Content-Based and Sheltered Instruction: Components for Success

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Topics Covered

- Role and Benefits of CBI or SI Programs
- Staffing
- Instructional Best Practices
- Funding w/TBIP and Gen. Ed.
- Examples and Advise from the Field
“[T]here is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” (Lau v. Nichols, 1974)
# Updated OSPI Program Models

<table>
<thead>
<tr>
<th>Alternative Instructional Programs</th>
<th>Content-Based Instruction (CBI) or Sheltered Instruction (SI)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classrooms of English language learners</td>
</tr>
<tr>
<td></td>
<td>ELL teachers provide content instruction using English with sheltered strategies to foster English language development and make grade-level content meaningfully accessible</td>
</tr>
<tr>
<td></td>
<td>Goal of English language proficiency integrated with grade level academic achievement</td>
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<thead>
<tr>
<th>Supportive Mainstream</th>
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<tbody>
<tr>
<td>Students in mainstream English speaking classrooms most of the day</td>
</tr>
<tr>
<td>ELL teachers provide supplemental English language support inside or outside of the mainstream classroom</td>
</tr>
<tr>
<td>Mainstream and supplemental English instruction conducted using English with specific strategies to foster English language development and make grade-level content meaningfully accessible</td>
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<tr>
<td>Mainstream content teachers collaborate with ELL teacher or ELL coach to facilitate language support in content classrooms</td>
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<td>Goal of English language proficiency integrated with grade-level academic achievement</td>
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### Content Based Instruction or Sheltered Instruction

<table>
<thead>
<tr>
<th>CBI</th>
<th>SI</th>
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<tbody>
<tr>
<td>For classes of ELLs</td>
<td>For classes of ELL</td>
</tr>
<tr>
<td>Instruction using English</td>
<td>Instruction using English</td>
</tr>
<tr>
<td>Integrate language</td>
<td>Integrate language</td>
</tr>
<tr>
<td>instruction and content</td>
<td>instruction and content</td>
</tr>
<tr>
<td>Emphasis on language</td>
<td>Emphasis on content</td>
</tr>
<tr>
<td>development</td>
<td>instruction</td>
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</tbody>
</table>
Are GLAD and SIOP the only types of content-based or sheltered programs?

**CBI**
- SDAIE: Specially Designed Academic Instruction in English

**SI**
- SIOP: Sheltered Instruction Observation Protocol (Short & Echevarria, 1999)
- GLAD: Guided Language Acquisition Design (Brechtel, 2001)
- QuEST: Quality English and Science Teaching (August, 2009)

**YTBD**
- Yet To Be Developed (You?, ???)

Etc...
Common Elements

- **SDAIE**
  - Language and Content Objectives
  - Academic Language Interaction
  - Collaborative and Cooperative Groups
  - Visuals
  - Graphic Organizers

- **CALLA**

- **SIOP**

- **QuEST**

- **GLAD**
How do Content-Based or Sheltered Content classes fit into a district program?

- District-wide or by Building
- Alternative Instructional Program
  - Where a bilingual program is not possible.
- Following a Newcomer Program (1 to 3 semesters)
- Following Beginning ELD Classes
- Part of a Comprehensive Alternative Program
Following a Newcomer Program or ELD Classes

Newcomer Program

• Levels 1 - 2

ELD Classes

CBI / SI Classes

Transition

CBI / SI Classes

Transition
Part of a Comprehensive Alternative Program

“the strongest programs incorporate both dedicated language instruction and specialized content instruction” (US DOE, 2012, p. xix)

(Saunders and Goldenberg 2010; Genesee 1999; Williams, Hakuta, and Haertel 2007; Harper and de Jong 2004)
Is a CBI / Sheltered class only for upper grades?

- Usually recommended for level 2 and higher.
- Content-Based Instruction can be used when Bilingual instruction is not possible.
  - Examples:
    - Full-day Kindergarten (Kennewick)
    - Kindergarten Science (Auburn)
Sheltered Content Classes & SLA
Comprehensible Input:

Information must be **meaningful** and **comprehensible** to the learner in order to promote language acquisition. (Krashen, 1982)

“When we can’t understand a language, we don’t acquire it. Incomprehensible input becomes undifferentiated noise, signifying nothing.

*It fails to register in the brain*”

(Crawford and Krashen, 2007, p. 18-19).

**Example strategies to help make content comprehensible:**
- Graphic Organizers
- Visuals
- Realia (Authentic items)
- Leveled Text

Cornerstone of Sheltered Instruction (GLAD & SIOP)
“Comprehensible Input” is not enough.

It is through the production of either spoken or written output that language acquisition occurs. (Swain, 1985)

Interaction is the basis for processing language and necessary for learning. (Vygotsky)

Essential to any CBI or Sheltered classroom:
- Cooperative learning
- Collaborative groups
- Project based learning
Role of Interaction in Sheltered Models

- **Benefits of student interaction:** (Echevarria, Vogt, & Short, 2008)
  - brain stimulation,
  - increased motivation,
  - reduced risk,
  - more processing time,
  - and increased attention.

  - “[Mainstream] Content classes do not always provide opportunities to practice speaking, and ELs may be particularly hesitant to speak up before they have amassed sufficient oral proficiency and confidence to interact with more fluent peers.” (p. 52)
  - “interaction in itself is not necessarily helpful; activities must be carefully structured, and non-ELs must participate in certain ways, in order for such interaction to be successful” (p. 53).

“i + 1”

Input needs to be slightly above the student’s current level of independent comprehension for learning to take place.

• Remember $i + 1$ is NOT $i + 10$.

CBI / Sheltered classes should allow for this:

- Linguistically
- Content, especially if students have limited or interrupted formal schooling.
Affective Variables

3 Affective Variables*(Krashen, 1982):
1. Anxiety
2. Motivation
3. Self-Confidence

Krashen stresses that students acquire language best in low anxiety environments, where they are free to take risks with the language without being ridiculed.

Regarding Sheltered Classes in Washington:
Because students are in class with other ELLs,...

“Teachers feel that ELLs are more comfortable participating orally in class.” (Shoreline)

“They are comfortable asking questions, taking risks, trying something new and sharing their learning.” (Battle Ground)

Interaction and Affect

Quantified Interactions:

Peer Interaction Rates

Affective Observations:

(Johnston, 2013)
Common Elements in Practice

- **Integration of Language and Content**
  - Language and Content Objectives

- **Academic Vocabulary and Discourse**

- **Interaction**
  - Collaborative and Cooperative Groups

- **Making Content Comprehensible**
  - Graphic Organizers
  - Visuals
  - Realia (Authentic items)
  - Leveled Text
Strategies: CALLA, SIOP, and GLAD

- Poetry
- Key
- Ample practice
- Building strategies
- Self-evaluation
- Mentally
- Student-made
- Beginners
- Science
- Real-Life
- Materials
- Slower
- Cooperative
- Team
- Books
- KWL
- Speakers
- Realia
- Interactive
- Writing
- Drama
- Social
- Background
- Patterning
Staffing for Sheltered Content

- **Best Practice:**
  - Teacher is certified in both ELL and the Content area.
  - or
  - Class is team-taught by ELL endorsed and Content endorsed teachers.

- **Alternatively:**
  - Content endorsed teacher receiving on-going PD in
    - Second Language Acquisition
    - ELL (sheltered) Strategies
    - Standards
  - ELL endorsed teacher working towards Content area endorsement.
    (Note: May exclude course from offering content credit.)
Credits for CBI and Sheltered Courses

- Can sheltered content classes receive content credit?
  - Yes.
  - Teacher meets qualifications in the content area.
  - Course meets content standards
  - Determined that the course content is sufficiently comparable to that of the corresponding gen. ed. course.
  - Follow district and state guidelines.

- What about ELD support classes or CBI courses?
  - Elective credit
Funding Sheltered Content Classes, Including credit bearing classes (ELL students only)

TBIP can be used to **offset** the:

- Additional cost associated with smaller class size
- Cost of additional or more expensive materials appropriate for a sheltered content class
Sheltered Content Classes: Staff Qualifications

Content-Based Instruction (CBI) and Sheltered Instruction (SI) models both integrate English language development with academic content learning using English as the language of instruction.

*Teachers are specifically trained in and utilize strategies and techniques to simultaneously support grade-level academic content attainment and foster English language development.*

If TBIP funds are used to offset the additional cost of a sheltered class, school systems need be able to demonstrate that the teacher for a sheltered class:

- has an ELL/ESL/Bilingual Endorsement or
- is receiving ongoing professional development to effectively provide content instruction to ELLs (including sheltered instructional strategies, understanding of second language acquisition, and the English Language Proficiency Standards)
East River High School budgets for a mainstream class size of 25 students in U.S. History. An ELL-endorsed teacher who is highly qualified to teach history is teaching a sheltered U.S. History class to 15 ELLs at East River High.

- In this example, Basic Education pays for 60% of the teacher’s salary and TBIP can pay for up to 40% of the teacher’s salary to offset the additional cost associated with the smaller class size.

Text books for the gen ed US History class cost $100. Text books for the sheltered U.S. History class cost $120.

- TBIP can pay up to the $20 difference for each text book.
- TBIP can pay for any additional supplies or supplemental materials needed to support the ELLs in this class.
Contact the Bilingual Education Office if you have questions about the allowable use of program funds: 360-725-6147

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David.Murphy@k12.wa.us, Program Supervisor  
Alyssa.Westall@k12.wa.us, Program Supervisor
Successes From the Field

Survey Of Six Districts

- Met Current CBI/SI Definition
- Buildings With High AMAO 1, AMAO 2
  - Content Scores
- 9 Program Questions
- 12 Teacher Questions
## Results: What CBI/SI classes are offered?

<table>
<thead>
<tr>
<th>Grade Levels:</th>
<th>Content Areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 4-12</td>
<td>US History</td>
</tr>
<tr>
<td>Full-Day Kindergarten</td>
<td>World History</td>
</tr>
<tr>
<td>Kindergarten Science</td>
<td>Health</td>
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</tbody>
</table>
<pre><code>                                       | Science                         |
                                       | Algebra                          |
                                       | Geometry                         |
                                       | Humanities                       |
                                       | Reading                          |
                                       | English I and II                 |
</code></pre>
**Results: Content Credit or Elective Credit?**

<table>
<thead>
<tr>
<th>Content Credits</th>
<th>Elective Credits</th>
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<tbody>
<tr>
<td>“We developed the curriculum to mirror the regular classes but in a sheltered model.”</td>
<td>ELL Support Classes</td>
</tr>
<tr>
<td>“Academic departments meet and agree that the material taught in [sheltered] courses matches the standards addressed in similar content courses.”</td>
<td>ELD Classes</td>
</tr>
<tr>
<td>“When there is a co-teach model, the students receive credit.”</td>
<td>Directed Studies</td>
</tr>
</tbody>
</table>
Results: Class Size and Composition

- Similar Size
- Capped at 12-18 students
- Same size if team-taught
- All ELLs
- Current ELLs and Recently Exited ELLs

“Because our class sizes are smaller and students are in a safe learning environment, they are much more willing to be actively involved in discussions and activities that promote deeper learning. They are comfortable asking questions, taking risks, trying something new and sharing their learning.” (Battle Ground)
Results: Determination of Placement

- Based on WELPA scores, prior education, grades
- Most try to group by proficiency level in classes.
  - Staffing
  - Schedules
  - Whether they have access to Newcomer or ELL Class

“We use a combination of WELPA level, SRI (lexile) score, and grades to determine who is the best fit for a SIOP class and who would be better served in a general ed. class.” (Shoreline)
Benefits of CBI/SI Classes

- Higher Graduation Rates
- Increased WELPA Scores
- Fewer Parent Waivers

“ELL students have more time, visuals, and vocabulary development in SIOP classes. In addition, teachers feel that ELLs are more comfortable participating orally in class.” (Ellen Kaje, Shoreline)

“The most valuable benefit we have found is our ability to support ELL students in a way that really prepares them for success in high school and beyond, for the time when they won’t have our help. By providing them with even a couple of classes that are sheltered, they develop the tools and skills needed to tackle their other challenging classes.” (Battle Ground)
Challenges:

- Scheduling
- Curriculum
- Collaboration Time
- Qualified Teachers
- Funding

“Large classes are the death of good instruction in SIOP! SIOP classes are characterized by lots of activity and individual attention. More than 20 students in class turns a lively class into a chaotic and confusing class.” (Barb Lachman, Shoreline)

“The benefits far out way the challenges, but the biggest challenges we face is the willingness to co-teach, having enough ELL teachers to meet the needs of all of the students, and collaboration time for the teachers.” (Clover Park)

“Finding good materials that are comprehensible while still challenging in content is hard.”
Key Factors

- Administrative Support
  - District and Building
- Flexibility in Scheduling
- Collaboration Time
- Professional Development
- Skilled ELL Teachers
- Very Strong Content Teachers
- Parent Education

“Our schools (teachers and administrators) are bought in to this model and believe in it.” (Shoreline)
Finding Appropriate Texts & Resources

- Explore the resources of adopted content areas.
  - Supplemental Materials
- Adapt and extend materials.
- Talk to the publishers vendors.
- High Interest Leveled Reading
- Find materials that have strong ties to real-world.
- Think outside the box.
  - Adult Education or Adult Literacy Catalogs and Publishers

I’m happy to help you brainstorm ideas.

https://research.wsulibs.wsu.edu:8443/xmlui/handle/2376/4772?show=full


Upcoming Bilingual Trainings:
Quarterly Update
June 12, 2015
9:00 AM - 12:00 PM PDT

http://www.k12.wa.us/MigrantBilingual/Training.aspx

Previous Webinar:

Content-Based and Sheltered Instruction:
March 13, 2015 (PDF) (Recording)

This webinar covers the background, research, and basics of Content-based and Sheltered Instruction.
Presenter: Dr. Joan Nelson
Thank You!

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