Implementing the English Language Proficiency Standards Through Sheltered Instruction
Objectives

• Review the law and research regarding the English Language Proficiency Standards (ELPS) and Sheltered Instruction

• Identify how to implement the ELPS through Sheltered Instruction

• Highlight ways that teachers can differentiate instruction for proficiency levels
The Law

The ELPS, as required by Texas Administrative Code, Title 19, Part II, Chapter 74, Subchapter A, §74.4, outline English proficiency-level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

Available online:
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html
ELPS

(a) Introduction
(b) School district responsibilities
(c) Cross-curricular standards
(d) Proficiency-level descriptors
(a) (1-6) Introduction

• Provide access to content.
• Develop academic language.
(b) School District Responsibilities

• Identify English proficiency levels.
• Provide linguistically accommodated instruction.
• Integrate the ELPS in all content areas.
• Provide intensive and ongoing English instruction for ELLs at the beginning or intermediate level.
(d) Proficiency-Level Descriptors for Listening, Speaking, Reading and Writing

**Advanced High**
Can handle grade-appropriate English with minimal second language acquisition support; limited English does not stand in the way of academic achievement.

**Advanced**
Can handle grade-appropriate English, although ongoing second language support is needed.

**Intermediate**
Limited ability to function in English in social and academic settings; can understand and use simple language structures and high-frequency English in routine contexts.

**Beginning**
Little or no ability to function in English in social and academic settings.
(c) Cross-Curricular Second Language Acquisition Essential Knowledge and Skills

(1) Learning strategies
(2) Listening
(3) Speaking
(4) Reading
(5) Writing
ELPS: The Research

A. ELLs benefit from academic programs with high expectations for students.
   Samway & McKeon, 2007

B. ELLs benefit from content area instruction that is accommodated to their proficiency level.
   Echevarria, Vogt, & Short, 2010; Krashen & Terrell, 1983

C. ELLs benefit from academic language instruction integrated into content area instruction.
   Crandall, 1987; Snow, Met, & Genesee, 1989

Slide adapted from Seidlitz, 2008
An Example

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Slide adapted from Seidlitz, 2008
The ELPS require teachers to:

- Provide all students with access to content by making it comprehensible
- Develop students’ academic English
Connecting the ELPS and Sheltered Instruction

The ELPS require teachers to:

• Provide all students with access to content by making it comprehensible
• Develop students’ academic English

Sheltered Instruction is designed to:

• Provide all students with access to content by making it comprehensible
• Develop students’ academic English
Sheltered Instruction: The Research

• “Sheltered instruction is a means for making content comprehensible for [ELLs] while they are developing English proficiency.”
  —Echevarria et al., 2010, p. 253

• “Integrated content and language instruction … highlights the responsibility of all teachers within a school to intentionally support a dual focus on content and language because it is critical for the success of second language students.”
  —Sherris, 2008, p. 4
## Sheltered Instruction Practices

### Practices that provide access to content
- Set clear content objectives.
- Give clear instructions (oral, written, and modeled).
- Structure materials and “chunk” information.
- Provide visuals, manipulatives, graphic organizers, notes, and other supports.
- Adapt materials for reading level.
- Use gestures.
- Adjust rate of speech and include pauses.
- Establish classroom routines.

### Practices that build academic English
- Set and teach language objectives.
- Provide opportunities to speak, listen, read, and write about content.
- Provide models and sentence stems.

### Practices that do both
- Connect to prior knowledge.
- Provide structure for productive interaction.
- Teach and promote the use of learning strategies.
- Explicitly teach academic and functional vocabulary.
- Create a low-anxiety environment.
- Provide questions and tasks at a variety of thinking levels.
- Provide encouragement and corrective feedback.

Echevarria et al., 2010; Hill & Flynn, 2006; Seidltz, 2008
Using Sheltered Instruction to Implement the ELPS

<table>
<thead>
<tr>
<th>Students are expected to:</th>
<th>So teachers should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5)(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is developed</td>
<td>• Provide models and sentence stems</td>
</tr>
</tbody>
</table>
Using Sheltered Instruction to Implement the ELPS
(cont.)

**Students are expected to:**

(I)(E) use strategic learning such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary

**So teachers should:**

- Teach and promote the use of learning strategies
- Provide visuals, manipulatives, graphic organizers, notes, and other supports
- Provide questions and tasks at a variety of thinking levels
Using Sheltered Instruction to Implement the ELPS (cont.)

**Students are expected to:**

(2)(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

**So teachers should:**

- Provide opportunities to speak, listen, read, and write about content
- Provide visuals, manipulatives, graphic organizers, notes, and other supports
Using Sheltered Instruction to Implement the ELPS (cont.)

**Students are expected to:**

(3)(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency

**So teachers should:**

- Provide opportunities to speak, listen, read, and write about content
- Provide structure for productive interaction
- Provide models and sentence stems
- Explicitly teach academic and functional vocabulary
Using Sheltered Instruction to Implement the ELPS (cont.)

**Students are expected to:**

(4)(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text

**So teachers should:**

- Provide visuals, manipulatives, graphic organizers, notes, and other supports
- Adapt materials for reading level
- Explicitly teach academic and functional vocabulary
Differentiating for Proficiency Levels

<table>
<thead>
<tr>
<th>Advanced/Advanced High</th>
<th>Intermediate</th>
<th>Beginner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-level text</td>
<td>Adapted grade-level text</td>
<td>Native language and adapted grade-level text</td>
</tr>
<tr>
<td>Complex sentence stems</td>
<td>Sentence stems</td>
<td>Short, simple sentence stems</td>
</tr>
<tr>
<td>Grade-level writing tasks</td>
<td>Adapted writing tasks with scaffolding</td>
<td>Adapted writing tasks with drawing and scaffolding</td>
</tr>
</tbody>
</table>

Seidlitz, 2008
Sheltered Instruction in Practice

• As you watch the video, put a check mark on Handout 1 next to each Sheltered Instruction practice you observe.

• After the video, turn and talk to your colleagues, comparing which Sheltered Instruction practices you checked.

Center for Applied Linguistics, 2002
Effective Instructional Delivery

Effective instruction for ELLs:

• Is carefully designed, delivered, and monitored

• Addresses specific language development needs

Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, 2007
Next Steps

• Ensure that all teachers have TELPAS data for their students.

• Arrange for more in-depth review of the ELPS through:
  – Professional development
  – Technical assistance

• Support the application of Sheltered Instruction practices and the ELPS in the classroom.