Organization of the Classroom (OC)			
Sheltering English instruction is provided when…	**Yes**	**No**	**Comments/Evidence**
1. Classroom Climate - Teacher interacts with students in culturally responsive ways that respect communication and interaction styles (e.g. wait time, eye contact, turn-taking, and physical proximity.) - Seating arrangements facilitate independent work and opportunities for students to talk and work together **2. Learning Objectives** - Both content and language objectives are aligned to MA Frameworks and WIDA, and are crafted in student-friendly language **3. Available Class time** - Purposeful and predictable lesson structure allows students to follow classroom routines and minimize time spent explaining instructions or procedures			
Instructional Design and Delivery (IDD)			
Sheltering English instruction is provided when…	**Yes**	**No**	**Comments/Evidence**
1. Academic concepts are linked to students' prior knowledge - Lessons use what students know from home, community, school, etc., as a bridge to learning new concepts **2. Supplemental materials are aligned with students' developmental and English proficiency levels** - These may include texts, manipulatives, real-life objects, photographs, charts, graphs, props, graphic organizers, etc **3. Presentation of content is within the students' English proficiency and developmental levels** - Key vocabulary, language structures, word order, grammar, etc., are introduced, written, repeated, and highlighted **4. Depth of content is evident throughout the presentation of the lesson** - Student misconceptions are anticipated and addressed, including language-based misconceptions - Teacher identifies and corrects students misconceptions through exploration and discussion when necessary **5. Instruction includes a range of techniques, such as direct instruction, facilitation, and modeling** - Students gain access to the lesson through direct support from a teacher or other adults in the room - Students engage in group work and cooperative learning activities aligned to grade-level standards and learning objectives - Students learn thinking, reasoning, and comprehension strategies that the teacher models **6. Questions require students to engage in a process of application, synthesis, and evaluation; pace of the lesson ensures that all students are actively engaged** - Teacher structures and scaffolds questions to engage ELLs at different levels in more complex and abstract thinking - Wait time allows ELLs to collect their thinking and respond to questions **7. Students articulate their thinking and reasoning** - Frequent opportunities for student interaction through partner reading/summarization, discussion, rehearsal/practice, scaffolding, and prompts - ELLs are encouraged to use content vocabulary to articulate their understanding **8. Students are inquiring, exploring, or problem–solving together, in pairs, or in small groups** - Students are able to ask questions and clarify concepts and restate instructions (using their home language or in English) when interacting with peers and the teacher **9. Opportunities for students to apply new knowledge and content are embedded in the lesson** - Students have multiple ways to present their work to the class - Students apply academic content as they likewise apply the four domains of language- listening, speaking, reading, writing - On-the-spot formative assessments check for understanding to inform and adjust instruction - Teacher asks students to restate, summarize, and describe the lesson's concepts and ideas in their own words to assess student understanding - Teacher promotes self-correction of ELL production errors in an affirming way **10. Formative written feedback to students is frequent, timely, and informs revision.** - Students receive timely feedback that is not overwhelming - Students use feedback to rephrase, revise, and practice skills related to grade level content and language objectives			

Explanations and Examples of Selected Indicators from Side 1

Organization of the Classroom

1. Classroom Climate

Seating arrangements facilitate independent work as well as opportunities for students to talk and work together or with the teacher in small group instructional conversations; students collaborate or assist one another. Some examples of seating arrangements include:

    a. Students seated with a partner or in a small group for work that facilitates:
        i. interaction between participants, or
        ii. shared ownership, authorship, use, or responsibility for a product
    b. Students work with a partner and/or help each other to use sentence frames to write simple, compound, and complex sentences
    c. Level 1 students work with a teacher who models and practices how to produce sentence frames while other students in the classroom work in cooperative groups

2. Learning Objectives (*Source: Digital Sandbox*)

Learning objectives are presented to students at the beginning of the lesson, and revisited as part of lesson closure. Learning objectives include aligned content and language objectives in a student-friendly language. Language objectives are the **how** of the lesson and articulate what students will be doing within the lesson in terms of reading, writing, listening, speaking, and thinking.

Language Objective Examples from Kate Kinsella:

    a. Students will be able to evaluate two ways to solve a two-step algebra word problem
        i. Using reasoning language (because, in order to, as a result)
        ii. During a conversation about a problem and on a quiz
    b. Students will articulate main idea and details using target vocabulary (main idea, detail)
    c. Students will describe a character's emotions using precise adjectives.
    d. Students will revise a persuasive paragraph using correct present and conditional verbs.
    e. Students will report a group consensus using citation verbs (determined, concluded)

Instructional Design and Delivery

3. Presentation of content is within the students' proficiency and developmental level

Key vocabulary refers to words from the lesson material that the teacher anticipates will significantly impact comprehension, and therefore intentionally pre-selects as tier words. The teacher pre-teaches these key vocabulary words to the students using research based strategies, and students have ample opportunities to apply the new vocabulary words during the lesson. *(Source: SEI Endorsement Strategies from RETELL)*

4. Teaching includes techniques such as *modeling, direct instruction, and facilitation.*

    1. Students learn thinking, reasoning, and comprehension strategies through teacher *modeling*. The teacher also serves as a model of Standard English, which includes helping ELLs identify and self-correct production errors in an affirming way.
    2. Students gain access to the lesson through *direct instruction* and support from a teacher or other adults in the classroom. Elements of direct instruction include:
        a. carefully sequenced steps that include demonstration, modeling, guided practice, independent application, and feedback.
        b. rubrics, exemplars, and guided practice that reflect explicit teaching of language skills necessary for content area mastery and language and literacy development
        c. pre-teaching vocabulary through strategies such as the 7-Steps process to teach Tier 1 and 2 words
        d. debriefing students after partner reading and summarization to help them develop metalinguistic and metacognitive skills

    3. Teachers *facilitate* instruction through interactions with students engaged in group work, cooperative learning activities, or instructional conversations aligned to grade-level standards and learning objectives. Each approach has distinct characteristics:
        a. Grouping:
            i. (Paired) Students work with a partner based on task or interest
            ii. (Small Group) Homogeneous for skill development - based on readiness
        b. Cooperative Learning: *(Source: Johnson et al., 2006)*
            i. Cooperative learning groups involves 3-5 students working together to produce a quality piece of work.
            ii. Focuses on group performance: "If you win, I win!"
            iii. Group members help, assist, encourage, and support each other's efforts to be accountable to one another
            iv. Teacher observes and intervenes when necessary
        c. Instructional Conversations: *(Source: What Works Clearinghouse, Institutes for Education Sciences)*
            i. Students work together in a small group facilitated by the teacher as a member of the group working on the task
            ii. Teacher does more than float or intervene and provides small group instruction while other student groups work cooperatively