELD teachers and families?						

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
Data Analysis The school disaggregates student data to understand how to support each student in the sheltered instruction program. Teams of teachers and administrators analyze formative and summative assessment data to understand how students are performing relative to standards.	• What do student formative and summative assessment data reveal about students' depth of mastery of the content standards, language, and literacy features? • Do teachers and school data teams disaggregate student data to learn more about how ELLs fare in content, language, and literacy?						
Data Inform Programmatic & Instructional Decisions Teachers follow a formative assessment cycle to inform instructional decisions. Student performance relative to standards supports teachers in planning instruction best suited to their students' needs.	• Do teachers, administrators, and ELL program staff act on conclusions drawn from student data? • Are the results used to inform planning and instruction?						
Assessment Literacy The school commits to building capacity in assessment literacy. Teachers know how to design performance tasks linked to specific language and content standards. The school provides further professional learning to analyze and interpret results and determine how the results can inform future instructional decisions.	• What types of professional learning will build teacher capacity in assessment literacy? • What types of data protocols are in place to guide analysis and interpretation of student data?						

Educator Effectiveness & Professional Learning Reflective Tool

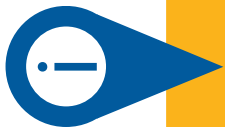| Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Teacher Certification & Preparation Effective, fully credentialed teachers are trained on sheltered instruction strategies embraced by Beaverton School District. Teachers are both endorsed and skilled in their discipline and language development practices.	• Are teachers prepared with a deep understanding of class-content standards and English language development?						
	• Have teachers received training (and follow-up)?						
Expertise in Sheltered Instruction Teachers in sheltered instruction programs are experts in developing language while simultaneously teaching content, skills, and literacy. Given the complexity of this task, teachers must have preparation and continued professional learning. Programs offer regular opportunities for professional learning in sheltered practices.	• Is professional learning in sheltered practices offered and encouraged by the school?						
	• Do teachers collaborate to share best practices in sheltered instruction?						
	• Are sheltered instruction strategies shared schoolwide?						
Professional Learning Professional learning priorities are developed collaboratively and transparently with staff and are part of the program's commitment to continual improvement.	• Are there clear priorities for professional learning?						
	• Do teachers have a role in establishing priorities for professional learning?						
	• Does the professional learning contribute to continual improvement?						
	• Does the program provide sustained follow-up to concepts presented in professional development time?						
	• Does the program incorporate concepts from professional development into professional expectations?						

Educator Effectiveness & Professional Learning Reflective Tool

Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Learning Walks & Professional Reflection Focused learning walks are a core professional learning tool. Rounds of observations are focused through defined instructional lenses with the purpose of exchanging best practice. Learning walks are accepted as a professional norm and as an opportunity for personal and professional growth.	• What systems are in place to enable learning walks to occur with minimal impact to teaching and learning?						
	• What are the professional expectations of learning walks?						
	• Do teachers and administrators follow up after learning walks?						
	• Are norms in place for guiding rounds of learning walks?						
Professional Collaboration The program enables, encourages, and expects professional collaboration through horizontal (within grade levels) or vertical (across grade levels) grade and department teams.	• Does the master schedule create the space for professional collaboration?						
	• Are learning teams guided by common professional norms and student-focused protocols?						
	• Does school leadership establish collaborative expectations for learning teams?						
	• Does school leadership establish expectations for and coach norms and protocols?						

Family & Community Reflective Tool

Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
School-Based Parent/Community Liaisons The family liaison communicates student progress to parents and is aware of the structure for sheltered instruction programs.	• Does the family liaison understand the purpose of sheltered instruction programs?						
	• Does the family liaison communicate student progress in sheltered courses to families?						
Communication The school and sheltered instruction program maintain regular communication with families to clarify the purpose of sheltered instruction and detail student progress.	• Does the program use multiple modes of communication to connect with families?						

Support & Resources Reflective Tool

Program considerations	Guiding questions	Current status			Next steps		Timeline	
		Already in place	Not evident	Potential areas to develop	Action items		Interim check-in date	Final evaluation date
Equitable Allocation of Resources Given that equality isn't equity—the local school board, district, and school staff understand how to distribute resources to equitably fund sheltered instruction (especially ongoing professional development).	• Does the school district, the local school board, school, and district leadership plan for allocating resources to support ELL students?							
	• Does program leadership commit adequate funds to achieve the program's intended outcomes?							
Human Resources The local school board, school, and district leadership have a robust plan for recruiting and retaining highly effective staff members that understand content studies and language development required for effective sheltered instruction.	• Does the district have a strategy for retaining highly qualified teachers?							
	• Does the district equitably distribute highly qualified teachers where needed?							

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