

Sheltered English Strategies at the Secondary Level: A Field Support Approach

Proposal for Professional Development

DiversityLearningK12 LLC

P.O. Box 19790, Portland, OR 97280

(503) 719-5771 • info@diversitylearningk12.com • www.diversitylearningk12.com

Sheltered instruction is a well-established approach for teaching English language learners (ELLs), using modified language and contextual cues to make English lessons comprehensible. In this way, sheltering fosters second-language proficiency at the same time students are acquiring academic knowledge. This is a pedagogy that is solidly based in research and theory (Krashen, 1991). And when provided by qualified teachers, it has proven effective, especially when combined with native-language instruction.

Sheltering becomes more challenging, however, for secondary teachers and students. At that level, the cognitive and linguistic demands are greater, and instructional strategies must be designed to convey complex material. For example, each content area has its own specialized – and conceptually advanced – vocabulary in English that must be made accessible to ELLs.

Thus, while generic sheltering strategies can be helpful, they are usually insufficient for secondary students. Educators need both theoretical grounding and practical guidance to adapt these strategies for subjects including Math, Science, Social Studies, and Language Arts.

Here is where ***DiversityLearningK12*** can help.

Our consultants are not only experts in content-specific strategies for sheltered instruction. They are also experienced coaches who can offer individualized assistance to teachers in providing instruction and crafting curriculum. This Field Support Model (FSM) of professional development was developed by Dr. Sharon Reyes, our program director, for the Chicago Public Schools. Adapted for ELL educators, it will feature:

- a comprehensive overview of sheltering strategies at the secondary level;
- content-specific sheltering strategies;
- planning for practical implementation in the classroom;
- hands-on mentoring and follow-up by consultant/coaches; and
- intensive collaboration with professional peers.

In the FSM, professional learning and classroom practice are seamlessly linked over time. Research has repeatedly shown that this type of sustained approach is superior to the “one-shot,” uncoordinated workshop model of professional development (Wei et al., 2009).

Professional Development Plan

Please note that all details of this professional development plan, including the scope and scheduling of sessions, are negotiable. **DiversityLearningK12** is fully committed to tailoring its services to meet the specific needs of its clients.

Week One: Overview and Application (4 days, late September or early October)

Four full-day sessions, one in each of the following subject areas: Language Arts, Social Studies, Math, and Science. Participants to include approximately 15 teachers from each discipline, plus interested administrators, attending one day during the week.

The session will be divided into three parts:

- Theoretical overview of sheltered instruction and its role in second-language acquisition, along with an introduction to various models of sheltering (SIOP, GLAD, CALLA , etc.).
Dr. Sharon Reyes
- Practical applications of sheltering in each subject area, with content-specific examples and hands-on practice.
Subject area specialists: Dr. Mary Carol Combs, Mr. Salvador Gabaldón, Ms. Suzanne Kaplan, Dr. Sara Tolbert
- Group and individual lesson planning using methodologies and strategies conducive to sheltered instruction, tailored to meet the needs of students.
Dr. Sharon Reyes and subject-area specialists

Weeks Two and Three: Field Support (8 days, mid-November and/or early December)

Individualized follow-up to assist teachers in implementation of sheltering plans developed in Week One.

- Field support will consist of observation, coaching, and/or co-teaching a sheltered lesson, with an emphasis on mentoring, not evaluation.
- After each classroom observation, an individual debriefing session will be held with each teacher to sum up what worked and how the lesson could be improved.
- Each consultant will spend approximately 2 hours with each teacher – 3 observations/consultations per day – covering a total of approximately 60 teachers; one week to be devoted to Language Arts and Social Studies, the other to Math and Science.
Dr. Sharon Reyes and subject-area specialists

Week Four: Peer Collaboration (4 days, mid-December or early January)

Four full-day sessions, one in each subject area, designed to facilitate professional collaboration and share knowledge of sheltering practices that are work well with ELLs. Sessions will consist of:

- Group discussions among teachers and interested administrators, led by consultants, to address questions that arose during field support; to review new knowledge and skills gained as a result of the field support; and to highlight both successes and challenges. Consultants will present additional materials based upon field support experience.
- Time will be reserved during the day for individual consultations and follow-up support.
Dr. Sharon Reyes and subject-area specialists

Week Five: Curriculum Development (4 days, early February)

Four full-day sessions, one in each subject area, designed to help teachers begin making a transition from sheltering individual lessons to developing a holistic sheltered curriculum in their discipline. The day will be divided into two parts:

- Presentation on advanced methodologies and sheltering strategies, combined with content-specific examples that can be used in developing curriculum.
- Group discussion among teachers and administrators about developing an overall framework for curriculum in each subject area.
- Time will be reserved during the day for individual consultations and follow-up support.
Dr. Sharon Reyes and subject-area specialists

Week Six: Progress Review (4 days, mid-March)

Four full-day sessions, one in each subject area, designed to review and critique the curriculum development process. The day will be divided into two parts:

- Group discussion, evaluation, and critique of initial efforts to reorganize curriculum to integrate effective sheltering strategies.
- Planning for the following school year.
- Time will be reserved during the day for individual consultations and follow-up support.
Dr. Sharon Reyes and subject-area specialists

Our Personnel

Sharon Adelman Reyes, Ph.D. (Program Director)

Educational consultant specializing in professional development for bilingual, dual language, and ESL teachers; coauthor, *Teaching in Two Languages: A Guide for K-12 Bilingual Educators* and *Constructivist Strategies for Teaching English Language Learners*; formerly a teacher, principal, curriculum specialist, university professor, and educational researcher in Illinois, Oregon, and Washington State.

Mary Carol Combs, Ph.D.

Associate professor, University of Arizona, Department of Teaching, Learning, and Sociocultural Studies, specializing in literacy development for ELLs in bilingual and English immersion classrooms; coauthor, *Bilingual and ESL Classrooms*; formerly an ESL teacher and director of the English Plus Information Clearinghouse in Washington, DC.

Salvador Gabaldón, M.A.

Language acquisition coach, Tucson Unified School District, specializing in ELL program development, language proficiency assessment, and ESL with primary language support; social studies background includes expertise in Chicano history and literature; formerly a high school English teacher in Los Angeles and Tucson.

Suzanne Kaplan, M.A.

Title I program facilitator, instructional coach, Sunnyside Unified School District, Tucson, AZ, specializing in mathematics education for English language learners; Ph.D. candidate, University of Arizona; coauthor, *Instructional Strategies that Actually Work: Used Over and Over Again by Practicing Teachers of English Language Learners*; formerly taught grade 6-8 mathematics in a dual language program in Tucson.

Sara Tolbert, Ph.D.

Assistant professor of science education, University of Arizona, specializing in sheltered instruction in science classrooms; coauthor, "Promoting science achievement and aspiration among Latino English learners in the secondary school," in *Teaching Science with Hispanic ELLs in K-16 Classrooms*, Charlotte, NC: Information Age Publishing; formerly taught secondary science and ESL in Bronx, NY.

References

- Krashen, S. 1991. Sheltered subject matter teaching. *Cross Currents* 18: 183-188.
- Wei, R.C., Darling-Hammond, L., Andree, A., Richardson, N. & Orphanos, S. 2009. *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. Dallas, TX: National Staff Development Council.

Division of Responsibilities

DiversityLearningK12 will provide:

Session planning, coordination

Scheduling

Consultants

Arranging and reimbursing transportation, food, and lodging expenses for consultants

Programs, handouts, PowerPoints (electronic form)

School District will provide:

Meeting space

A/V equipment (PowerPoint projectors, screens, laptops)

Catering of lunches, coffee breaks

Printing and assembly of program and handouts