

Sheltered Instruction for ELLs

New Teacher Self-Assessment and Goal Setting

- ___ Be thoughtful and purposeful in the use of academic/school related language such as direction giving and content-specific vocabulary
- ___ Be mindful of slang or colloquialisms in teacher and student speech
- ___ Use concrete objects, models, and demonstrations to support instruction
- ___ Provide visual cues to support understanding
- ___ Build in movement, rhythm, and repetition to support retention
- ___ Analyze and evaluate instructional materials considering readability, content, length, format, cultural orientation, and illustrations/visuals
- ___ Use the writing strategies included in balanced literacy programs, such as shared writing, interactive writing, guided writing, and short independent writing sessions in early years of developing English language skills
- ___ Use what is known about students' families, cultures, and communities as a basis for connecting instruction to students' personal experiences
- ___ Provide multiple perspectives, including attention to students' personal, family, and community experiences and cultural norms
- ___ Ask questions as simply and concisely as possible
- ___ Ask questions that require more than one-word answers
- ___ Encourage all students to answer in complete sentences so that second language learners hear the answer in context and learn the rhythm of the English
- ___ Use **Wait Time** before calling on any student and after any student answers so that processing and any necessary translation can occur
- ___ Ask second language learners to retell, paraphrase, and summarize discussion and reading points to promote comprehension and fluency
- ___ Assign roles in small group work to ensure that second language learners are active participants
- ___ Break complex tasks into simpler parts by providing second language learners oral directions one step at a time until they can follow two and three part directions independently

