

SHELTERED SECONDARY SLIFE AND EFFECTIVE INSTRUCTION

By

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Project Explanation

The purpose of this capstone project was to answer the research question, *what are the key components to effective instruction to use with students with limited or interrupted formal education (SLIFE) at the secondary level?* The end product of this capstone project is a [website](#) created in collaboration with a colleague and fellow Hamline University Master of Arts in Education Student. My contribution to the [website](#) focused on a checklist for incorporating MALP and trauma informed pedagogy best practices into SLIFE teaching. My colleague contributed a pre-service checklist for teachers getting ready to serve SLIFE in their classrooms as well as strategies for involving families of SLIFE. This [website](#) serves as a resource to all teachers who have SLIFE in their classrooms. The [website](#) seeks to begin to close a gap in the resources available to teachers of the unique subgroup of ELs that are SLIFE.

The format for the final product of this capstone project is a free [website](#). The reason that my colleague and I have chosen to use a [website](#) is to make the content accessible to as wide an audience as possible. Our hopes are that new teachers, especially teachers who are new to teaching SLIFE, can have a starting point for learning more about the needs of these unique EL students and how best to support them in their academic careers. The [website](#) offers effective teaching strategies as well as links to relevant research and literacy on teaching SLIFE. The information is geared towards EL teachers working with SLIFE, but all teachers who have SLIFE in their classrooms will find the information beneficial.

When first arriving on the [website](#), readers are sent to the home screen landing page. On this page, there is a description of the mission for the [website](#). There are also three “featured resources” with an image and direct link to the resource. This is provided to allow readers to

immediately be sent to the most valuable and relevant information. Lastly, readers can learn about the authors of the [website](#) as well as submit an email to my colleague and I by using the “contact us” form at the bottom of the landing page. From there, readers can determine what information they would like to access next by using the menu board across the top of the [website](#).

At the top of the [website](#) is a menu heading that is visible no matter which page of the [website](#) a reader is visiting. The menu options include; Families, Home, Lesson Plans, Links, SLIFE Basics, Teacher Preparation, and Trauma Informed Practices. Readers can click on each menu option to learn about the effective ways to approach SLIFE education. The different menu options have literature, links to additional resources and information, and checklists that teachers can download to assess their approach to teaching SLIFE. The [website](#) is completed and available for the public to view and contribute to as of November 2019. It is the hope that teachers have found the resource to be helpful in their teaching and professional development. As teachers begin to use this resource and submit their own resources and examples of effective lesson plans, the [website](#) will have transformed into a community resource where teachers know they can go to for inspiration and lesson plan ideas. Additionally, as more research continues to be published, the [website](#) will be updated as needed so that it is always representing the most relevant and effective instructional approaches.

Website

The website can be accessed from the link <https://teachingslifemn.org/>. The main landing page includes information about my colleague and I, as well as links to the different pages of the website.



The main materials that were created by my colleague and I are checklists for teacher preparation, trauma informed pedagogy, and SLIFE basics. These checklists are available to view online as well as download:

Teacher Checklist

[slife-best-practices-checklist](#)

DOWNLOAD

Teaching SLIFE

Classroom Environment

- Honor each student's home language and culture. Whenever possible, allow for home language use and development in the classroom.
- Give students the opportunity to be the expert. Examples: students teach the class about their home country and culture.
- Make learning interpersonal; foster positive relationships with each student and involve family members as much as possible.

Teacher Checklist

[Download the List](#)

DOWNLOAD

Trauma Informed Pedagogy

What is it?

Over 40% of students attending school have experienced trauma (Hall, Souers, & Association for Supervision and Curriculum Development, 2017). Trauma informed pedagogy is a set of educational practices that teachers and schools implement in order to serve students who have experienced trauma in their lifetime.

How are students impacted by trauma?

- Decreased ability to read social cues (McKlindon, 2014)
- Negative interactions with peers
- Decreased trust of teachers and other adults at school
- Unhealthy attachment tendencies
- Disengaged from the school and classroom community
- Negative and unexpected responses to stressors

Some sections of the website allow readers to submit lesson plans and questions to myself and my colleague:



Lesson Plans

MIDDLE SCHOOL LESSON PLANS

HIGH SCHOOL LESSON PLANS

Have a lesson plan that worked well with SLIFE? Submit below to add to a growing collection of lesson plans for all teachers.

Name (required)

Email (required)

In addition to materials that were created, there are also links to outside resources:



Links

Minnesota Department of Education

ELLS IN MN REPORT

MDE IDENTIFYING SLIFE GUIDANCE

Minnesota LEAPS Act

KEY PROVISIONS OF THE LEAPS ACT

MCKNIGHT LEAPS ARTICLE

Policy

EVERY STUDENT SUCCEEDS ACT

SLIFE DEFINITION

WIDA

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