

# SHELTERED INSTRUCTION

Reframing Our Instruction for  
Acceleration

Felicia Salinas, M.ED.

Bilingual/ESL Instructional Specialist

Office of Curriculum, Instruction, and Assessment

Region One Educational Service Center

[fsalinas@esc1.net](mailto:fsalinas@esc1.net)

# INTELLECTUAL PROPERTY STATEMENT

All materials, content, and forms contained in this training/presentation are the intellectual property of the Region One Education Service Center and are intended for use by session participant at the classroom, campus, or district level only. Materials are to be used “as is” without modification. Materials may not be used for personal benefit or financial gain or for use outside of the school system.

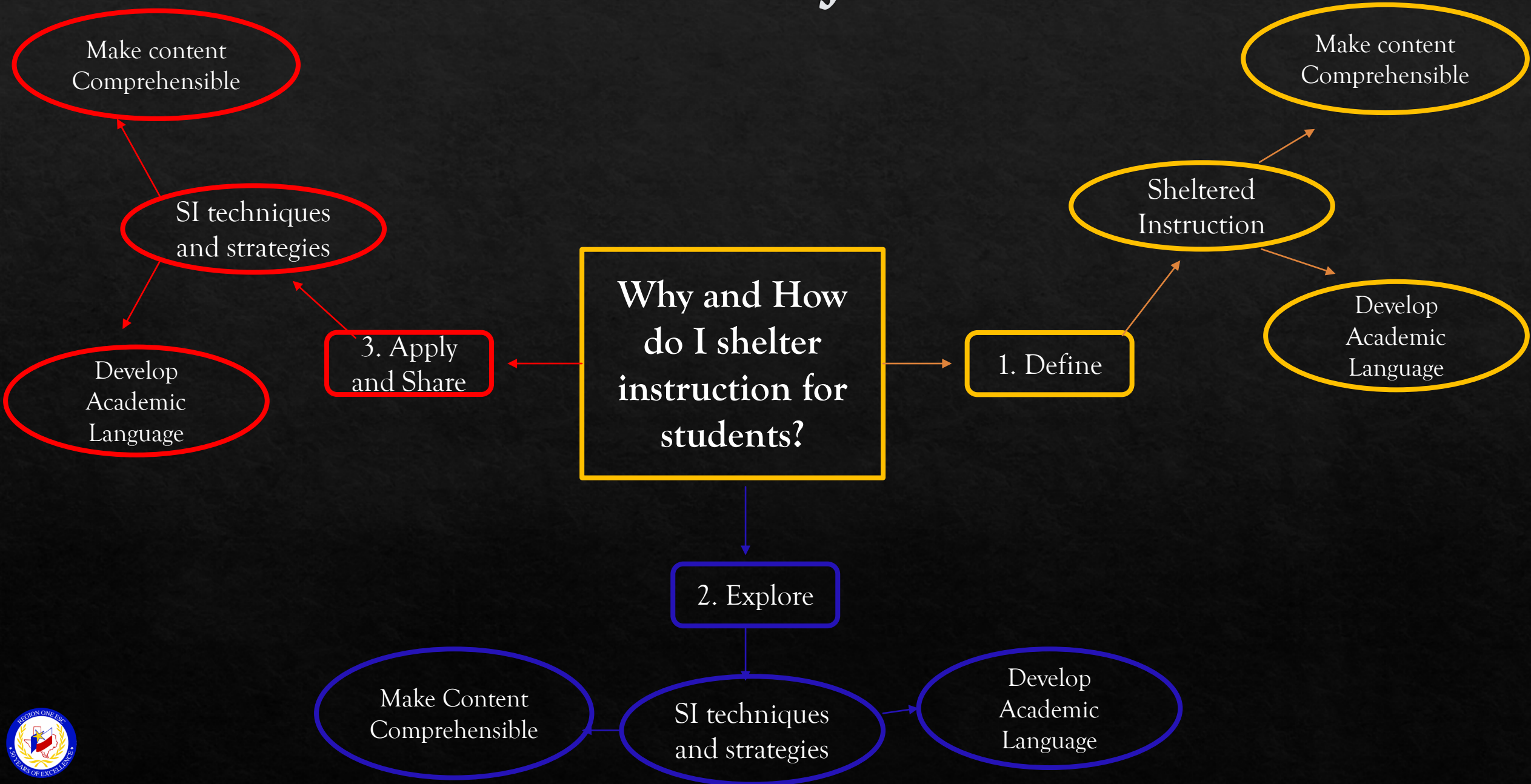
[www.esc1.net/bilingual](http://www.esc1.net/bilingual)

[www.facebook.com/RegionOneEducationServiceCenter](https://www.facebook.com/RegionOneEducationServiceCenter)

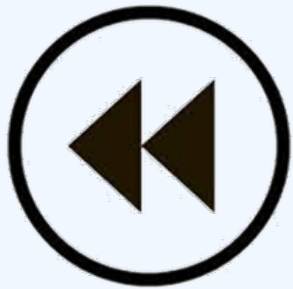
[www.twitter.com/RegionOneESC](https://www.twitter.com/RegionOneESC)



# SESSION OBJECTIVES



RANK the following practices according to the frequency in which you have implemented them in the past



RETENTION

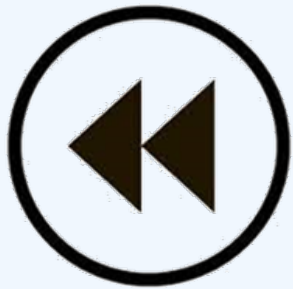


REMEDICATION



ACCELERATION

Which POPULATION of students have you implemented these practices for the most?



RETENTION



REMEDICATION



ACCELERATION

# RETENTION

Grade retention has been defined as requiring a child to repeat a **particular grade** or delaying entry to kindergarten or first grade. This definition of retention-repetition of a grade or delayed entry – applies primarily to **Grades K- 6**.

Because passing and failing are determined at the level of the **course and credits** are awarded for courses completed successfully, the concept of a “grade level” becomes more fluid at the **secondary level**.

$$\text{grade-level retention rate} = \frac{\text{number of students enrolled in the same grade from one school year to the next}}{\text{number of students enrolled from one school year who return the next year or who graduate}} \times 100$$

Source: TEA , 2019. Grade- Level Retention.



# GRADE-LEVEL RETENTION, BY GRADE, 2018-2019

Grade Level	STATE		REGION				
	Retained Ss	State %	Retained Ss	Region %	Retained English Learner%	Retained Migrant %	Retained Special Ed %
KINDER	7,408	2.0	406	1.4	1.6	2.7	3.7
1	11,807	3.1	1,410	4.7	5.9	8.7	8.2
2	6,295	1.6	831	2.8	3.9	5.5	3.2
3	3,566	0.9	338	1.1	1.4	1	0.9
4	1,842	0.5	133	0.4	0.5	0.8	0.4
5	1,855	0.5	91	0.3	0.3	0.3	0.7
6	1,747	0.4	175	0.5	0.7	1.1	0.6
7	1,988	0.5	207	0.6	1.1	1.3	0.6
8	1,867	0.5	184	0.6	1.0	0.9	0.8
9	34,874	8.3	2,930	8.7	15.6	16.8	13.2
10	21,222	5.5	1,899	6.2	11.0	11.1	9
11	13,306	3.8	1,136	4	8.2	7.1	5.2
12	15,084	4.1	1,357	4.5	7.9	3.5	27.2
<b>TOTAL</b>	<b>122,861</b>	<b>2.4</b>	<b>11,097</b>	<b>2.8</b>	<b>3.7</b>	<b>5.1</b>	<b>5.3</b>

Source: TEA , 2019. Grade- Level Retention.



# GRADE-LEVEL RETENTION, BY GRADE, 2018-2019

Grade Level	STATE		REGION				
	Retained Ss	State %	Retained Ss	Region %	Retained English Learner%	Retained Migrant %	Retained Special Ed %
KINDER	7,408	2.0	406	1.4	1.6	2.7	3.7
1	11,807	3.1	1,410	4.7	5.9	8.7	8.2
2	6,295	1.6	831	2.8	3.9	5.5	3.2
3	3,566	0.9	338	1.1	1.4	1	0.9
4	1,842	0.5	133	0.4	0.5	0.8	0.4
5	1,855	0.5	91	0.3	0.3	0.3	0.7
6	1,747	0.4	175	0.5	0.7	1.1	0.6
7	1,988	0.5	207	0.6	1.1	1.3	0.6
8	1,867	0.5	184	0.6	1.0	0.9	0.8
9	34,874	8.3	2,930	8.7	15.6	16.8	13.2
10	21,222	5.5	1,899	6.2	11.0	11.1	9
11	13,306	3.8	1,136	4	8.2	7.1	5.2
12	15,084	4.1	1,357	4.5	7.9	3.5	27.2
<b>TOTAL</b>	<b>122,861</b>	<b>2.4</b>	<b>11,097</b>	<b>2.8</b>	<b>3.7</b>	<b>5.1</b>	<b>5.3</b>

Source: TEA, 2019. Grade-Level Retention.





# GRADE-LEVEL RETENTION, BY GRADE, 2018-2019

Grade Level	STATE		REGION				
	Retained Ss	State %	Retained Ss	Region %	Retained English Learner%	Retained Migrant %	Retained Special Ed %
KINDER	7,408	2.0	406	1.4	1.6	2.7	3.7
1	11,807	3.1	1,410	4.7	5.9	8.7	8.2
2	6,295	1.6	831	2.8	3.9	5.5	3.2
3	3,566	0.9	338	1.1	1.4	1	0.9
4	1,842	0.5	133	0.4	0.5	0.8	0.4
5	1,855	0.5	91	0.3	0.3	0.3	0.7
6	1,747	0.4	175	0.5	0.7	1.1	0.6
7	1,988	0.5	207	0.6	1.1	1.3	0.6
8	1,867	0.5	184	0.6	1.0	0.9	0.8
9	34,874	8.3	2,930	8.7	15.6	16.8	13.2
10	21,222	5.5	1,899	6.2	11.0	11.1	9
11	13,306	3.8	1,136	4	8.2	7.1	5.2
12	15,084	4.1	1,357	4.5	7.9	3.5	27.2
<b>TOTAL</b>	<b>122,861</b>	<b>2.4</b>	<b>11,097</b>	<b>2.8</b>	<b>3.7</b>	<b>5.1</b>	<b>5.3</b>

Source: TEA , 2019. Grade- Level Retention.



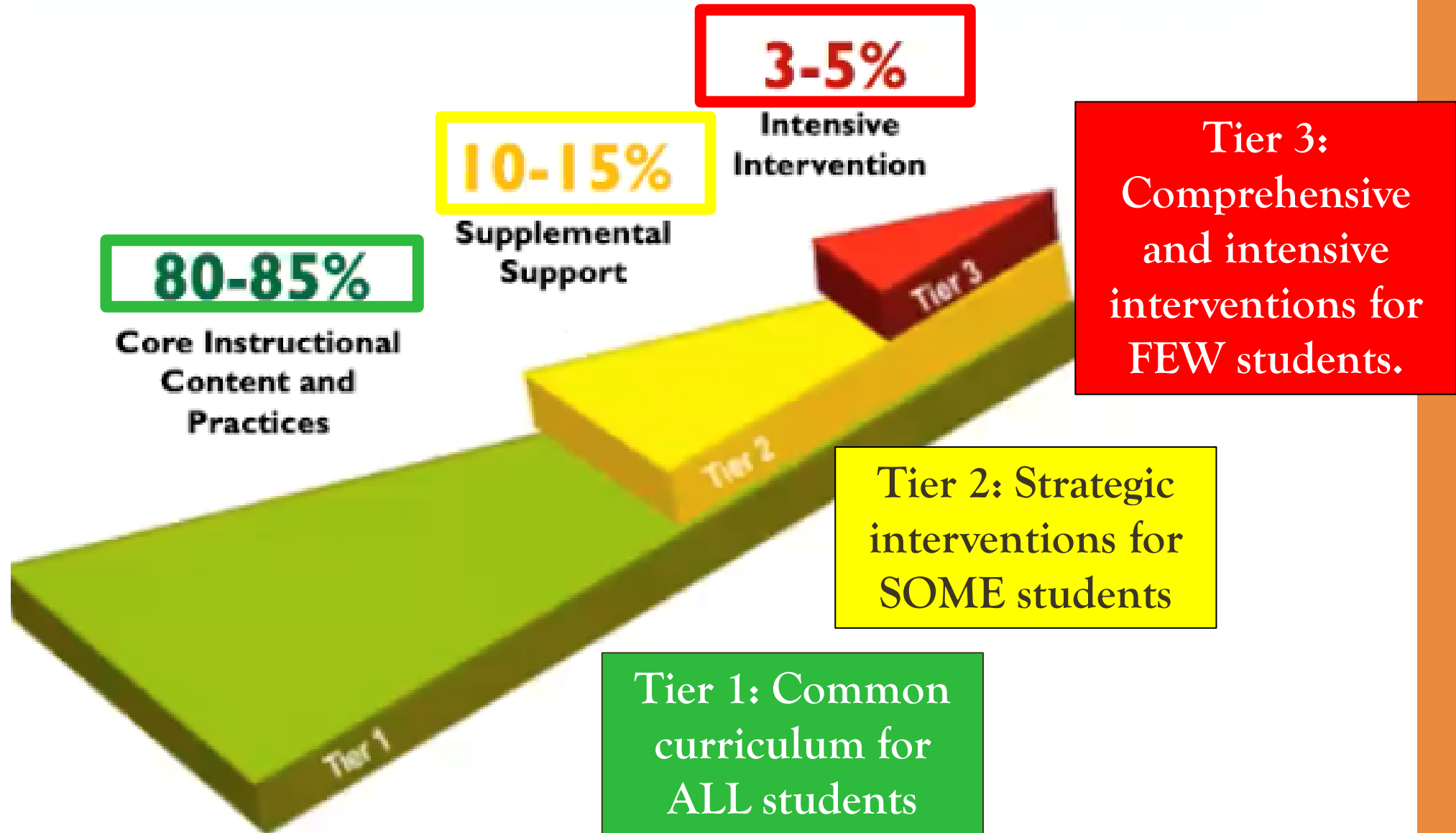
# EFFECTS OF RETENTION IN STUDENTS

- Even if the child is retained for low achievement in one or two subject areas, they must retake an entire year's worth of coursework.
- 50% of students who repeat a grade do not do better the second time, and 25% do worse (McCollum, 1999; Merrow, 2004).
- A student who is retained once is 50% more likely to drop out than a non-retained student; two retentions increase that probability to 90%.
- Students who are retained show poor attendance rates, have increased behavior problems, suffer low self-esteem and see retention as a punishment.

Source: McCollum et Al. IDRA. 1999. Failing Our Children: Finding Alternatives to In-Grade Retention. A Policy Brief. <https://files.eric.ed.gov/fulltext/ED434962.pdf>



# MULTI-TIERED INSTRUCTION



# REMEDIATION PRACTICES

Remedial education emphasizes basic skills for students who had failed courses, grade levels, or assessment.

What are some examples of remediation practices that you have put in place in the past, for the student group most in need?

Summer  
school

Early  
Morning  
Tutoring

After-school  
tutoring



Saturday  
Tutoring

Small Group  
Tutoring

Pull-Out  
Instruction

# IMPACT OF REMEDIATION PRACTICES

- Lower student and teacher morale
- Greater financial impact
- Time away from on-grade level instruction
- Need for additional resources
- Negative perception by stakeholders



# REMEDIATION OUTCOMES:

In how many years can we close the gap  
at the APPROACHES level?

Group	Area	2015	2016	2017	2018	2019
Grade		3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
All Students	Reading	77	74	82	65	74
EL (Current & Monitored)	Reading	71	65	75	57	66
Difference		6	9	7	8	8
Change in Difference ( <i>First year's difference - Last year's difference</i> )						-2
Gain by Year ( <i>"Change in difference" divided by number of years -1</i> )						-0.5
If we continue at this rate, in how many years would the gap close? ( <i>"Final year different" divided by "Gain by Year"</i> )						16 years



Source: Texas Academic Performance Regional Reports, 2015-2019

# ACCELERATION GOALS

- **ALL students and families** have the **resources** they need to **meaningfully engage** in school
- **ALL students** feel like they **belong** in their school experience
- **ALL students and families** are treated as **authentic partners**
- **ALL students** have access to **grade-appropriate assignments** focused on priority content
- **ALL students** have access to **strong instruction** that addresses any gaps in prior learning they have within the context of **grade-appropriate assignments** focused on **priority content**
- **ALL students** are demonstrating **mastery of grade-level content**

Source: Council of the Grade City Schools. 2020. Addressing Unfinished Learning After COVID-19 School Closures



# ACCELERATION PRACTICES

- Stick to grade-level content and instructional rigor
- Focus on depth of instruction, not on the pace
- Prioritize content and learning
- Ensure inclusion of each and every learner
- Identify and address gaps in learning through instruction
- Do not capitalize on the differences

Address learning gaps as needed

Just in time vs. just in case

District instructional priorities

Universal Design for Learning

Avoid the misuse of standardized testing

Capitalize in commonalities

Source: Council of the Grade City Schools. 2020. Addressing Unfinished Learning After COVID-19 School Closures



## Traditional Remediation Approach: "Stop and Drop"

4th-grade  
content

5th-grade  
content



## Needed Acceleration Approach: Just-in-Time Intervention



Two very different approaches to teaching lessons throughout the school year require very different operating practices and lead to two very different results for students

# IMPACT OF ACCELERATION VS REMEDIATION

	Remediation	Acceleration
Self-efficacy	<ul style="list-style-type: none"> <li>Students perceive they are in the slow class, and self-confidence and engagement decrease.</li> </ul>	<ul style="list-style-type: none"> <li>Self-confidence and engagement increase.</li> <li>Academic progress is evident.</li> </ul>
Basic skills	<ul style="list-style-type: none"> <li>Instruction attempts to reteach every missing skill.</li> <li>Skills are taught in isolation and not applied to current learning.</li> </ul>	<ul style="list-style-type: none"> <li>Skills are hand-picked just in time or new concepts.</li> <li>Students apply skills immediately.</li> </ul>
Prior knowledge	<ul style="list-style-type: none"> <li>Typically, does not introduce prior knowledge that connects to new learning.</li> </ul>	<ul style="list-style-type: none"> <li>Key prior knowledge is provided ahead of time, enabling students to connect to new information.</li> </ul>
Relevance	<ul style="list-style-type: none"> <li>Relevance is not seen as a priority.</li> </ul>	<ul style="list-style-type: none"> <li>Treats relevance as critical components to student motivation and memory.</li> </ul>
Connection to core class	<ul style="list-style-type: none"> <li>Instruction is isolated from core classes.</li> </ul>	<ul style="list-style-type: none"> <li>Instruction is connected to core classes; ongoing collaboration is emphasized.</li> </ul>
Pacing and direction	<ul style="list-style-type: none"> <li>Passive, with focus on worksheets or basic software programs.</li> </ul>	<ul style="list-style-type: none"> <li>Active, fast-paced, hands-on.</li> <li>Forward movement; goal is for students to learn on time with peers.</li> </ul>

Source: Rollins, 2014. ACDC. Learning in the Fast Lane: 8 Ways to Put All students on the Road to Academic Success

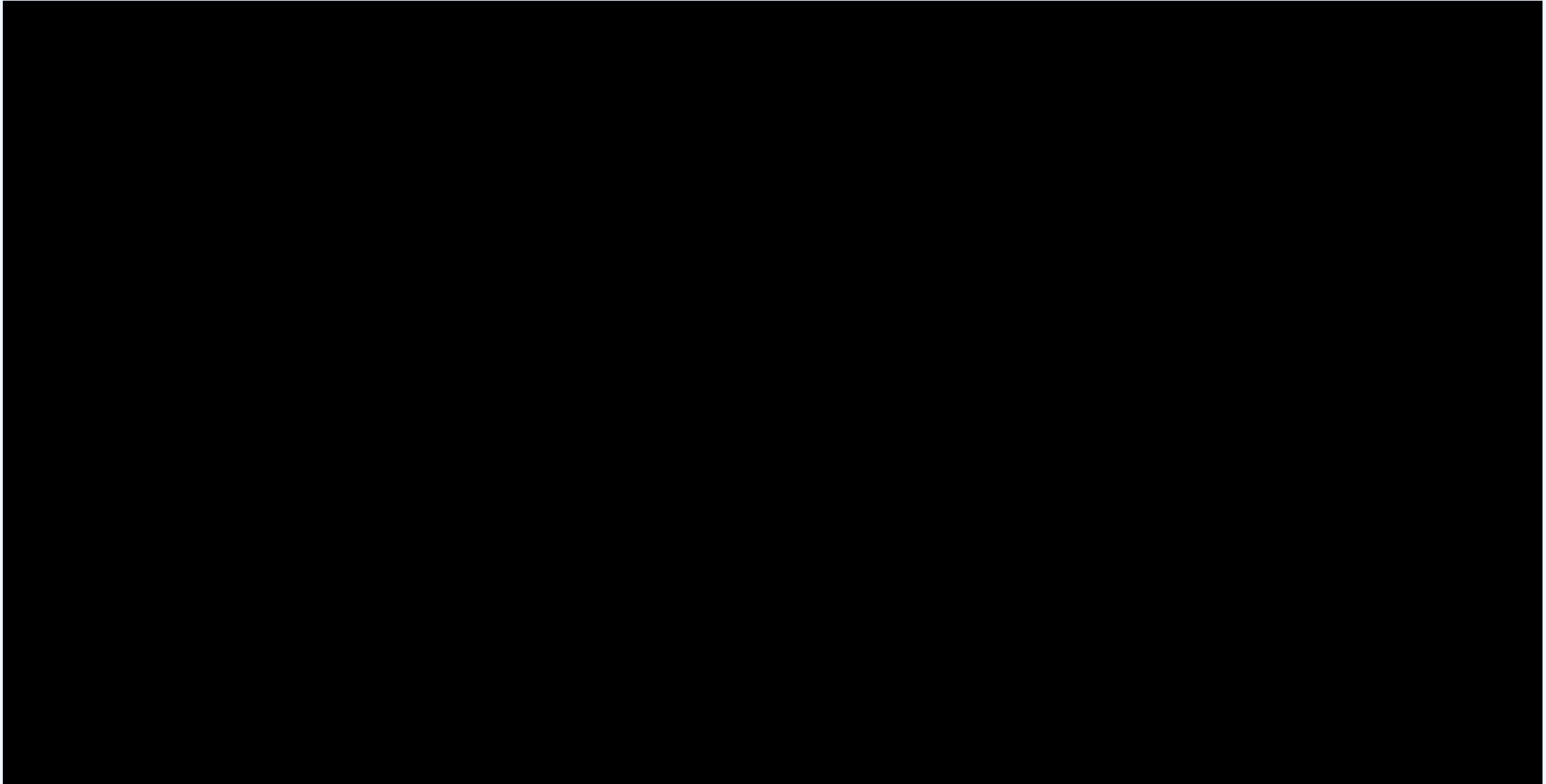
# SHELTERED INSTRUCTION

A man with dark hair, wearing a grey t-shirt, is seen from the back and side, writing on a light blue wall with a red marker. The wall has the text 'SHELTERED INSTRUCTION' written on it in white, serif, all-caps font.

Make  
Content Comprehensible

Develop Academic Language

# The Importance of Comprehensible Input



바나나



파인애플



망고



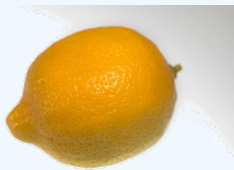
키위



메론



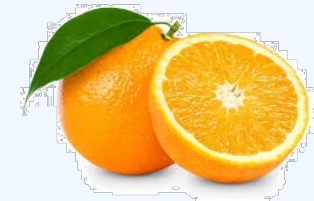
레몬



체리



오렌지

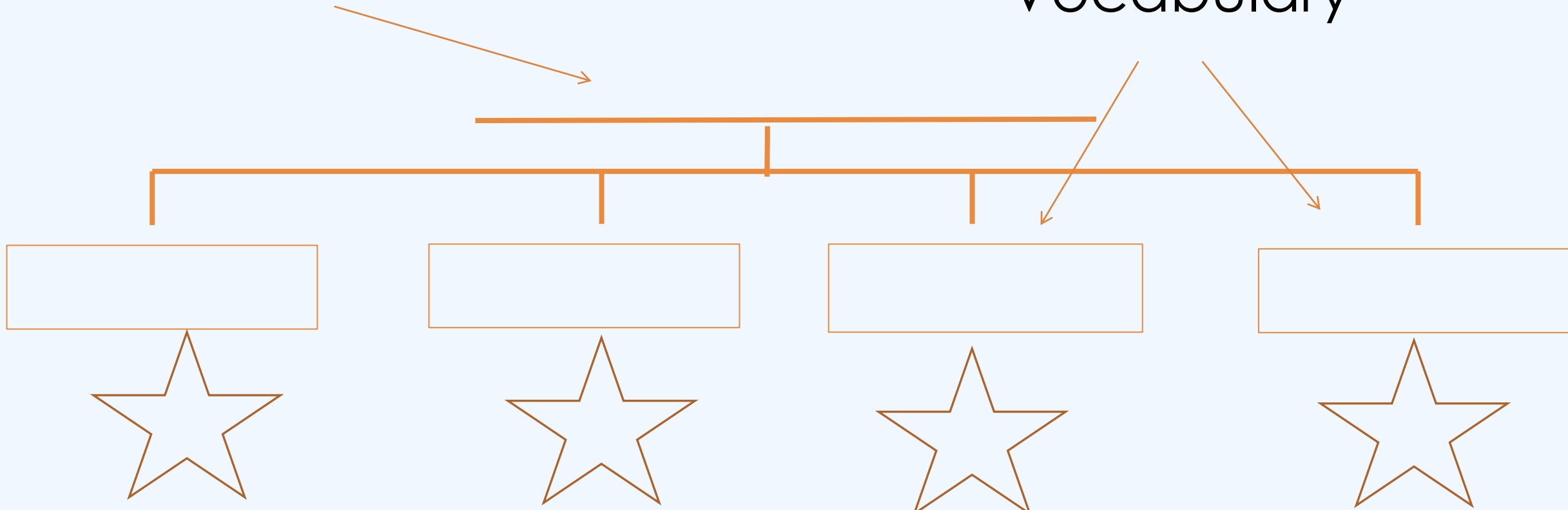


Review the terms: 과일

# TREE MAP

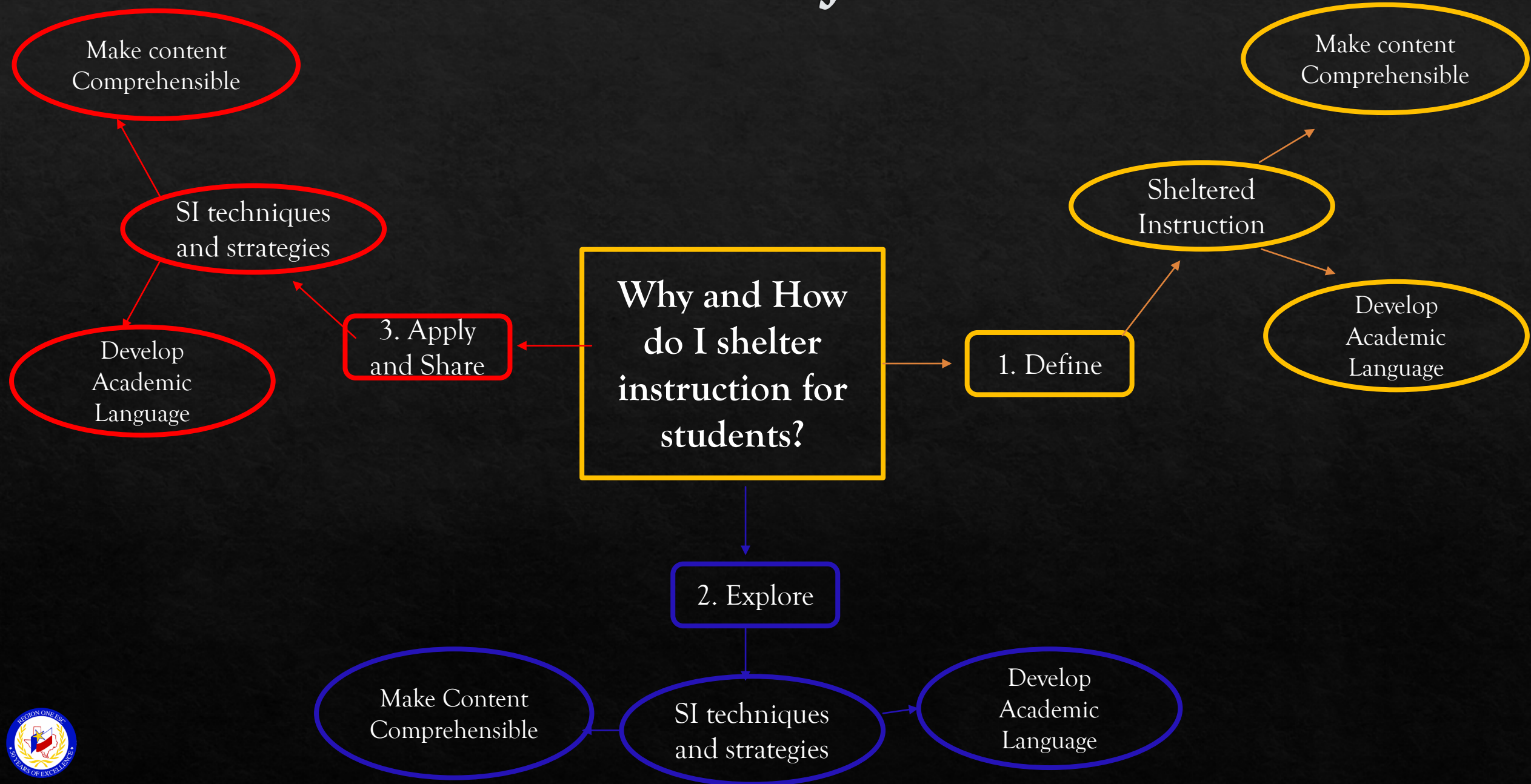
Main idea

Vocabulary



image

# SESSION OBJECTIVES



CONTENT,  
LANGUAGE,  
AND  
CULTURAL  
OBJECTIVES





# CONTENT OBJECTIVES

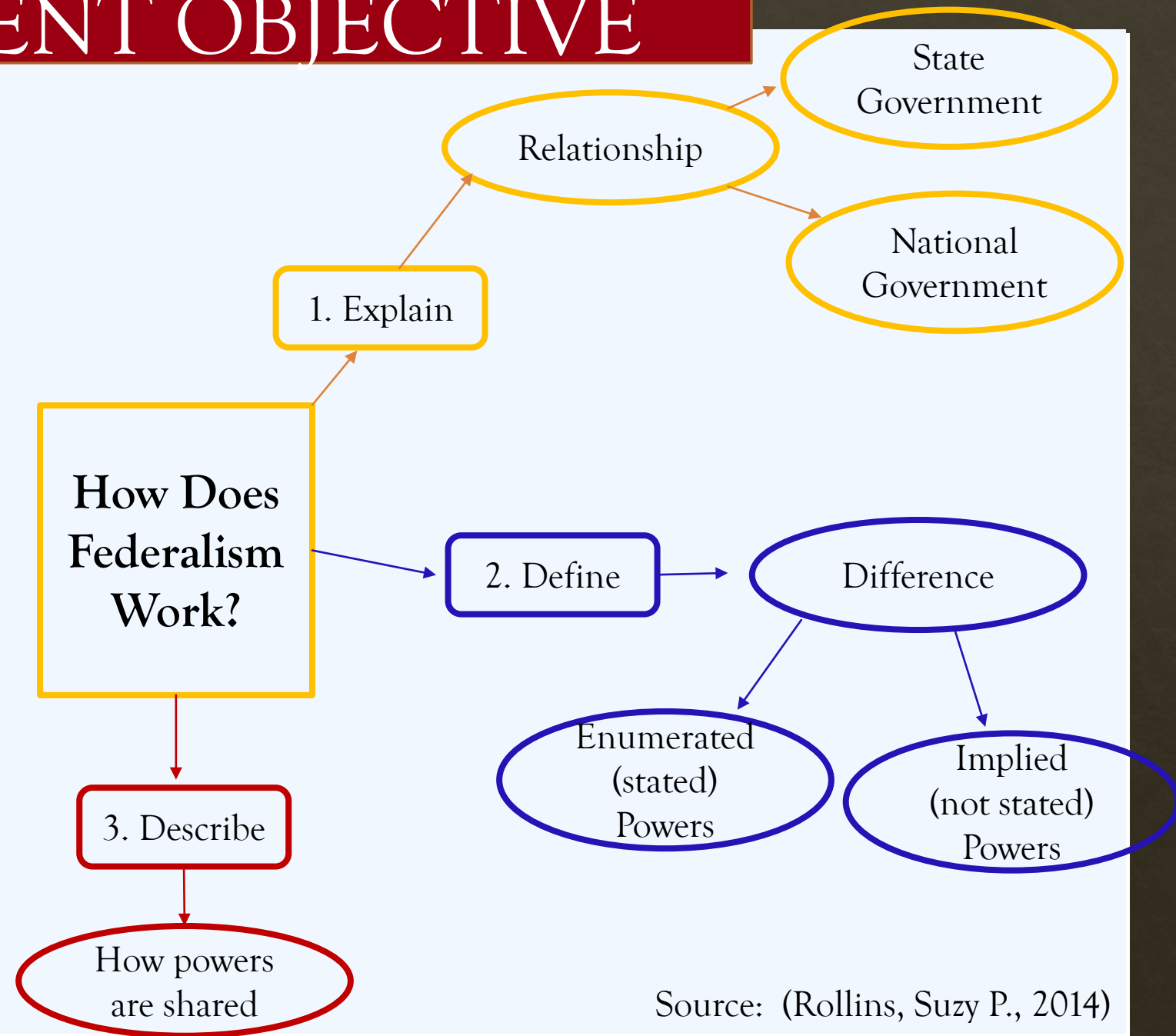


- Content Objectives are derived from the TEKS.
- “Express ‘**WHAT**’ students need to **learn** about the **content** topic.
- Content Objectives must be written in student-friendly language.
- Content Objectives need to be reviewed/referenced throughout the class period.
- Content Objectives should build upon each other to clarify for students the progression of learning.
- Content Objectives should be interactive.

# CONTENT OBJECTIVE

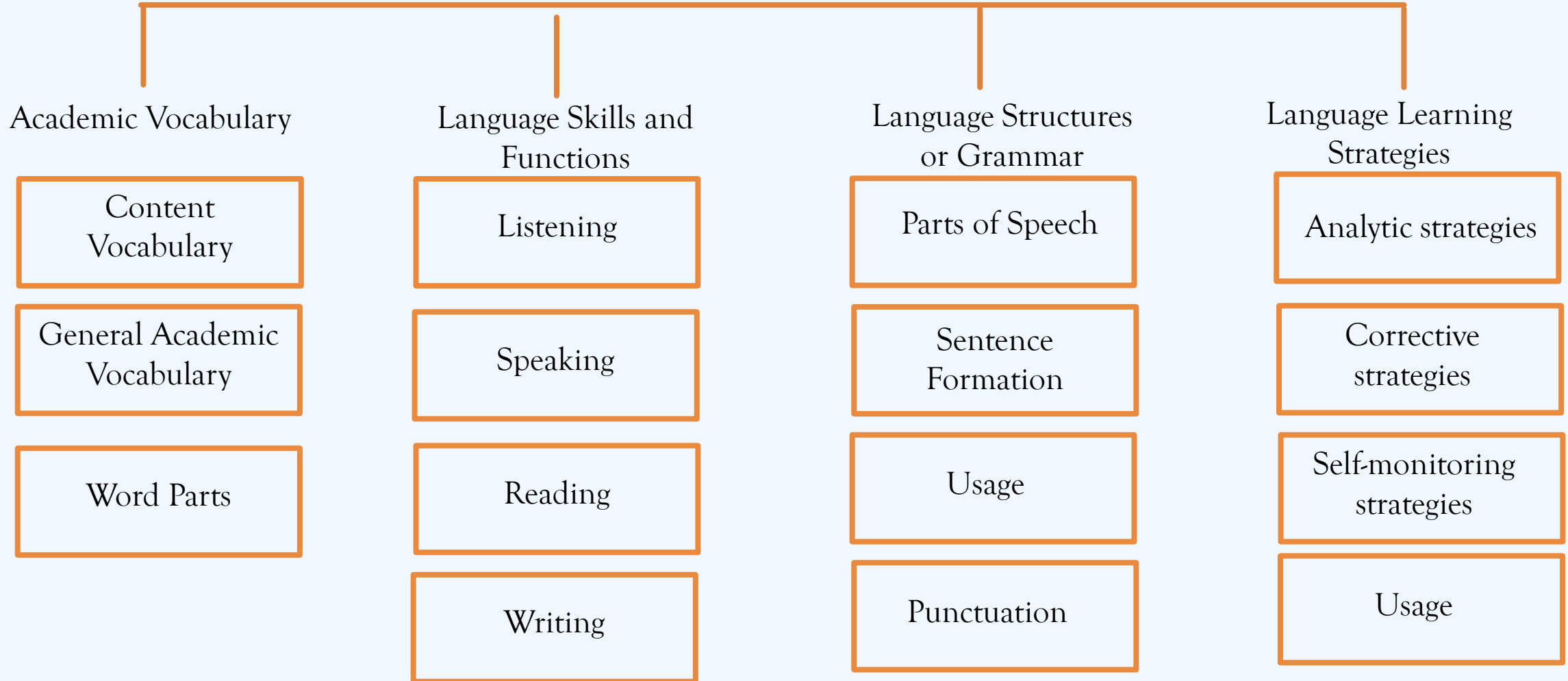
The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

- a. Explain the relationship of state governments to the national government.
- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.
- d. Identify powers denied to state and national governments.
- e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.



Source: (Rollins, Suzy P., 2014)

# LANGUAGE OBJECTIVES



# LANGUAGE OBJECTIVES

## Academic Vocabulary

Today I will define the terms... both orally and in writing.

## Language Skills and Functions

Today I will read and determine the main idea of...

Today I will orally describe and compare...

## Language Structures or Grammar

Parts of Speech

Today I will use adverbs and correct punctuations to describe...

Punctuation

## Language Learning Strategies

Today I will ask clarifying questions to...

Self-monitoring strategies

Usage



# LANGUAGE OBJECTIVES

ELPS:		Language Domain	Language Function	Content Stem	Grammar or Language Structures	Language Support/Language Learning Strategy	
<ul style="list-style-type: none"> <li>• Students will be able to</li> <li>• Students will</li> <li>• We will</li> <li>• Today I will</li> <li>• The learner will</li> <li>• Our job is to</li> <li>• I can</li> </ul>	+	Listening listen	determine the cause and effect, distinguish, evaluate, infer, interpret, predict		Parts of Speech  Sentence Formation  Punctuation	+	<ul style="list-style-type: none"> <li>• With a partner, in a group, with my table team</li> <li>• Using:                             <ul style="list-style-type: none"> <li>○ Content specific vocabulary</li> <li>○ Transition words and phrases</li> <li>○ Evidence from the text</li> </ul> </li> <li>• Using support from:                             <ul style="list-style-type: none"> <li>○ A graphic organizer</li> <li>○ Sentence frames/sentence starters/</li> <li>○ Questions stems</li> <li>○ Class notes</li> <li>○ Models</li> <li>○ A thinking map (circle map, double bubble)</li> <li>○ A t-chart</li> <li>○ A word bank</li> <li>○ The word wall</li> </ul> </li> </ul>
	Speaking verbally, orally	ask/answer questions, defend, discuss, explain, inquire, paraphrase, present, state, express, predict, use vocabulary,					
	Reading read	discover, distinguish, explore, find, confirm, reflect, make connections, categorize, clarify, seek information, sequence, find specific information					
	Writing write	compare and contrast, brainstorm, classify, collect, create, evaluate, illustrate, list, describe, explain, take notes, support, state and justify					

Source: (Short, D. & Echeverria, J., 2016)

Source: (Short, D. & Echevarría, J., 2016)



# LANGUAGE OBJECTIVES

Statement: Language Objective or Activity?	Language Objective	Activity
Students will be able to orally explain the difference between living and non-living things.		
At the end of this lesson, students will have learned to set up a Bunsen burner, fill a graduated cylinder, and use a triple beam balance.		
Students will be able to define the meaning of these words: debate, veto, bill.		
Children will read at least 3 of the 6 fables with a partner.		
Students will take notes.		

Source: (Short, D. & Echevarría, J., 2016)



**COMING  
SOON**

# CULTURAL OBJECTIVES



STRUCTURED  
READING  
AND  
WRITING







# THINK

A challenge I **MAY** face when accelerating instruction is...

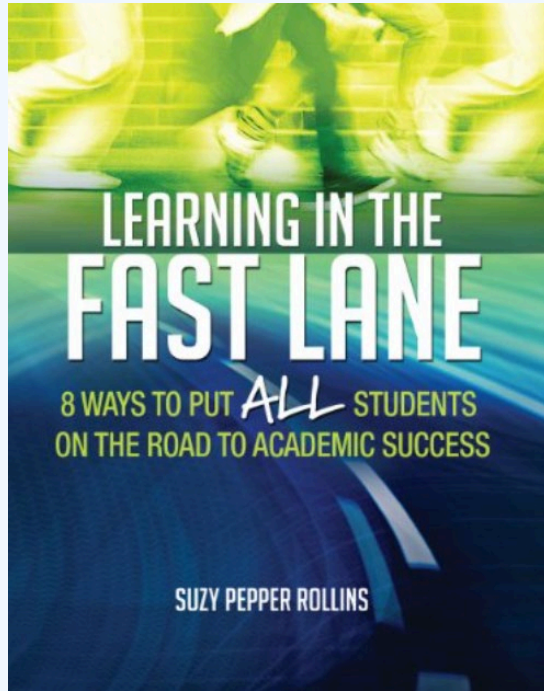
I can help students with gaps from the past succeed **TODAY** by...

One way I can **ACCELERATE** the learning in my classroom is by...



**Let's**

**Talk**



# READ

## Insert Method

1. Read your assigned part of the text.
2. Mark the texts with the following coding system:
  - ✓ to show that a concept or fact is already known
  - ? to show that a concept is confusing
  - ! to show something that is surprising
  - ⊕ to show an idea or concept that is new
3. Be ready to share out!

**Group 1 & 2: A**

**Group 9: E**

**Group 3 & 4: B**

**Group 10: F**

**Group 5 & 6: C**

**Group 11: G**

**Group 7 & 8: D**

**Group 12: H**



# WRITE

Canva Home Templates Features Learn Pricing Art Showcase

Log in Sign up

### Get started with Canva

Sign up to discover the full power of Canva.

- ✓ Free forever
- ✓ Create stunning designs and documents in minutes
- ✓ No design experience? No problem!

Sign up with Google

Sign up with Facebook

Sign up with email

Already signed up? [Log in](#)

# WRITE

## What will you be using Canva for?

We'll use this to recommend designs and templates especially for you.



**Teacher**

You're here to empower your students



**Student**

You're here to impress your teachers and classmates



**Personal**

You're here to make anything and everything



**Small business**

You're here to design your brand from the ground up



**Large company**

You're here to scale your brand and keep it consistent



**Non-profit or Charity**

You're here to design for the greater good



# WRITE

## Unlock our Education package for free

Exclusive to verified teachers 🎓

- 🎓 Instantly get Canva for Education for free
- 🕒 Easily manage classes in a dedicated space
- 📁 Assess work turned in by students
- 🎓 Add classes from Google, Microsoft Teams and Clever
- 🏫 Get thousands of high-quality worksheets and remote teaching

Get verified now

Maybe later



# WRITE

## Who's on your team?

Set up a free team and discover features to help you save time and get things done.

+ Invite more people

This site is protected by reCAPTCHA and the Google Privacy Policy and Terms of Service apply.

Send invites

Skip >

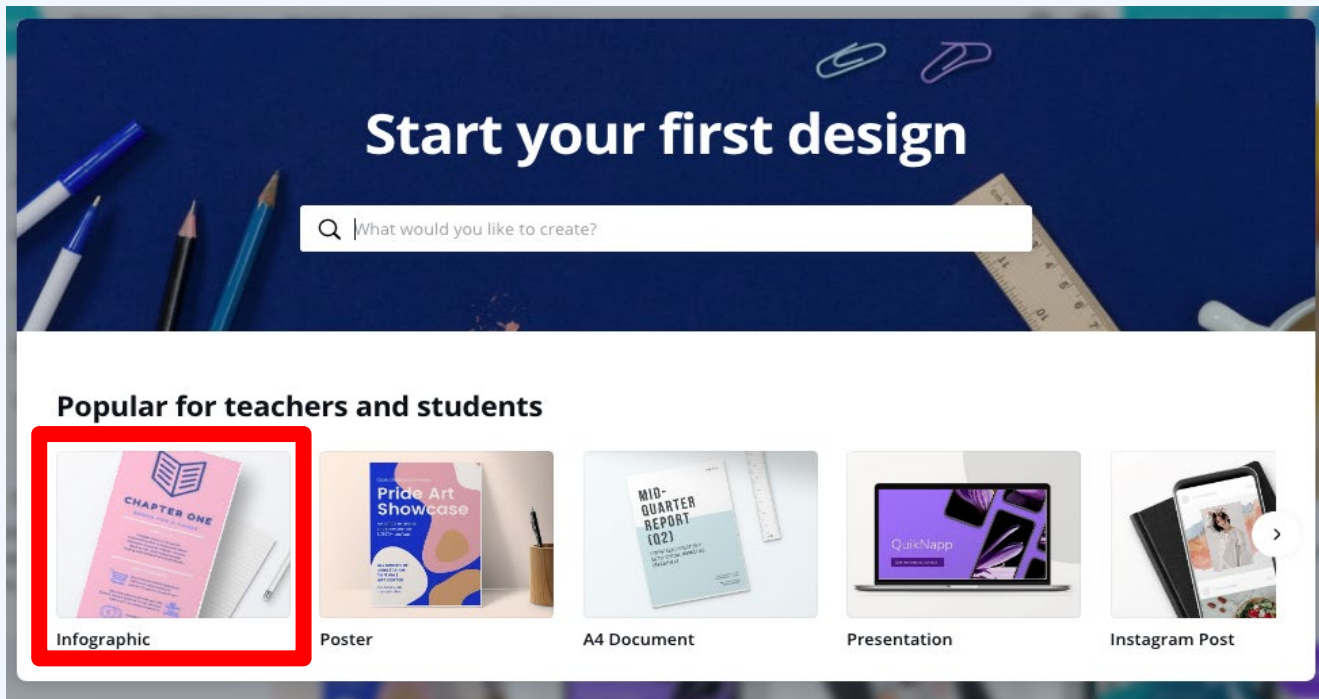


## Benefits of teams

- ✓ Access your team's shared designs from one place, whenever needed
- ✓ Keep your branding consistent with shared color combinations and fonts
- ✓ Provide feedback on designs directly—no more emailing back and forth

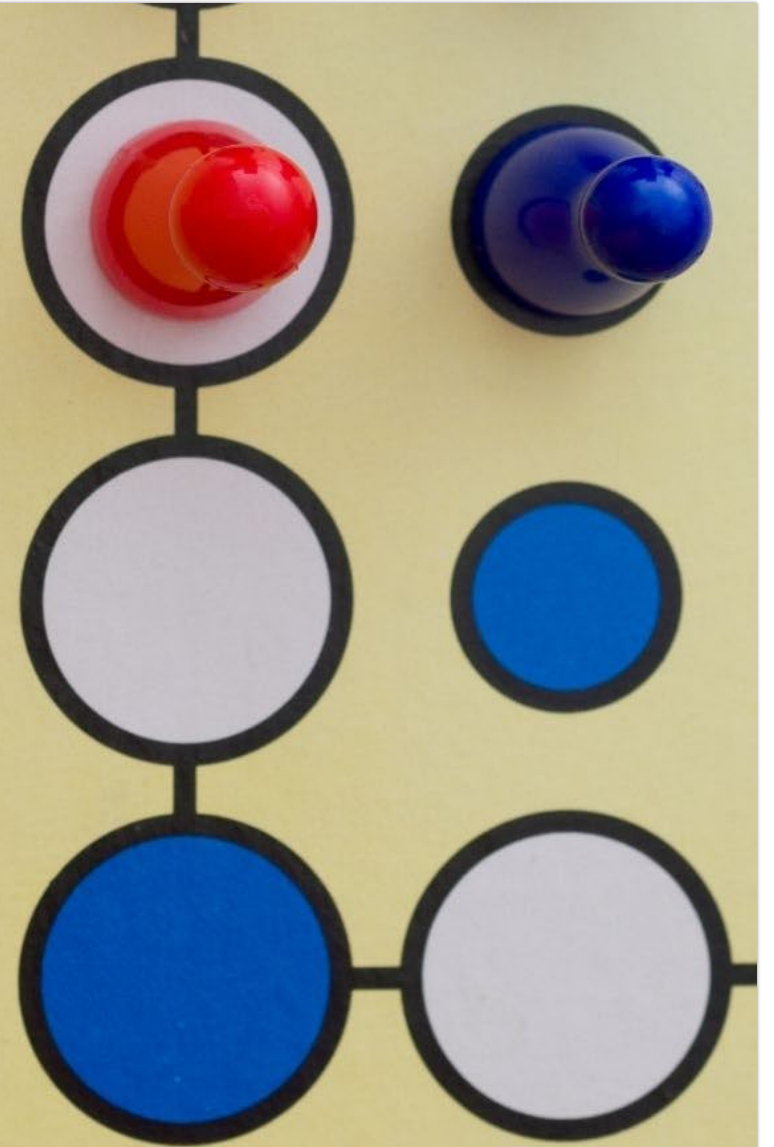
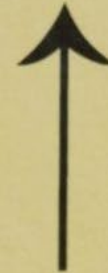
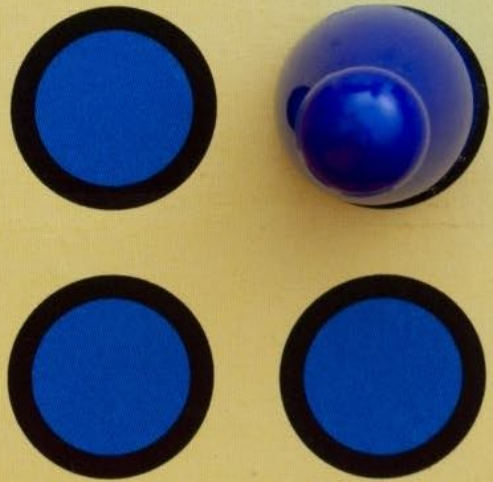


# WRITE



- 8 Breakout Rooms
- Create a Visual Representation using Canva
- Write 5 bullets (one word each bullet) to summarize the section read

# Randomizing Techniques



# RANDOMIZING ROUTINES

Choose one of these stems and raise your hand when you can complete it!

I select who I call on by...

In my classroom, I include randomization because...

The most beneficial randomization technique I have used is...  
because I have found...

# RANDOMIZING ROUTINES

We must change the way we ask questions. We should avoid using phrases like:

“Who can tell me...?”

“Let’s see who knows...”

“Does anyone know...”

“Can someone tell the class...”

When we randomize, the questioning technique should look like this:

1. Ask a question
2. Pause
3. Select a student to respond using a random selection system.

Source: (Seidltz, J., 2011)



Without a system in place,  
**INCLUSION** is just an  
**ILLUSION.**

ILLUSION.



# RANDOMIZING TECHNIQUES

- Lucky sticks
  - Beach ball
  - Index cards  
with student names
  - Class list/roster
  - Color/numbers
  - Birthdays
- Physical characteristics:  
longest hair, eye color...
  - Jenga
  - Pick up sticks
  - Career cards
  - Apps
  - Popcorn

# FREQUENTLY ASKED QUESTIONS

1. How **often** should we use randomizing and rotating for questioning?
2. What should we do about students who **blurt out** answers?
3. Should we place the index cards and Popsicle sticks **back in the stack** or should we **take them out one-by-one** to make sure everyone gets a chance to respond?
4. What about students who are **way behind** their peers? Won't it **embarrass** them if we call on them?
5. Will it **discourage students** who want to share if I randomize and rotate responses? Will they **not want to participate** if I redirect them when they blurt out answers?



TOTAL RESPONSE SIGNALS





# Checking Student Understanding



# TOTAL RESPONSE SIGNALS

- Cues to indicate students are ready to respond to a question or ready to move on to new material.
- Signals that allow students to prepare for oral or written participation in a non-threatening way.
- An effective tool for gauging student understanding in real time.

## TOTAL

Include **EVERY** student in the classroom

## RESPONSE

Students will have a task to accomplish with time to think through the task.

## SIGNALS

Once students make a decision, they will use the visual signal to respond.

Source: (Seidltz, J., 2011)



# TOTAL RESPONSE SIGNALS

Written Responses  
Hold up paper  
White Boards  
Answers on Cards

Ready Responses  
Hands up  
Thinker's Chin  
Stand Up  
Put your pen on your paper  
All eyes on teacher

Making Choices  
Open Hand/Close Hand  
Thumbs/Pens Up/Down  
Number Wheels  
Green Card vs. Red Card  
Choose a corner/spot

Ranking  
Rank with fingers  
Rank with your arm  
Line up  
Knocking/clapping

Provide feedback that demonstrates explicitly how students can achieve the learning goal



Source: (Rollins, Suzy P., 2014)



# STRUCTURED CONVERSATIONS

# What is the difference between group discussions and structured conversations?

Write your individual answer on a piece of paper.

**Stem:** In my opinion, one difference between group discussions and structured conversations is \_\_\_\_\_ and the benefits of using \_\_\_\_\_ is \_\_\_\_\_.

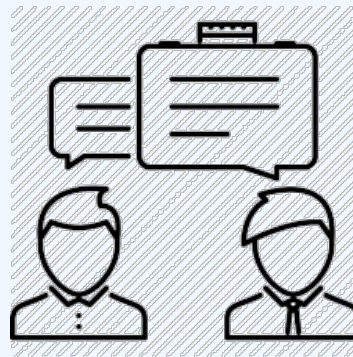
*Additionally, \_\_\_\_.*

1

Determine who will be Partner A and who will be Partner B!

2

Partner A shares first!  
Partner B listens intently!



3

Partner B shares and Partner A listens intently!

4

**Both** partners will add on to their **own** sentences using the following stem: ***Additionally,***

# What is the difference between group discussions and structured conversations?

Write your individual answer on a piece of paper.

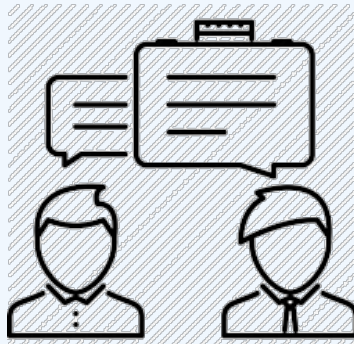
**Stem:** In my opinion, one difference between group discussions and structured conversations is \_\_\_\_\_. Additionally, \_\_\_\_\_. *Clearly,* \_\_\_\_\_.

1

Determine who will be Group 1 and who will be Group 2!

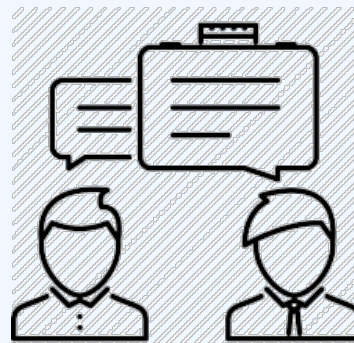
2

Group 1 shares first and Group 2 listens intently!



3

Group 2 shares next and Group 1 listens intently!



4

**Both** groups will add on to their **own** sentences using the following stem:  
**Clearly,**



# THREE STEP INTERVIEW



1. Answer the STEM in written form.
2. With a partner share responses with each other (Add on to your response using *Additionally*).
3. Pair with **another pair** to share your responses with each other (Add on to your response using *Clearly*).

# DEVELOPING ACADEMIC VOCABULARY

**ab·orig·i·ne** \ə-bə-'ri-jə-nē\ *n, pl ab·orig·i·nes*  
: a member of the original people living in a region : NATIVE

**abound** \ə-'baʊnd\ *vb* **abounded**; **abounding**  
1 : to be plentiful : TEEM <Salmon *abound* in the river.> 2 : to be fully supplied <The book *abounds* with pictures.>

**about** \ə-'baʊt\ *adv* 1 : AS NEARBY, NEARLY <about an hour ago> 2 : on all sides : SURROUNDING <They were standing about the table.> 3 : in the opposite direction <The ship was about 100 miles from the coast.> 4 : on the way to <The car was about 100 miles from the city.>

**abrupt** \ə-'brʌpt\ *adj*  
warning  
**abrupt** e  
: rudely  
— **abruptly**  
**ab·sce**  
swollen  
lymph  
abscess

# DEVELOPING ACADEMIC VOCABULARY

Betsy had never tackled the Cement Mixer before. Although many fears cycled through her mind, her two main concerns were handling the backdoor and the lip. Her confidence rose, however, as she reminded herself that if she could just get into the barrel she had a good chance of winning, especially if conditions were cooking. She stared out at the horizon, shook her fist triumphantly in the air, and shouted, “I’m ready for you, Meat Grinder! I can handle the biggest Mackerel you can deliver!”

Source: (Rollins, S.P., 2014)



# HUH?

Betsy had never [redacted] the [redacted] before. [redacted] many fears [redacted] through her mind, her two main [redacted] were [redacted] the [redacted] backdoor and the [redacted] lip. Her [redacted] rose, however, as she [redacted] herself that if she could just get into the [redacted] barrel she had a good chance of winning, [redacted] if [redacted] were [redacted] cooking. She stared out at the [redacted], shook her fist [redacted] in the air, and shouted, "I'm ready for you, [redacted] Meat [redacted]! I can handle the biggest [redacted] you can [redacted]"

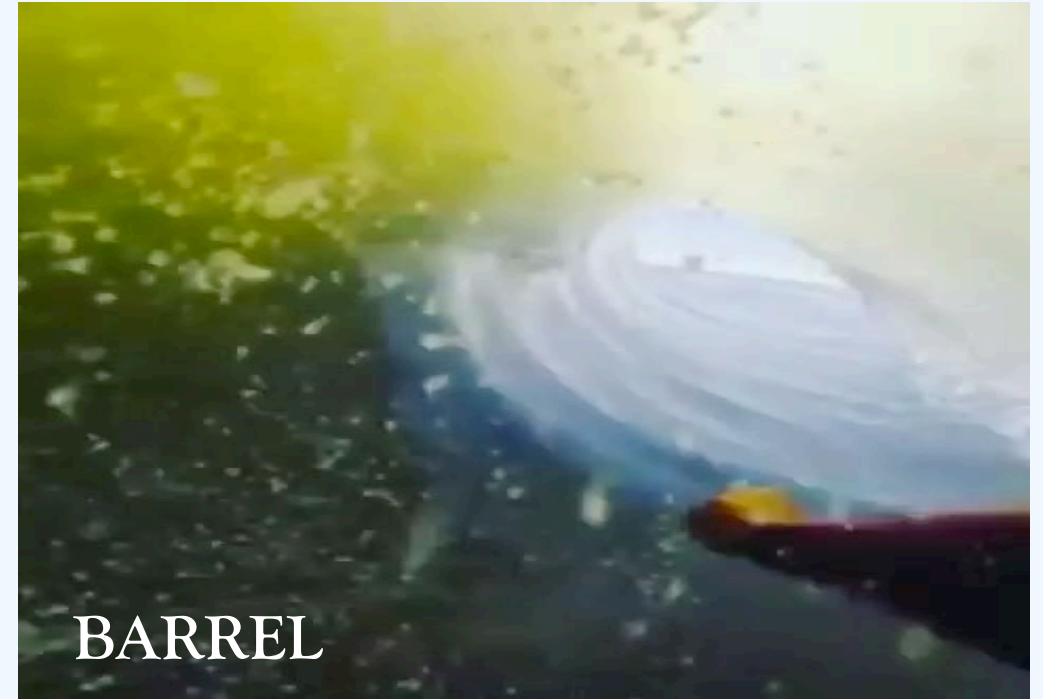
Source: (Rollins, S.P., 2014)

# Would this help?



Source: (Rollins, S.P., 2014)

# How about this?



Source: (Rollins, S.P., 2014)

# Clarifications on Specialized Vocabulary



Source: (Rollins, S.P., 2014)

# DEVELOPING ACADEMIC VOCABULARY

Betsy had never tackled the Cement Mixer before. Although many fears cycled through her mind, her two main concerns were handling the backdoor and the lip. Her confidence rose, however, as she reminded herself that if she could just get into the barrel she had a good chance of winning, especially if conditions were cooking. She stared out at the horizon, shook her fist triumphantly in the air, and shouted, “I’m ready for you, Meat Grinder! I can handle the biggest Mackerel you can deliver!”

Source: (Rollins, S.P., 2014)





# DEVELOPING ACADEMIC VOCABULARY

## Vocabulary Expert Groups

1. Learn about the assigned vocabulary strategy
2. Visit with your GROUP!  
(12-15 minutes)
3. Each team creates an EXAMPLE explaining the activity assigned
4. Post on Padlet:  
<https://padlet.com/salinasfelicia16/Leadership>
5. One rep per team will present to the whole group

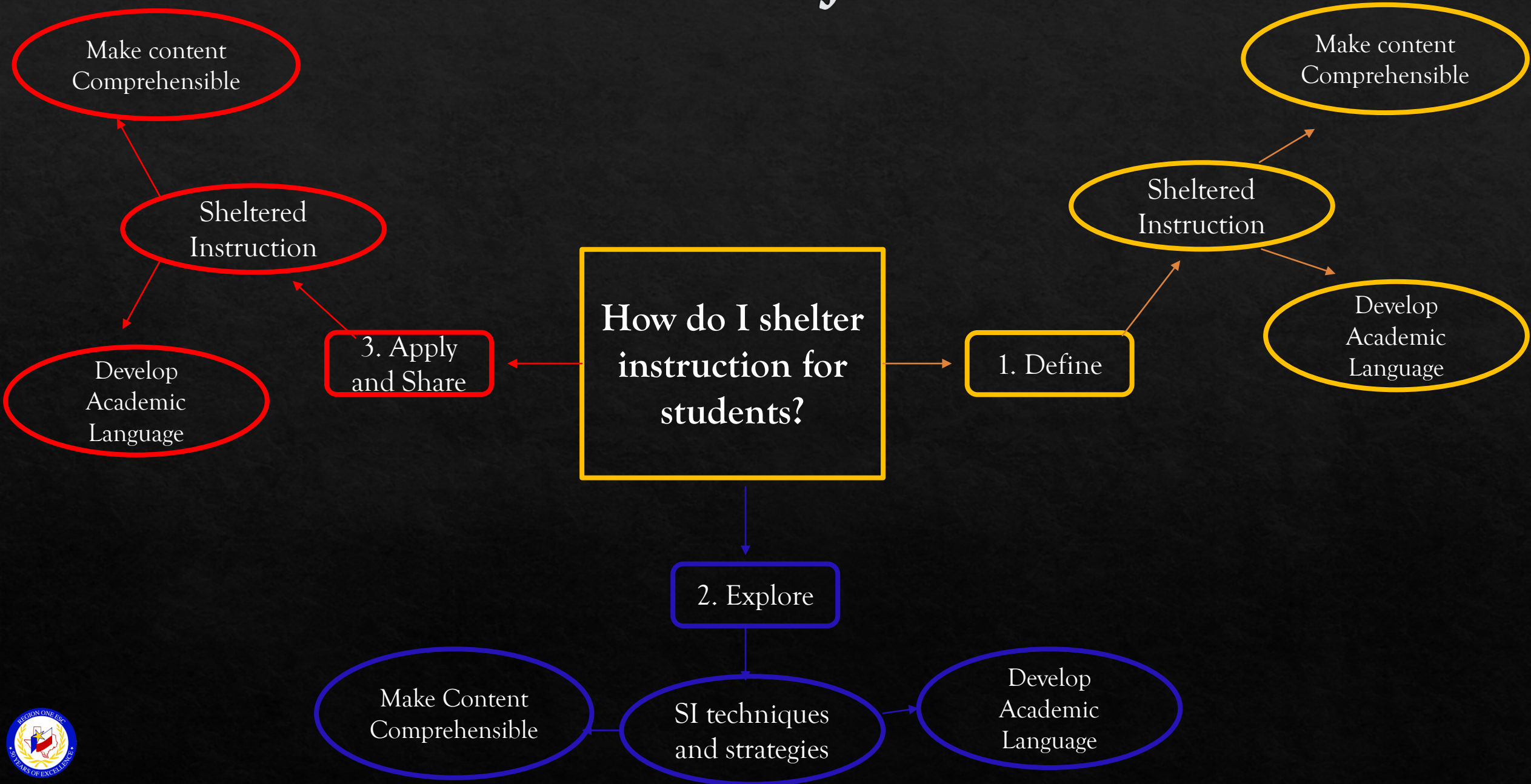
Source: (Rollins, S.P., 2014)



# FIND THE FIB

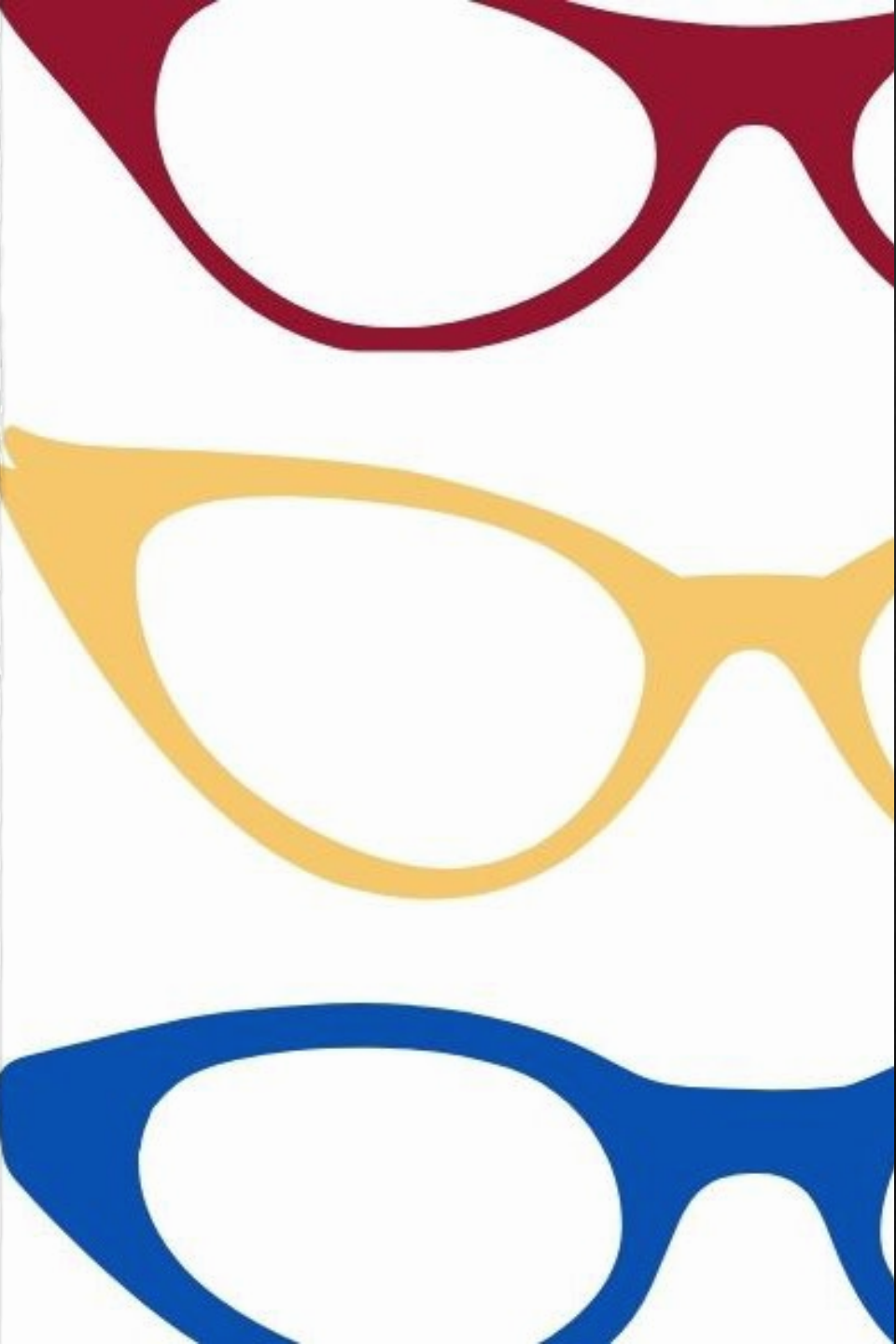


# SESSION OBJECTIVES



- 3 Things I learned today...
- 2 Things that I will share with  
my colleagues...
- 1 Thing that I promise to  
implement...





# SHELTERED INSTRUCTION

Reframing Our Instruction for  
Acceleration

Felicia Salinas, M.Ed.

Bilingual/ESL Instructional Specialist

Office of Curriculum, Instruction, and Assessment

Region One Educational Service Center

[fsalinas@esc1.net](mailto:fsalinas@esc1.net)