

Welcome!

Please make sure your camera is off and that you are muted at this time.

As you log on, please use the chat to introduce yourself with the following information:

1. Name
2. School system
3. Your role

In break-out sessions, you will be encouraged to turn on your microphones and cameras to fully participate in discussion.

Louisiana Believes

EL Supervisors *Community of Practice* Leadership

Series:

Providing EL Support Through EL Coaches

Cohort 1-3

September 22-24, 2020

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EL Program Coordinator



Norms

- Be present
- High engagement
- Balance participation
- [Parking lot](#)

Checking in

The school year has begun, and for many of you it looks quite different than in years past.

We're going to do a poll and answer these questions:

1. How are things going for your ELs?
2. What learning scenario are you using primarily in your school system?
3. What is the biggest concern you have about ELs at this time?

Agenda

- Homework Check
- Understanding the Role of the Coach
- Instructional Coaching Today
- Review the [EL Coach Toolkit](#)
 - Planning
 - Observation
 - Reflection
- Making a Plan
- Wrap Up/Next Steps

Homework Check

You were to read this article as a good introduction to using teacher coaches.

[How Coaching Can Impact Teachers, Principals, and Students](#)

In small groups, let's answer these questions:

1. How was PD conducted (before COVID-19) in your school system?
2. What kind of PD was provided for supporting ELs?
3. What kind of EL Programming might an EL Coach support?
4. What do you anticipate as the biggest obstacle for an EL Coach?

Defining the Coach

1. What experiences have you had with instructional coaches?
2. If you have seen coaching practices before, what was successful?
3. What was not successful?

Ineffective	Effective
<ul style="list-style-type: none">● Culture was not established● “Stay in your lane” mentality● Manage too many duties● Leadership doesn’t lay out expectations for teachers and coaches● No buy-in	<ul style="list-style-type: none">● Identify who is ready to be coached● Strong awareness of instructional strategies● Meet the teacher where they are● Teaching of (ELs) is shared

Successful Coach Models

Different types of coaches have been in schools for a long time. This a list of some of the more common ones.

- Instructional Coach
- Literacy/Reading Coach
- Mathematics Coach
- Cognitive Coach
- Peer Coach
- Early Childhood Coach
- Behavior Coach

With which
are you
familiar?

Which
seems like
it might be
similar to
an EL
Coach?

Source: [*Effective Coaching: Improving Teacher Practice and Outcomes for All Learners.*](#)

ELLs Belong to All of Us

We're going to watch a video that shows lesson planning collaboration between an EL Specialist and content teachers:

ELLs Belong to All of Us: The Role of ESOL Specialists in Collaboration-

<https://www.colorincolorado.org/classroom-video/ells-belong-all-us-role-esol-specialists-collaboration>

1. What role(s) did the EL Specialist play in planning the lesson?
2. What things does Ms. Padilla look for in the lesson?
3. How does she help the content teachers?
4. What are some comments from the content teachers/principal that stick out to you?

What is the EL Coach?

The EL Coach acts as a peer coach for content teachers to help them identify areas where ELs will need to be supported. Here is a list of things they can and can't do:

Can Do	Can't Do
<ul style="list-style-type: none">• Identify and assess ELs• Monitor exited and nearly proficient students• Maintain accommodation and classroom support checklists• Provide push-in content support as needed• Participate in content/grade level PLCs	<ul style="list-style-type: none">• provide grading services for students• translate instructional materials/texts/assessments• translate lessons for students• be the official translator for the school/IEP/disciplinary meetings

Louisiana Academic Coach Models

Let's take a few minutes to hear how teacher coaches are being used in Louisiana.

Cohort 1	Cohort 2	Cohort 3
Various Participants	Veronika Beyers veronika_beyers@einsteincharterschools.org Dr. Latatia Johnson latatia.johnson@apsb.org Lisa Cypel lisa.cypel@apsb.org Tracey Harris tharris@caddoschools.org	Dr. Latatia Johnson latatia.johnson@apsb.org Lisa Cypel lisa.cypel@apsb.org

Coaching and Virtual Learning

The EL Coach would provide essential guidance to content teachers as they navigate the virtual learning landscape. They should:

- Be a partner, advocate, and resource
- Communicate with parents about schedule/expectations
- Create an EL Coaching Hub
 - Schedule “office hours” or routine check-ins with teachers
 - Gather and vet resources relevant for teaching ELs
 - Maintain EL plans/checklists and make accessible to teachers

What else should an EL Coach do in the virtual environment?



Break: 10 minutes



The EL Coach Toolkit

The EL Coach Toolkit: Overview

The [EL Coach Toolkit](#) contains resources that an EL Coach can use to kick-off each of the steps.

Step 1: Planning

- Guiding Questions
- Lesson Annotation Organizer

Step 2: Observation

- Observational Benchmarks
- Observational Feedback Checklist

Step 3: Post Teaching

- Self Reflections
- Student Work Review

Planning

Step 1: Planning

- Content teacher and EL Coach meet to discuss EL students' levels, lesson and strategies that will make content more accessible to ELs.
 - Identify language objectives
 - Identify language requirements
- EL Coach identifies specific areas where ELs will need additional support (before, during or after the lesson).
- EL Coach and content teacher discuss how these supports will be provided (pre-teaching, differentiated instruction, re-teach).

Examples

In breakout rooms, we will discuss the following:

- What are some ways you have approached collaborative planning?
- What are some obstacles that may arise during this process?
- How can an EL Coach anticipate and be prepared for them?
- How will this benefit students and teachers?

Observation

Step 2: Observation

EL Coach and teacher agrees upon a time to observe the lesson that was part of the collaborative planning in Step 1.

- EL coach observes and notes student(s) interaction with the lesson.
- EL coach observes how teacher(s) provided supports.

Resources

[Promoting Success for Teachers of English Learners](#)

[Promoting Success for Teachers of English Learners Through Structured Observations](#)

Tips for Observing Teachers and Students

- Since this is a peer observation, the observation should be approached in a very collaborative and helpful manner--not one that leads to a “score”.
- It should also be explained that the EL Coach will be observing the student(s) as well.
- Review the Observation Benchmarks before doing the observation and discuss what may not be able to be observed during the lesson. Feel free to make changes as needed.
- Talk to the student and explain what you are doing before you conduct the observation.

Post Teaching: Reflection

Step 3: Post-Teaching

- Teacher receives or provides feedback and EL coach suggests adjustments.
- EL Coach and teacher(s) reviews student work and/or assessments.

Another step might include review/reflecting on student work.

Resource:

[Improving Reflection Through Teaching](#)

Benefits of Reflection

What is reflection in this context?

Reflection has long been a part of the teaching experience.

In breakout rooms, let's discuss the role of teacher reflection.

Discuss how you used reflection as a teacher or as a supervisor.

Coaching by Grade

How might coaching vary by grade bands?

K-2

3-5

6-8

9-12

In our breakout rooms, let's discuss what kind of support and collaboration the EL Coach will provide for ELs and content teachers at the different grade levels.

How can we provide guidance to prepare for this?

Making a Plan to Coach

1. Who can fulfill the role of the EL Coach in your school system?
 - a. This person should be someone who feels comfortable in the coaching role.
 - b. You may need more than one coach (depending on your EL population).
 - c. This person should be familiar with traditional and virtual learning platforms.
 - d. This person should understand how to support ELs using LDOE tools (or related).
2. Alert staff and faculty of this person's new role before introducing them.
 - a. Set-up meetings and expectations for the collaborative process
3. Monitor progress of coach/teachers and EL students
 - a. Be prepared to add or take-ways steps as outlined in the EL Coach Toolkit

What else should be a part of the EL Coach Plan?

Resource: [How to Build a Successful Instructional Coaching Program](#)

Tips for Implementing the EL Coach Model

- Buy-in
 - Everyone is invested in the collaborative process (principals, teachers, students).
- Collaboration is the norm
 - School faculty and staff see collaboration as a positive and not a punishment.
 - The collaborative process is already in place and well received
- Mindset change
 - All teachers are language teachers.
 - All teachers share the responsibility of educating ELs.
 - Don't need to speak another language to teach ELs.

Resource:

[Coaching for Change: Teacher-Centered Coaching](#)

General EL Program Updates

- Even if a student's family has opted out of EL services, schools **must still provide** appropriate language supports in that student's content classes. The student should not be "pulled" or scheduled into EL specific classes.
- Review the [SIFE Guidance](#) we have posted and update applicable student records in SIS.
- Keep track of any ELs that you have had to identify using the [EL Provisional Identification](#) so that they can be screened with ELPS when possible.
- There are no mandatory time requirements for providing EL support services to students, but rather it should be done on an individualized basis.

Wrap-up

Resources

[EL Coach Toolkit](#)

[LDOE English Learner Library](#)

[EL Programming One-Pager](#)

[EL Program Handbook](#)

[EL Guidebook](#)

[Promoting Success for Teachers of English Learners](#)

[Danielson Tool: Exhibits and Logs](#)

[Teaching Academic Content Literacy to ELs](#)

Contact:

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Strong Start Resources

LDOE has provided a selection of resources for school systems to use across all learning scenarios through [Strong Start 2020](#). Resources specific to English Learners are:

- [Strong Start Guidance to Support ELs](#)
- [Supporting ELs During Distance Learning](#)

The U.S. Department of Education has provided these resources which school systems may find useful:

[Fact Sheet: Providing Services to English Learners During the COVID Outbreak](#)

[Fact Sheet: Addressing the Risk of COVID-19 While Protecting the Civil Rights of Students](#)

Next Steps

Complete the [survey](#) that will be emailed to you in the next few days.
Send me questions, or post them to the [EL COP FAQ](#) by 9/30/2020.

EL Coach Cohort-Let's work together!

Next Meeting:

Cohort 1	Tuesday, December 1	2:30-4:30
Cohort 2	Wednesday, December 2	2:30-4:30
Cohort 3	Thursday, December 3	2:30-4:30

Further Reading

