Standard English Language Development Protocol

ALL EDUCATORS WILL USE SHELTERED INSTRUCTION ALL DAY, EVERY DAY, WHEN TEACHING CONTENT TO ENGLISH LEARNERS					
CORE ELD PROGRAM			**ELD INTERVENTIONS**		
GRADE	**TIME**	**CURRICULUM OPTIONS**	**ELD LEVEL**	**TIME/GROUP SIZE**	**CURRICULUM OPTIONS** (Determined by EBIS team based on student data and instructional need)
K	20 min daily (half day) 30 min daily (full day)	• **Carousel of Ideas** • **TTSD ELD Framework**	**Levels 1-4**	Core + 10 minutes daily, Small group	**Gen Ed intensifies Sheltered Instruction** *AND* • **Language for Learning** • **Anita Archer Vocab Routine** • **Journeys ELL lessons** • **Targeted Systematic ELD**
Grades 1-5	60 min daily	• **Carousel of Ideas** • **TTSD ELD Framework**	**Level 1 (Newcomer)**		
Grades 1-5	30 min. daily	• **Carousel of Ideas** • **TTSD ELD Framework**	**Level 2**	Core + 30 minutes daily, Small group	**Gen Ed intensifies Sheltered Instruction** *AND* • **Language for Learning** • **Anita Archer Vocab Routine** • **Journeys ELL lessons** • **Word Generation 4th-5th** • **Targeted Systematic ELD**
Grades 1-5	30 min. daily	• **Carousel of Ideas** • **TTSD ELD Framework**	**Levels 3 & 4**	Core + 15-30 minutes daily, Small group	

Decision Rules:
When either of the following occurs for students who score in the strategic or intensive ranges on DIBELS Next:

- ELPA or LAS Links results indicate that the student's language level has not increased since the previous year
- The Dutro Quick Screen and the Correct Writing Sequence screen (CWS) indicate that the student's language development is much slower than that of his/her language level peers

Place student in a reading intervention and intensify general education classroom sheltered instruction, using the Sheltered Instruction Intensification Worksheet.

Progress monitor students and review in 12 weeks:
- Progress monitor using Correct Writing Sequence (CWS) and DIBELS Next Daze biweekly and DIBELS Next ORF or IDEL weekly.
- In IPAS, complete the Intervention Profile Sheet and enter progress-monitoring scores.

Adapted from TTSD Standard ELD Protocol, 2/22/14

Intervention Changes after 12 weeks of intensified general education classroom sheltered instruction

If the Language Level:	And the Reading Level:	Then…
Improves	Improves	The teacher will continue to use the intensified sheltered instructional strategies. The team will review the exit criteria to determine whether the student should continue in the reading intervention.
Doesn't Improve	Improves	Place the student in an ELD Intervention from the above protocol. The team will review the exit criteria to determine whether the student should continue in the reading intervention or whether the reading intervention should be discontinued for the next 12 weeks. The ELD teacher will work with the classroom teacher to further refine and intensify sheltered instruction throughout the day.
Improves	Doesn't Improve	The teacher will continue to use the intensified sheltered instruction strategies. The team will consider intensifying the reading intervention according to the reading protocol.
Doesn't Improve	Doesn't Improve	Place the student in an ELD Intervention from the above protocol. The ELD teacher will work with the classroom teacher to further refine and intensify sheltered instruction throughout the day. The team will consider intensifying the reading intervention according to the reading protocol. However, at the determination of the team, the reading intervention may be discontinued for the next 12 weeks.

Progress Monitor Students and review in 12 weeks:
- Progress monitor using Correct Writing Sequence (CWS) and DIBELS Next Daze biweekly and DIBELS Next ORF or IDEL weekly.
- In IPAS, update the Intervention Profile Sheet to indicate that the student is receiving an ELD intervention, and enter progress-monitoring scores.

Intervention changes after 12 weeks in an ELD Intervention

If the Language Level:	And the Reading Level:	Then…
Improves	Improves	The team will decide whether to continue the ELD intervention. The team will review the exit criteria to determine whether the student should continue in the reading intervention.
Doesn't Improve	Improves	The team will continue or intensify (i.e. see page 11 EBIS handbook for appropriate recommendations) the current ELD intervention. The team will review the exit criteria to determine whether the student should continue in the reading intervention.
Improves	Doesn't Improve	The team will review progress-monitoring data and determine whether or not to continue the ELD intervention **AND** The team will consider reinstating and/or intensifying the reading intervention according to the reading protocol.
Doesn't Improve	Doesn't Improve	Continue or intensify the current ELD intervention. The ELD teacher will work with the classroom teacher to further refine and intensify sheltered instruction throughout the day. The team will consider reinstating and/or intensifying the reading intervention according to the reading protocol.

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Sheltered Instruction Intensification Worksheet

Student: _____ Core teacher: _____ Date:_____

SHELTERED INSTRUCTION	CURRENT PRACTICES	INTENSIFIERS	(EXAMPLES)
Explicit **learning objectives** communicated to student			*Student predicts lesson outcome at start of each day.* *Student ends each session with outcome sentence in journal.* *Self-rating on meeting objective.*
Build Background			*Preteach-reteach vocabulary* *Add vocab chant to each science unit* *Show short video about concept* *Use observation charts to assess prior knowledge*
Oral practice opportunities			*Add Think-Pair-Share to each math lesson* *Call on student twice during each lesson* *Require complete sentence responses from all*
Checks for understanding			*Add exit ticket every third day.* *Quick writes* *Cornell notes* *White board response checks*
Other sheltered instruction			*Add hands-on lesson to each week.*

Sheltered Instruction Strategies for English Language Learners

Sheltered Instruction (SIOP) Components and Features	Suggested Instructional Activities
Lesson Preparation (LP) 1. Write <u>content objectives</u> clearly for students. 2. Write <u>language objectives</u> clearly for students. 3. Choose <u>content concepts appropriate</u> for age and educational background level of students. Teach required concepts without diminishing the content. 4. Identify <u>supplementary materials</u> to use (graphs, models, visuals). 5. <u>Adapt content</u> (e.g., text, assignment) to all levels of student proficiency. 6. Plan <u>meaningful activities</u> that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking. Avoid planning a lecture as a meaningful activity.	Incorporate listening, speaking, reading, and writing activities Realia, manipulatives, props, photographs, illustrations Demonstration of lesson procedures Videos, DVDs, CD-ROMs, audio tapes Adapted, taped, or highlighted text Teacher-prepared outlines Jigsaw activities Marginal notes High-interest, low-readability texts, Trade books Thinking Maps and other graphic organizers Bilingual dictionaries, Native language texts
Building Background (BB) 7. <u>Explicitly link concepts</u> to students' backgrounds and experiences ("*Have you ever*?) 8. <u>Explicitly link past learning</u> and new concepts. (*Do you remember when we...?*) 9. <u>Emphasize key vocabulary</u> (e.g., introduce, write, repeat, and highlight) for students.	Question Stems to elicit and share background experiences Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs Insert Method, Anticipation Guides Concept/Question Board, Concept definition maps Word sorts, Vocabulary flip books, Word generation activities Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Cloze activities Mnemonic strategies, Interactive word walls, Labeling Word knowledge self-assessment, Word banks, Cognate study
Comprehensible Input (CI) 10. Use <u>speech</u> appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners). 11. <u>Explain academic tasks</u> clearly. 12. Use a <u>variety of techniques</u> to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).	Preview lesson topic; provide multiple exposures to key details Provide both oral and written directions for tasks Step by step explanation and modeling of tasks Display a finished product as an example Assess students' comprehension often ("*Tell your partner what to do.*", "*Thumbs up if you can repeat the directions*", etc.) Multimedia resources (music, overhead transparencies, PowerPoint presentations, Web sites, videos/DVDs, etc.) Graphic organizers specific to the task Allow students to express understanding via alternative forms
Strategies (S) 13. Provide ample opportunities for students to use <u>strategies</u>, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring). 14. Use <u>scaffolding techniques</u> consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson. 15. Use a variety of <u>question types including those that promote higher-order thinking skills</u> throughout the lesson (literal, analytical, and interpretive questions).	Mnemonic strategies SQP2Rs, GIST Rehearsal strategies Thinking Maps and other graphic organizers Text comprehension strategies (predicting, retelling. summarizing, etc.) QAR strategy Questioning the Author Anticipation / Reaction Guides Think Alouds Note Taking (Three-Column, Cornell notes, etc.) Scaffolded Questions / Verbal scaffolding of student responses Question stems that promote higher-order thinking skills

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