**The 8 Components of Sheltered Instruction: Teacher Self Reflection**

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| **Sheltering Component** | **1** | **2** | **3** | **4** |
|  | I have heard of this practice, but don’t currently implement it in my classroom. I would need more training in order to feel comfortable trying it. | I am aware of this practice and use it from time to time. However, I would like to become more comfortable with it and implement it more consistently. | The practice is a regular part of my teaching. I feel comfortable and proficient at implementing it. | I could use this practice in my sleep. It’s a regular part of my teaching and I’d even feel comfortable offering a training on it. |
| **Sheltering Component** | **1** | **2** | **3** | **4** |
| ***Focus on language***—Every lesson provides an opportunity and a need to teach students the academic language skills (beyond vocabulary lists) that they need in order to (1) comprehend content lessons and (2) communicate (speaking/writing) what they know and are able to do. This focus on language should include listening, speaking, reading and writing, as well as language structures, functions, semantics, etc. (Snow and Wong-Fillmore, 2002). |  |  |  |  |
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| ***Plan for peer interaction*—**Language learning is an interactive process. Therefore, teachers must be adept at setting up instructional structures that facilitate student use of the target language, risk taking, negotiation of meaning, etc. in an environment that reduces anxiety. |  |  |  |  |
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| ***Support meaning with realia***—Key to second language learners’ comprehension is the use of language in authentic contexts. Providing real objects for students to interact with in order to support meaning can create the authentic context necessary to comprehend as well as use language appropriately. |  |  |  |  |
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| ***Activate prior knowledge and/or create shared knowledge***—Although the research is clear that tapping in to students’ prior knowledge when introducing a concept is beneficial to all students, it is essential for students learning content in their second language. In order for ELLs to comprehend not only the concept but the language of instruction, teachers must connect new learning to their prior knowledge, and those connections must be culturally relevant in order for the students to benefit from them (Echeverria, Vogt, & Short, 2004). |  |  |  |  |
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| ***Make text accessible***—In order for second language learners to comprehend and utilize text, teachers must make a variety of modifications. Planning these modifications requires an understanding of text complexity, second language acquisition, and the language proficiency levels of their students. |  |  |  |  |
| **Sheltering Component** | **1** | **2** | **3** | **4** |
| ***Develop student learning strategies***—While it takes a minimum of 5-7 years to gain academic proficiency in a second language, ELLs do not have the luxury of waiting to learn academic content until they have mastered English. Therefore, it is critical that teachers provide ELLs direct/explicit instruction in strategies to comprehend and communicate effectively while they are acquiring English (Chamot & O’Mally, 1994). |  |  |  |  |
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| ***Bridge the two languages***—Second language learners bring with them a breadth of background knowledge and conceptual understanding…in their native language. It is essential that teachers of ELLs identify and build upon their linguistic assets, helping them develop strategies to bridge what they know in one language to the other language (Beeman & Urrow, 2012). |  |  |  |  |
| **Sheltering Component** | **1** | **2** | **3** | **4** |
| ***Affirm identity***—ELLs face many challenges within the US school context, including being viewed from a deficit perspective. Paramount to their academic success is a strong sense of identity built upon their linguistic and cultural assets (Nieto, 1996). Teachers play a key role in affirming students’ positive identity development through the way they design their instruction and the attitudes with which they interact with their students. |  |  |  |  |