

Welcome to EL Institute:

Webinar I

March 24, 2021

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1. Please Introduce yourselves in the text box!
2. Please keep your microphone and webcam turned off (muted) at all times.
3. Questions can be typed in the text box.



EL Institute 2021: Webinar 1

EL COACHING RUBRIC:
COLLABORATIVE PLANNING
AND THE REFLECTIVE TEACHING
PROCESS



Learning Objectives for Webinar I and II

1. To integrate an effective and efficient coaching process.
2. To establish a learning environment to best meet ELs' language (ex: literacy, oracy) and content needs.
3. To reflect and modify instruction and resources collaboratively.
4. To foster independent learners in the acquisition of language and learning of content.



Collaboration and the Reflective Teaching Process for the Teaching of ELs



What does EL coaching look like?



What is the Reflective Teaching Process?



***The Unfortunate
Reality***



Why EL coaching? Because “team of ONE” is not effective or sustainable.

1. Education of ELs is often perceived as the work of other specialized individuals, usually EL specialists.
2. The EL specialist often remains isolated and is burdened with education ELs in all content areas.
3. This isolation leads to a separate curriculum for ELs and further cut them off from their mainstream peers.





*Testimonies
and lessons
learned from
classroom
teachers after
participating
in a EL
coaching and
PD program*

Concrete strategies

No longer just “content-
area” teachers

Making connections and
building background

Various forms of
expression



What are some of the benefits of coaching between EL Specialists and Classroom teachers?

1. Pedagogical knowledge
2. Content expertise
3. Second language acquisition processes
4. Cross-cultural understanding
5. Interpersonal skills

(Honigsfeld & Dove, 2019, p. 57-58)



Benefits from EL coaches and classroom teacher collaboration

- More differentiated instruction
- More varied instructional materials and resources
- More carefully crafted lessons
- More authentic and meaningful assessments that are adapted to the needs of students who are struggling or at risk
- More appropriate instructional adaptations for students who are struggling or at risk
- More coordinated interventions (RTI programs)
- More focus on linguistic needs
- More focus on their academic need (pre-teaching necessary skills)
- More understanding of social behaviors and cultural needs

(Honigsfeld & Dove, 2019, p. 21-26)



***Benefits of
Reflective
Teaching***

1. Flexibility
2. Practicality
3. Professionalism
4. Sustainability

(Florez, 2001)



EL Coaching Includes...

- Content and language are integrated.
- Classroom teachers and EL coaches plan and prepare assessments together.
- All students feel they belong to the class and school community. There is no "my/your" students.
- Teachers engage in systematic, frequent, and concrete talk about instruction.

When possible:

- EL coaches and classroom teachers observe (through video/F2F) the delivery of instruction (classroom teacher self-assessment or EL coach observation)

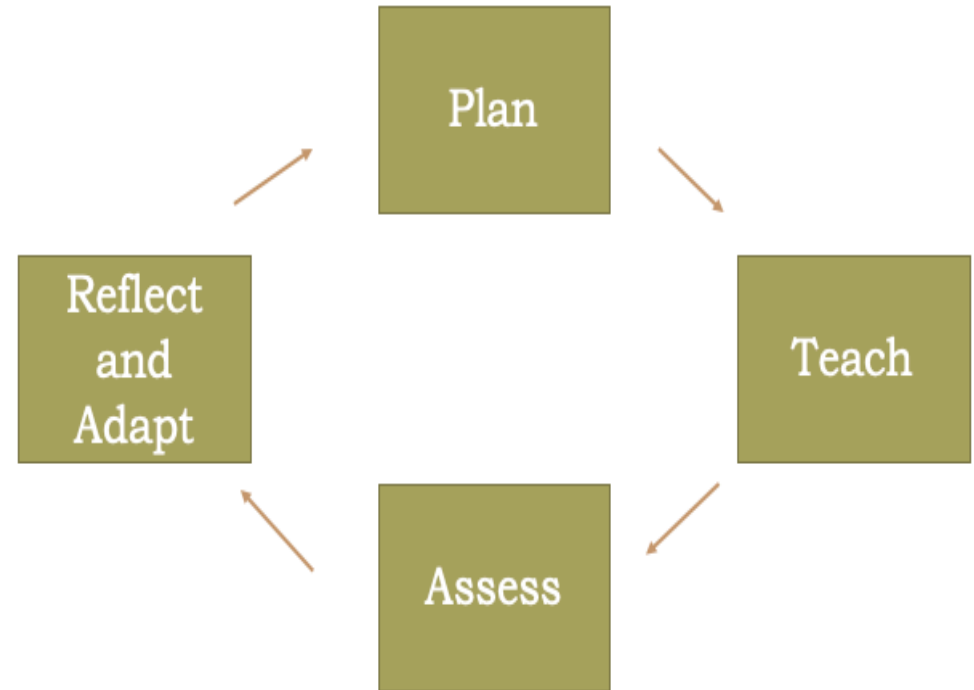
(Honigsfeld & Dove, 2019)



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

Effective Model for EL Coaching: A Synthesis of Best Practices

The rubric is based on researched-based methods and practices to effectively guide EL coaches and classroom teachers to reflect on lesson planning, classroom instruction, assessment, and adaptation.





The Four Domains

Planning Domain

EL coaches and classroom teachers plan lessons together to develop appropriate and meaningful instruction and activities. They collaborate to create an articulated program that builds language and content.

Teaching Domain

As part of the coaching process, classroom teachers need to include appropriately scaffold and comprehensible Instruction and learning activities.

Assessment Domain

Frequent assessment of content, language, and student engagement is key to understand students' strengths and needs.

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 EL coaches and classroom teachers to delve and reflect on their lesson development, instruction, and assessment.



Roles of the EL Coach and Classroom Teacher

EL Coach and Classroom Teacher Roles in Effective EL Instruction

Establish the collaborative process and maintain effective communication.

Establish clear language focus for unit.

Participate in planning and preparation as equals or team members.

Joint reflection/evaluation of teaching modification of aims of unit plan/teaching activities/time allocation. Negotiate time for intensive co-planning and co-write language approaches of unit plans.

Contribute to reporting on language development/feedback on students' progress in the content area.

Adapted from Davison, C. (2006). *The International Journal of Bilingual of Education and Bilingualism*. 9(4), p. 462



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 LANGUAGE AND CONTENT THROUGH INSTRUCTION.



A Planning Routine

EL Coaches and Classroom Teachers

1. Organization
2. Pre-Planning
3. Co-Planning
 - a. Long-term goals
 - b. Lesson development
 1. Language demands
 2. Language and content scaffolds
 3. Lesson structure
 4. Build background
 5. Formative and summative assessment
 - c. Data analysis
4. Reflection/Post-Planning

(Dove & Honigsfeld, 2017)



Component 1 and 2

- Lessons include content and language objectives.
- Lesson activities and instruction reflect content and language objectives.



Language Objectives Clearly Defined, Displayed, and Reviewed with Students



Objectives

- Distinguish between receptive and productive language skills.
- Include opportunities for oral production both formal and informal.
- Focus on the function and form of language.
- Provide purposeful practice with academic language.
- Allow for a variety of responses both verbal and nonverbal.

* *Echevarría, Vogt, & Short*

Three Modes of Communication



RECEPTIVE: LISTENING
AND READING



INTERACTIVE: LISTENING
AND SPEAKING



PRODUCTIVE: SPEAKING
AND WRITING



Sample Verbs for Writing Content and Language Objectives

Verbs for Language

Listen for, Retell, Define, Find the main idea, Compare, Summarize, Rehearse, Persuade, Write, Draft, Defend a position, Describe

Verbs for Content

Identify, Solve, Investigate, Distinguish, Hypothesize, Create, Select, Draw conclusions, Determine, Find, Calculate, Observe

- * Echevarría, Vogt, & Short





Content and Language Objective Checklist

The objectives are aligned to state or district standards.

The objectives are observable.

The objectives are written and will be stated simply, in language the students can understand.

The objectives are written in terms of student learning.

The content objective is related to the key concept of the lesson.

The language objective promotes student academic language growth.

The language objective connects clearly with the lesson topic or lesson activities.

The objectives are measurable. I have a plan for assessing student progress on meeting these objectives during the lesson.

* *Echevarría, Vogt, & Short*



Tool #2
Lesson Annotation Organizer

The following chart can be used to annotate lesson plans. Language requirements and language objectives should be written to address specific needs of each EL based on their performance levels in each domain (listening, speaking, reading and writing) as well as any other learning characteristics that might impact an EL's ability to access the content.

EL Coach Toolkit: Lesson Annotation Organizer

Lesson	Language Requirements
	Language Objective
Notes	



Component 3

THE EL COACH AND CLASSROOM TEACHER
REVIEW TEXTS AND LEARNING MATERIALS TO
BEST MEET THE NEEDS OF ELS



Materials, resources, and texts should be scaffolded, so students can access the content.

Four factors affecting readability:

Content (organization, coherence)

Style (semantic and syntactic elements)

Design (typography, format, and illustrations)

Structure (chapters, headings and navigation)

Materials, resources, and texts should be scaffolded, so students can access the content.



The best predictors of text difficulty:



1. Vocabulary



2. Sentence length



Text must be 95% comprehensible for students not to become frustrated.



***Quick Break: Coming
up next, “Thank you,
Ma’am”***



Thank you, Ma'am by Langston Hughes

In breakout groups, how would you make this text more accessible to your ELs? List at least three different techniques or scaffolds on the Padlet that you would use.



Some other possible techniques of scaffolds...

- Input strategies: Learning log, Graphic organizers, Visual supports, 10/2 lectures, think-pair-share, narrative input charts, anchor charts, SWiRL-ing, etc.
- Text modifications: Annotated texts, Chunking of texts, Use of L1



Component 4

- Learning activities are meaningful, allow for language practice, and include all four language skills over a day(s)/week.



The interactive and productive modes: Promoting oral language development in the classroom through social interactions!

- Think-Pair-Share
- Group Discussion
- 30 Second Conversations
- Formal Presentations
- Games
- Drama
- Role-playing
- Dramatizing Poetry
- Recordings
- Show & Tell/Gallery
- Reader's Theatre
- Graphic organizers
- Language Experience Approach



The receptive mode: Listening and reading

- Language Experience Approach
- Close reading
- QAR Strategy (Question, Analyze, Respond)
- Graphic organizers
- Written Scaffolds



Component 5

- Instruction is scaffolded to ELs' language proficiency levels to help students progressively acquire both language and content simultaneously.



How to Differentiate?

Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. As coaches, we need to model how they can achieve this balance by modifying four specific elements related to curriculum:


- **Content** — the information and skills that students need to learn
- **Process** — how students make sense of the content being taught
- **Product** — how students demonstrate what they have learned
- **Affect** — the feelings and attitudes that effect students' learning



Scaffolding Techniques Consistently Used, Assisting and Supporting Student Understanding

- Gradually increase students' responsibility.
- Scaffold verbally to increase students' proficiency.
- Implement procedures that include approaches to meet students' academic understanding.
- Teach both language and concepts that are accessible to all the students.
- * *Echevarría, Vogt, & Short*





***Key
Vocabulary
Emphasized
(Introduced,
Written,
Repeated,
and
Highlighted***

Echevarría, Vogt, & Short



Comprehension is highly linked to vocabulary knowledge.



Content areas include specialized vocabulary.



Reading often includes a wide spectrum of vocabulary.



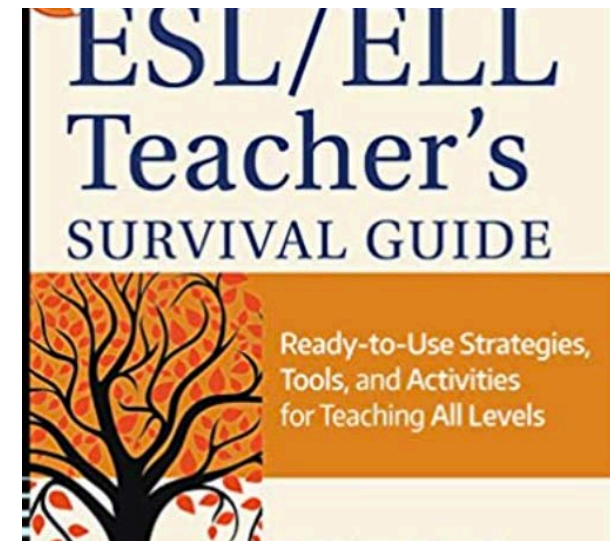
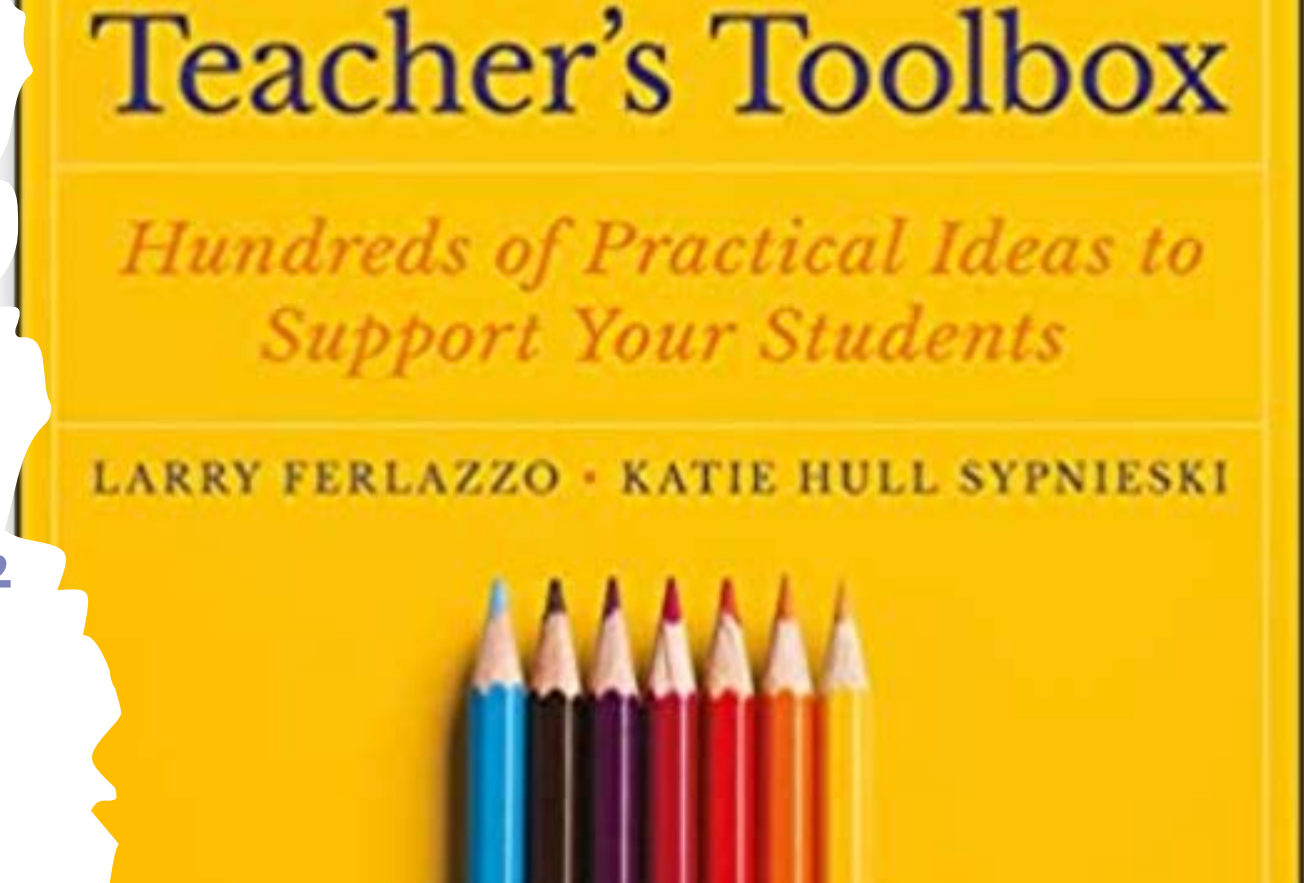
Acquisition of and a deep understanding of academic vocabulary is challenging.



Differentiating Instruction

Larry Ferlazzo's website, blog, and resources

Thinking about the video, content, process, product, and affect, what are some immediate suggestions that you would make to classroom teachers?
AnswerGarden





Component 6

- Various cooperative learning group configurations are included along with scaffolded responses for increased participation.



***Benefits to
Interaction***

Deeper understanding of text

Oral language development

Brain stimulation

Increased motivation

Reduced risk

More processing time

Increased attention



Some Ideas for Interaction

- Expose students to real-world experiences.
- Create opportunities for students to interact with students virtually.
- Include activities where students communicate with each other through movement. (Inside-Outside circles)
- Allow students to share their expertise
- Pair and Share - Students share their understanding of the content and language objectives. (Break it down into language functions and academic tasks - Use Anchor Charts)
- Integrate the Arts!
- Use Dialogue Journals, so students can express their thoughts about lesson topics or ideas.
- “Phone a friend”

The background features a collection of colorful wooden blocks in shades of red, yellow, blue, and green, scattered across the frame. A large, white, brushstroke-style graphic element is overlaid on the center, containing the text.

Component 7

- ELs' background knowledge and vocabulary (content, cultural, language) is considered when selecting content and developing lessons.



What are some specific criteria that you need to assess/consider before every lesson?

1. Background knowledge
2. Language knowledge
3. Making connections

How?

1. Self-assessments
2. Brainstorm/mind maps
3. KWL
4. Anticipatory guides
5. Quick draw

Words I Have Heard	Words I Have Seen	Words I Know and Use



Video Activity – *Breakout Rooms*

What are your takeaways from the video regarding collaborative planning?
Put your ideas into the Chat Box.



EL Coach Toolkit: Pre- planning

- Identify language objectives
- Identify language requirements
- Support content/grade-level teacher to identify where ELs will need additional support
- Discuss and determine where these supports will be provided (pre-teaching, scaffolding, making connections, building background, or reteaching)



EL Coach Toolkit: Guiding Questions for Pre-Planning

Tools and Guidance

Tool #1 Guiding Questions for Pre-Planning

The first step in working collaboratively is to be purposeful in planning and reviewing lessons for specific obstacles for each English Learner. The set of ten questions, listed below, can assist teachers and specialists with making decisions during the planning process that will help ELs access the content.

1. How many ELs are in this class, and what are their proficiency levels, strengths and weaknesses?
2. What are their educational and cultural backgrounds? How can this be incorporated into the lesson?
3. What background knowledge may these ELs need to connect to the lesson/text?
4. Are there any cultural or linguistic biases that might need to be addressed before teaching?
5. How will the lesson's platform (small group, lecture, virtual) inhibit or support the student's mastery of content?
6. How much time will each EL need to complete this lesson?
7. What kinds of modifications/accommodations might we need to provide to each EL to make this lesson accessible?
8. What concepts, vocabulary or background knowledge might need to be taught before, during or after the lesson?
9. Who will be providing the supports to the EL students?
10. How will engagement of the ELs be measured?

Questions

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