

A field of white umbrellas with one blue umbrella in the center. The umbrellas are arranged in a grid-like pattern, and the blue umbrella is the focal point, standing out from the rest.

Welcome to EL Institute: Workshop I

May 5, 2021

Presenter: Margaret W. Piccoli PhD

1. Please Introduce yourselves in the text box!
2. Please keep your microphone muted) when in whole groups.
3. Questions and comments can be typed in the text box.

EL INSTITUTE

Workshop I



The EL Coaching Process

- Organization
- Pre-planning
- Planning
- Lesson
Delivery/Observations
- Post planning and
reflection/Data Analysis

Instructional Coaching Cycle Example

Example One

1. Cyclical coaching sequence (throughout academic year)
2. 1 -2 lesson observations
3. Weekly meeting to plan instruction, analyze data, set goals, and reflect. (45 minutes – 1 hour)

Example Two

1. 4 – 6 weeks during a semester
2. 2 – 3 lesson observations
3. Weekly meeting to plan instruction, analyze data, set goals, and reflect.

EL Coach and Classroom Teacher Planning Routine: Task Analysis, Tools, and Rubric Alignment

Organization (Routine and timeline for each component)	What does the weekly/monthly routing look like? See example calendars.
Component & Timeline	Tasks
I. Pre-planning	
II. Co-planning Meeting (Initial Coaching Meeting and Coaching Workplan)	
Coaching goals (Develop short and long-term)	(Examples: lesson structure, language demands (vocabulary), language and content scaffolds, building background knowledge, appropriate formative and summative assessments)
Supportive Practices for Lesson Development	
III. Lesson delivery – Observation(s)/Recorded lesson(s)	
IV. Reflection/ Post-planning Meeting and Data Analysis	(Coaching Workplan Template)

Initial Coaching Meeting

Develop a Schedule	<ol style="list-style-type: none"> 1. Planning meetings 2. Observation(s) (in person if possible/recorded) 3. Reflective meetings <p>Consider planning and support structures already in place. What is the EL Coach's current schedule? What is the current schedule of the PLCs?</p>
EL Assessment of Needs	<p>What do your EL students need? Where are they struggling? What is going well?</p>
Personal EL Instructional Goal Setting (Start slow. Begin with 2/3 goals.)	
Brainstorm Supportive Practices	
Action Plan	
How will progress be tracked?	(Google Doc, Coaching Log)
Data Collection/Assessment Plan	
Materials and Resources	
Teacher's Strengths	

Organization

- Coaching schedule examples
- Task analysis for each stage
- Initial coaching meeting

Pre-planning Stage – What needs to be completed before the planning meeting?



Lesson plans (Unit plans)



Core-content standards



Materials



Curriculum guides



Scope and sequence charts



Availability of technology

EL Coaching and Instructional Support Template

EL Assessment of Needs	What do your EL students need? Where are they struggling? What is going well?
Brainstorm Supportive Practices	
Data Collection/Assessment Plan	
Materials and Resources	
Personal EL Instructional/Planning Goals (Start slow. Begin with 2-3 goals.)	
Action Plan	

Field Notes:

Data Analysis: (Predetermined assessments and observations)

Where does the difficulty stem from? Is it language, content, culture?

Does the student demonstrate mastery (80% or more)?

Teacher's strengths:

Post-reflection:

1. What worked?
2. What would you tweak?
3. Where do we go from here?

Self-assessment:

I can do it with help.
I can do it on my own.
I can teach it to others.

The EL Coaching Rubric: Collaborative Planning and The Reflective Teaching Process

Planning Domain: The EL coach and classroom teachers plan lessons together to develop appropriate and meaningful instruction and activities. The EL coaches and classroom teachers collaborate to create an articulated program that builds both language and content.

Performance Indicators:

- The lesson and unit plans include content and language objectives and build concepts and skills.
- The selected materials, texts, and resources support the language and content objectives by increasing comprehensible input, allowing for meaningful language interactions, creating appropriate scaffolding, and building background.
- The EL coach and classroom teacher work together to select the most effective materials and resources to scaffold instruction for both language and content.

Component	Ineffective	Effective - Emerging	Highly Effective
Lessons include content and language objectives ¹	<ul style="list-style-type: none"> • Lessons do not contain either content or language objectives. • The objectives do not build on previous objectives to create an articulated program regarding both content and language. 	<ul style="list-style-type: none"> • Lessons may include one or both content and language objectives. • The objectives may build on previous objectives to create an articulated program regarding both content and language. 	<ul style="list-style-type: none"> • Lessons contain both content and language objectives. • The objectives clearly build on previous objectives to create an articulated program regarding both content and language.
Lesson activities and instruction reflect content and language objectives. ¹	<ul style="list-style-type: none"> • Learning activities and lesson instruction do not align with content and language objectives. • Students are not able to link the lesson's activities and materials to achieving the objectives. 	<ul style="list-style-type: none"> • Learning activities and lesson instruction somewhat align with content and language objectives. • Students are able to some degree link the lesson's activities and materials to achieving the objectives. 	<ul style="list-style-type: none"> • Learning activities and lesson instruction align with content and language objectives. • Students are able to clearly link the lesson's activities and materials to achieving the objectives.
EL coaches and classroom teachers review texts and learning materials to best meet the needs of ELs. ²	<ul style="list-style-type: none"> • The EL coach and classroom teacher do not work together to incorporate text and materials that meet the needs of ELs and support both content and language objectives. 	<ul style="list-style-type: none"> • The EL coach and classroom teachers occasionally evaluate text with the content and language objectives. • Some texts and materials consider ELs previous knowledge and/or vocabulary. 	<ul style="list-style-type: none"> • The EL coach and classroom teachers evaluate text and materials that best align with the content and language objectives.

¹ [Espinosa, J., Vogt, M. E., & Short, D. \(2000\). Making content comprehensible for English language learners: The SIOP model. Boston, MA: Allyn and Bacon.](#)

² [Holladay, A., & Dove, M. G. \(2011\). Collaboration and co-teaching: Strategies for English learners.](#)

Learning activities are meaningful, allow for language practice, and include all four language skills over a day(s)/week. ¹	<ul style="list-style-type: none"> • The text and materials do not consider students' previous knowledge and/or vocabulary. • Activities do not integrate all language skills (Across a lesson/days/week). • Language/Concept objectives are not (or somewhat) meaningfully supported by the activities and do not (or somewhat) allow for language practice. 	<ul style="list-style-type: none"> • Activities integrate some language skills (Across a lesson/days/week). • Language/Concept objectives are meaningfully supported by the activities but allow for little language practice. 	<ul style="list-style-type: none"> • The text links and builds the students' knowledge/vocabulary. • Activities integrate all language skills (Across a lesson/days/week). • Language/Concept objectives are meaningfully supported by the activities and allow for language practice.
Instruction is scaffolded to ELs' language proficiency levels to help students progressively acquire both language and content simultaneously.	<ul style="list-style-type: none"> • Very few to no techniques to assist students to progressively understand language/content. • The lesson does not differentiate or are not suitable according to the individual needs of the students. 	<ul style="list-style-type: none"> • Techniques to occasionally assist students to progressively understand language/content. • The lesson somewhat differentiates according to the individual needs of the students. 	<ul style="list-style-type: none"> • Techniques to consistently assist students to progressively understand language/content. • The lesson differentiates according to the individual needs of the students.
Various cooperative learning group configurations are included along with scaffolded responses for increased participation. ¹	<ul style="list-style-type: none"> • Grouping not used frequently or haphazardly. • Language is not supported to allow ELs to participate at their proficiency levels. There is not allowance for differentiation of responses. 	<ul style="list-style-type: none"> • Grouping used occasionally and somewhat strategically to support students' learning. • Language is sometimes supported, so ELs can participate at their proficiency levels. The differentiation of groupings and activities may not be completely planned and/or not fully developed to allow for full participation. 	<ul style="list-style-type: none"> • Grouping used frequently and strategically to support students' learning. • Language is fully supported, so ELs can participate at their proficiency levels. This may mean that teachers allow for nonverbal response, provide sentence frames, or differentiate questions.
ELs' background knowledge and vocabulary (content, cultural, language) are considered when selecting content and developing lessons. ²	<ul style="list-style-type: none"> • Students' culture, previous experiences, past learning, and language are not considered when lesson planning. 	<ul style="list-style-type: none"> • EL coaches and classroom teachers occasionally consider students' culture, previous experiences, past learning, and language when linking new concepts and language or sporadically include. 	<ul style="list-style-type: none"> • EL coaches and classroom teachers consider students' culture, previous experiences, past learning, and language when linking new concepts and language.

³ [Singer, T. W. \(2018\). EL Excellence. Thousand Oaks, CA: Corwin.](#)

PLANNING STAGE



Lesson Plan Template

	knowledge, comprehensible input, modeling reading strategies)
Lesson Delivery – Collaborative grouping	Whole class Small groups Partners Independent
Lesson Planning/Delivery - Scaffolding	Modeling (Speech rate, use of idioms, precise explanations and demonstrations of directions and tasks, explanations of words/concepts, caretaker speech) Comprehensible input (vocabulary, graphic organizers, modified text) Building background (making connections with previous learning/past experiences, pre-teaching vocabulary)
Lesson Delivery – Task engagement	Student opportunities to take risks with language and content Students use linguistic strategies to communicate
Assessment(s) (Formative and Summative)	Verbal/Nonverbal Various forms of assessments (portfolios, journals, approaches to cogenerate knowledge) Reduced linguistic content Modified directions for comprehensible input



Lesson Plan Template

Required Background Prior Knowledge	
Materials and Resources	
HOTS Activities/Questions	
Techniques and Strategies to Meet the Needs of English Learners	
Differentiation of Instruction Component	Possible Technique/Strategy
Modification of Text	<ul style="list-style-type: none"> Annotated text Chunking text Read Alouds Captions Audiotapes Readability
Text Instruction	<p>Pre-reading activities (accessing background knowledge, building background knowledge, comprehensible input, modeling reading strategies)</p> <p>During reading activities (accessing background knowledge, building background knowledge, comprehensible input, modeling reading strategies)</p> <p>Post-reading activities (accessing background knowledge, building background</p>



Lesson Plan Template

Grade/Subject
Unit/Theme
Lesson Objectives and Standards
Content Objective(s)
Content Standard(s)
Language Objective(s)
English Language State Standard(s)
How are the communicative modes addressed? (Receptive, Interactive, Productive)
Required Instructional Elements and Supports
Academic/Content/Essential (tier 1, 2,3) Vocabulary



Lesson Plan Template

Lesson Procedure
Presentation (I do)
Application (We do)
Production (You do)
Evidence of Learning

PLANNING STAGE

<p>Teaching Domain: As part of the coaching process, classroom teachers need to include appropriately scaffold and comprehensible instruction and learning activities.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> The language and content objectives are clear, and the expected outcomes align with the planned activities. The directions and procedures of the lesson are modeled and include learning strategies, so students are able to successfully complete the activities. The classroom teacher's speech is clear, well-paced, and free of jargon or idioms during lesson delivery. There is a high-level of student participation in various interactive groups. The activities and questions are challenging and require higher order thinking skills. The students are provided a variety of modes of communication to respond that align with students' proficiency levels. 									
<table border="1"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Component</th> <th style="width: 15%;">Ineffective</th> <th style="width: 15%;">Effective - Emerging</th> <th style="width: 15%;">Highly Effective</th> </tr> </thead> </table>						Component	Ineffective	Effective - Emerging	Highly Effective
	Component	Ineffective	Effective - Emerging	Highly Effective					
Lesson Delivery	Language and content objectives are clearly communicated to students. ¹	<ul style="list-style-type: none"> Neither language nor content objectives are reviewed or posted for students. The classroom teacher may not have a clear, specific objectives even on the lesson plans. 	<ul style="list-style-type: none"> Only one objective may have been reviewed and/or posted. It is possible that the teacher may have only indirectly referenced the objectives. The activities may align with both objectives. 	<ul style="list-style-type: none"> Both language and content objectives are reviewed and posted for students. The activities clearly align with both objectives. 					
	The classroom teacher allows for sufficient wait time for students to respond and/or complete tasks. ¹	<ul style="list-style-type: none"> The classroom teacher may not allow for a sufficient amount of time for students to respond, quickly moving on to another student. 	<ul style="list-style-type: none"> The classroom teacher seldomly allows time for students to respond and/or provides the scaffolding to assist in communication. 	<ul style="list-style-type: none"> The classroom teacher allows time for students to respond and/or provides the scaffolding to assist in communication. 					
	Students are provided a variety of ways to respond and opportunities to work with peers to discuss responses. ⁴	<ul style="list-style-type: none"> The classroom teacher does not allow for a variety of responses both verbal and nonverbal and are not appropriately aligned to the students' proficiency levels. 	<ul style="list-style-type: none"> The classroom teacher occasionally creates opportunities for a variety of responses both verbal and nonverbal and may be appropriately aligned to the students' proficiency levels. 	<ul style="list-style-type: none"> The classroom teacher allows for a variety of responses both verbal and nonverbal and are appropriately aligned to the students' proficiency levels. 					
	Classroom teachers offer various tasks/activities to practice language and content while	<ul style="list-style-type: none"> The classroom teacher does not incorporate multiple learning styles to create a variety of learning 	<ul style="list-style-type: none"> The classroom teacher may occasionally incorporate multiple learning styles to create a variety of 	<ul style="list-style-type: none"> The classroom teacher incorporates multiple learning styles to create a variety of 					

⁴ Pearson, S. F., & Boyle, O. F. (2016). *Reading, writing and learning in ESL* (7th ed.). Pearson.

	students are in cooperative learning groups. ⁶	the classroom to provide timely and meaningful feedback. Furthermore, the feedback provided may be impromptu and unprepared	to provide timely and meaningful feedback; however, this feedback may be impromptu and unprepared.	circulates throughout the classroom to provide timely and meaningful feedback.
	Students assess their knowledge and own performance. ⁶	<ul style="list-style-type: none"> Students are rarely or never provided opportunities to self-assess their knowledge and performance appropriately during the lesson. 	<ul style="list-style-type: none"> Students are occasionally provided opportunities to self-assess their knowledge and performance appropriately during the lesson. 	<ul style="list-style-type: none"> Students are provided opportunities to self-assess their knowledge and performance appropriately during the lesson.
Instruction and Classroom Teacher Assessment	Formative and summative assessments evaluate content, align with language and content objectives, and are scaffold appropriately.	<ul style="list-style-type: none"> Classroom teachers never or hardly ever reevaluate assessments to guarantee that they measure the intended content and students have the language necessary to complete them. 	<ul style="list-style-type: none"> Classroom teachers sometimes evaluate assessments to guarantee that they measure the intended content and students have the language necessary to complete them. 	<ul style="list-style-type: none"> Classroom teachers frequently evaluate assessments to guarantee that they measure the intended content and students have the language necessary to complete them.
	Classroom teachers created cooperative learning groups to provide meaningful opportunities to practice language. ¹	<ul style="list-style-type: none"> There is no or little variation of language practice or optimizing of language use during cooperative learning groups. There is none or little consideration of students' affective filters when creating cooperative learning groups. 	<ul style="list-style-type: none"> The cooperative learning groups are sometimes created to optimize language practice. At times, the cooperative learning groups are created, so students' affective filters are not increased. 	<ul style="list-style-type: none"> The cooperative learning groups are always created to optimize language practice. The cooperative learning groups are created, so students' affective filters are not increased.
	Classroom teachers identify the activities where ELs struggle and why. Classroom teachers adjust activities accordingly and include or remove strategies/scaffolds. ³	<ul style="list-style-type: none"> Classroom teachers do not make a daily assessment of activities where ELs struggled and identified the reasons why ex: content, language, complexity of task, lack of scaffolding or strategies. 	<ul style="list-style-type: none"> Only when clearly necessary or sometimes will classroom teachers make an assessment of activities where ELs struggled and identified the reasons why ex: content, language, complexity of task, lack of scaffolding or strategies. 	<ul style="list-style-type: none"> Classroom teachers make a daily assessment of activities where ELs struggled and identified the reasons why ex: content, language, complexity of task, lack of scaffolding or strategies.

LESSON DELIVERY/OBSERVATIONS

Tool #4
Observation Feedback Checklist

Teacher Interactions	Lesson Supports	Teacher Feedback	EL Participation
<ul style="list-style-type: none"> <input type="checkbox"/> Speaks slowly and clearly <input type="checkbox"/> Repeats student responses or paraphrases them <input type="checkbox"/> Repeats directions and simplifies <input type="checkbox"/> Uses gestures, facial expressions or other forms of body language to convey meaning <input type="checkbox"/> Uses visual aids <input type="checkbox"/> Uses simplified language <input type="checkbox"/> Explains cultural references or provides context <input type="checkbox"/> Provides opportunities for student to connect with lesson/content/knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides modified versions of assignments (e.g. matching, fill-in-the-blank) <input type="checkbox"/> Uses summaries or outlines <input type="checkbox"/> Provides a word bank/glossary <input type="checkbox"/> Provides sentence starters <input type="checkbox"/> Provides graphic organizers <input type="checkbox"/> Provides dictionaries/translators <input type="checkbox"/> Matches text to visuals <input type="checkbox"/> Provides list of cognates <input type="checkbox"/> Differentiate instruction based on EL's proficiency level <input type="checkbox"/> Provides opportunities for ELs to practice all language domains (listening, speaking, reading, writing) <input type="checkbox"/> Has a multicultural perspective/awareness <input type="checkbox"/> Uses alternative forms of assessment (e.g., portfolio, labeling, drawing) to assess understanding 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages with all ELs <input type="checkbox"/> Gives ELs extra time for responding and work <input type="checkbox"/> Utilizes non-verbal checks when needed <input type="checkbox"/> Provides feedback to ELs in a way they can understand <input type="checkbox"/> Evaluates for content or language only understanding 	<ul style="list-style-type: none"> <input type="checkbox"/> Interacts with other students <input type="checkbox"/> Follows along in text or materials <input type="checkbox"/> Uses non-verbal communication (e.g. thumbs-up/down) <input type="checkbox"/> Participates in verbal communication <input type="checkbox"/> Uses target language <input type="checkbox"/> Uses provided language supports <input type="checkbox"/> Asks questions related to lesson/content (to teacher or another student) <input type="checkbox"/> Copies notes/fills out graphic organizer

Did the teacher pronounce the names of ELs correctly? **Y** **N** Does teacher attempt to communicate with ELs? **Y** **N**



EL COACH TOOLKIT: OBSERVATION FEEDBACK CHECKLIST

EL Coaching and Instructional Support Template

EL Assessment of Needs	What do your EL students need? Where are they struggling? What is going well?
Brainstorm Supportive Practices	
Data Collection/Assessment Plan	
Materials and Resources	
Personal EL Instructional/Planning Goals (Start slow. Begin with 2/3 goals.)	
Action Plan	

Field Notes:

Data Analysis: (Predetermined assessments and observations)

Where does the difficulty stem from? Is it language, content, culture?

Does the student demonstrate mastery (80% or more)?

Teacher's strengths:

Post-reflection:

1. What worked?
2. What would you tweak?
3. Where do we go from here?

Self-assessment:

I can do it with help.
I can do it on my own.
I can teach it to others.



POST-PLAN NING AND REFLECTIO N STAGE


<p>Reflection Domain: Collaborating EL coaches and classroom teachers benefit from opportunities from critical reflection of the teaching and lesson preparation process. These components are in question form allowing coaches and teachers to delve and reflect on their lesson development, instruction, and assessment.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> The classroom teacher has high expectations for all students and includes strategies and processes, so students can successfully meet these expectations. The EL coaches and classroom teachers create a community of learning and collaboration to improve their instruction and students' learning. 				
Component				
High Expectations of Students	Are higher order thinking skills included in the lesson? Are tasks and topics appropriate for grade levels and content areas? ⁷³	<p>Ineffective</p> <ul style="list-style-type: none"> Instruction does not include activities that require higher order thinking skills while considering students' language proficiency or is considered as an afterthought. The classroom teacher does not evaluate tasks and topics to assure that they suitable for grade and content. The classroom teacher does not assess tasks to meet the content objectives and state standards. 	<p>Effective - Emerging</p> <ul style="list-style-type: none"> Instruction occasionally includes activities that require higher order thinking skills while considering students' language proficiency. The classroom teacher may evaluate tasks and topics to assure that they suitable for grade and content. The teacher sometimes assesses tasks to meet the content objectives and state standards. 	<p>Highly Effective</p> <ul style="list-style-type: none"> Instruction includes activities that require higher order thinking skills while considering students' language proficiency. The classroom teacher frequently evaluates tasks and topics to assure that they suitable for grade and content. The classroom teacher assesses tasks to consistently meet the content objectives and state standards.
	Are ELs responsible for their own learning? ⁷⁴	<ul style="list-style-type: none"> The students are not or hardly ever provided opportunities to become responsible for their own learning. The classroom teacher does not encourage students to explore and seek out knowledge that is of interest to them. 	<ul style="list-style-type: none"> The students are occasionally provided opportunities to become responsible for their own learning. The classroom teacher may encourage students to explore and seek out knowledge that is of interest to them. 	<ul style="list-style-type: none"> The students are consistently provided opportunities to become responsible for their own learning. The classroom teacher consistently encourages students to explore and seek out knowledge that is of interest to them.

EL Coaches and Classroom Teachers Coreflect	Do classroom teachers actively identify challenges in the classroom (instruction, language, content, engagement, scaffolds, etc.)? ⁷⁵	<ul style="list-style-type: none"> There is no strategy with identified challenges that must be addressed for ELs to be successful in both content and language. 	<ul style="list-style-type: none"> There is a haphazard strategy or impromptu plan with identified challenges that must be addressed for ELs to be successful in both content and language. 	<ul style="list-style-type: none"> There is a strategy with identified challenges that must be addressed for ELs to be successful in both content and language.
	Were the instructional tools and scaffolds used appropriate? Should additional scaffolding be included to assist ELs comprehension of either or both language and content? Should scaffolding be removed or altered as not to be relied on and hinder acquisition of language and content? ⁷⁶	<ul style="list-style-type: none"> The teacher does not evaluate the individual tools, strategies, and scaffolds for each activity. The teacher does not assess the scaffolds for optimal content and language comprehension. There is no organization of the scaffolds/strategies used and as to why they are more effective given the content, student, proficiency, native language, background knowledge, and instructional environment. 	<ul style="list-style-type: none"> The teacher occasionally evaluates the individual tools, strategies, and scaffolds for each activity. The teacher may evaluate the scaffolds for optimal content and language comprehension. The teacher has a haphazard organization of the scaffolds used and why they are more effective given the content, student, proficiency, native language, background knowledge, and instructional environment. 	<ul style="list-style-type: none"> The teacher frequently evaluates the individual tools, strategies, and scaffolds for each activity. The teacher frequently assesses the scaffolds for optimal content and language comprehension. The teacher categorizes the scaffolds as to why they are more effective given the content, student, proficiency, native language, background knowledge, and instructional environment.
	Is students' cultural information shared between EL coaches and classroom teachers to inform instruction and become sensitized to students' background experiences? ⁷⁷	<ul style="list-style-type: none"> Relevant cultural information and background experiences of students that would impact instructional practice are not considered and/or discussed. 	<ul style="list-style-type: none"> There are sporadic meetings to discuss relevant cultural information and background experiences that would impact instructional practice. 	<ul style="list-style-type: none"> There are regular meetings to discuss relevant cultural information and background experiences that would impact instructional practice.
	Do EL coaches and classroom teachers hold regular meeting to discuss and evaluate individual student's progress and to alter or scaffold instruction and/or activities? ⁷⁸ (This may not be feasible for all.) ⁷⁹	<ul style="list-style-type: none"> EL coaches and classroom teachers do not meet to discuss and evaluate individual student's progress and to alter or scaffold instruction and/or activities. 	<ul style="list-style-type: none"> EL coaches and classroom teachers occasionally meet to discuss and evaluate individual student's progress and to alter or scaffold instruction and/or activities. 	<ul style="list-style-type: none"> EL coaches and classroom teachers meet regularly to discuss and evaluate individual student's progress and to alter or scaffold instruction and/or activities.

Do EL coaches and classroom teachers observe each other's teaching and provide evaluative feedback? ⁸⁰	<ul style="list-style-type: none"> There is no plan in place, so EL coaches and content/grade level teachers observe each other in the classroom and meet to provide detailed and meaningful feedback. 	<ul style="list-style-type: none"> There is an uncoordinated plan in place, so EL coaches and content/grade level teachers observe each other in the classroom and meet to provide detailed and meaningful feedback. 	<ul style="list-style-type: none"> There is a systematic and recurring plan in place, so EL coaches and content/grade level teachers observe each other in the classroom and meet to provide detailed and meaningful feedback.
---	---	---	---

Post Planning and Reflection Stage

o The EL Coaching Rubric: Reflection Domain



EL COACH TOOLKIT: POST TEACHING CLASSROOM TEACHER REFLECTION

Tool #5
Post Teaching: Teacher Reflection

The content teacher should fill out this self-reflection soon after teaching the lesson that was planned collaboratively.

Question	Response	Comments
1. What part of the lesson did ELs find most accessible? Why?		
2. What part of the lesson did ELs find least accessible? Why?		
3. If you could do the lesson again, what would you change and why?		
4. How could you use the language objectives to better support ELs?		
5. How could you better support ELs with content objectives?		
6. What vocabulary was especially challenging for ELs?		
7. What background knowledge could have led to increased understanding?		



EL COACH TOOLKIT: POST TEACHING EL COACH REFLECTIO N


Tool #6
Post-Teaching: EL Coach Reflection

The EL Coach should fill out this self-reflection soon after observing the lesson that was planned collaboratively.

Question	Response	Comments
1. What part of the lesson did ELs find most accessible? Why?		
2. What part of the lesson did ELs find least accessible? Why?		
3. What changes would you suggest if this lesson was taught again?		
4. How can you better support the content teacher with the next lesson?		
5. What resources or strategies might you need to provide for the next lesson to help the teacher or EL?		

EL COACHING: MAKING CONTENT LESSONS ACCESSIBLE TO ELS





ACTIVITY ONE: LESSON OBJECTIVES AND MODES OF COMMUNICATIO N



Lesson Plan Template

Grade/Subject
Unit/Theme
Lesson Objectives and Standards
Content Objective(s)
Content Standard(s)
Language Objective(s)
English Language State Standard(s)
How are the communicative modes addressed? (Receptive, Interactive, Productive)
Required Instructional Elements and Supports
Academic/Content/Essential (tier 1, 2,3) Vocabulary

ACTIVITY TWO:
IDENTIFY ALL
CONTENT,
ACADEMIC,
ALL ESSENTIAL
VOCABULARY,
REQUIRED
BACKGROUND
KNOWLEDGE,
AND HOTS



Lesson Plan Template

Grade/Subject
Unit/Theme
Lesson Objectives and Standards
Content Objective(s)
Content Standard(s)
Language Objective(s)
English Language State Standard(s)
How are the communicative modes addressed? (Receptive, Interactive, Productive)
Required Instructional Elements and Supports
Academic/Content/Essential (tier 1, 2,3) Vocabulary



DEBRIEF

ACTIVITY THREE: MODIFICATION OF TEXT(S) AND TEXT INSTRUCTION



Lesson Plan Template

Required Background Prior Knowledge	
Materials and Resources	
HOTS Activities/Questions	
Techniques and Strategies to Meet the Needs of English Learners	
Differentiation of Instruction Component	Possible Technique/Strategy
Modification of Text	<ul style="list-style-type: none"> • Annotated text • Chunking text • Read Alouds • Captions • Audiotapes • Readability
Text Instruction	Pre-reading activities (accessing background knowledge, building background knowledge, comprehensible input, modeling reading strategies)
	During reading activities (accessing background knowledge, building background knowledge, comprehensible input, modeling reading strategies)
	Post-reading activities (accessing background knowledge, building background



DEBRIEF

A 3D rendering of a puzzle with one red piece standing out among many white pieces. The puzzle pieces are arranged in a grid, and the red piece is the central focus, standing out prominently. The lighting is soft, creating subtle shadows and highlights on the pieces.

QUICK BREAK

COMING UP NEXT:
EL COACHING -
MAKING CONTENT
LESSONS
ACCESSIBLE TO ELS

ACTIVITY FOUR: LESSON DELIVERY (COLLABORATIVE GROUPING, SCAFFOLDING, TASK ENGAGEMENT)



Lesson Plan Template

	knowledge, comprehensible input, modeling reading strategies)
Lesson Delivery – Collaborative grouping	Whole class Small groups Partners Independent
Lesson Planning/Delivery - Scaffolding	Modeling (Speech rate, use of idioms, precise explanations and demonstrations of directions and tasks, explanations of words/concepts, caretaker speech) Comprehensible input (vocabulary, graphic organizers, modified text) Building background (making connections with previous learning/past experiences, pre-teaching vocabulary)
Lesson Delivery – Task engagement	Student opportunities to take risks with language and content Students use linguistic strategies to communicate
Assessment(s) (Formative and Summative)	Verbal/Nonverbal Various forms of assessments (portfolios, journals, approaches to cogenerate knowledge) Reduced linguistic content Modified directions for comprehensible input



DEBRIEF

ACTIVITY FIVE: LESSON DELIVERY (ASSESSMENTS)



Lesson Plan Template

	knowledge, comprehensible input, modeling reading strategies)
Lesson Delivery – Collaborative grouping	Whole class Small groups Partners Independent
Lesson Planning/Delivery - Scaffolding	Modeling (Speech rate, use of idioms, precise explanations and demonstrations of directions and tasks, explanations of words/concepts, caretaker speech) Comprehensible input (vocabulary, graphic organizers, modified text) Building background (making connections with previous learning/past experiences, pre-teaching vocabulary)
Lesson Delivery – Task engagement	Student opportunities to take risks with language and content Students use linguistic strategies to communicate
Assessment(s) (Formative and Summative)	Verbal/Nonverbal Various forms of assessments (portfolios, journals, approaches to cogenerate knowledge) Reduced linguistic content Modified directions for comprehensible input



DEBRIEF



Lesson Plan Template

Lesson Procedure
Presentation (I do)
Application (We do)
Production (You do)
Evidence of Learning

LESSON PLAN TEMPLATE: LESSON PROCEDURE

Workshop 2

- Ask classroom teacher to share all items listed in the pre-planning stage for next workshop.
 - Lesson plan(s)
 - Core-content standards
 - Materials curriculum guides
 - Scope & sequence
 - Availability of technology
 - Choose the proficiency levels of the students if not already established.
- Discuss items in the Initial Coaching template to understand what the classroom teacher struggles with the most.

Questions

Follow me on Twitter: @improvlanguage

Website: improvlanguage.com

Email: margaret@improvlanguage.com

Newsletter: <https://improvlanguage.substack.com/>

