



Welcome to EL Institute: Webinar II
April 21, 2021
Presenter: Margaret W. Piccoli PhD

- 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 II

EL Coaching Rubric: Collaborative
Planning and The Reflective Teaching
Process



Teaching Domain

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



EL Coach Toolkit: Observation

- Observe and note student(s) interaction with the lesson.
- Observe how the classroom teacher(s) provided supports.

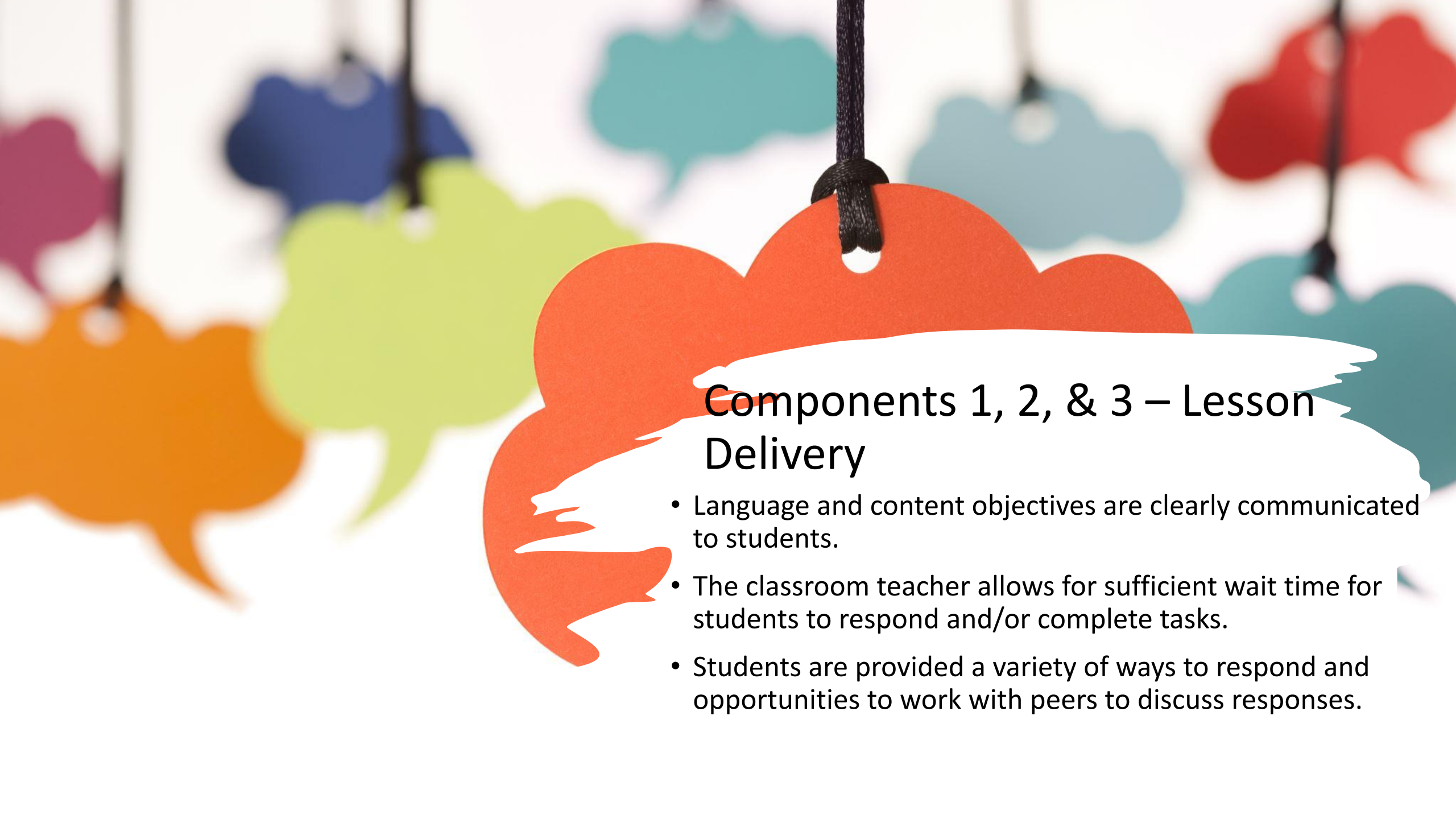
Tool #4

 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



Components 1, 2, & 3 – Lesson Delivery

- Language and content objectives are clearly communicated to students.
- The classroom teacher allows for sufficient wait time for students to respond and/or complete tasks.
- Students are provided a variety of ways to respond and opportunities to work with peers to discuss responses.

A pair of black-rimmed glasses is resting on an open notebook. A red bookmark is visible in the notebook. The background is blurred, showing more books and papers.

Components 4 & 5 – Lesson Delivery

- Classroom teachers offer various tasks/activities to practice language and content while considering students' learning styles.
- Classroom teachers build background and contextualize new concepts by connecting them to students' past life or learning experiences from other units of instruction.

A close-up photograph of a computer keyboard with a white brushstroke graphic overlaid on the right side. The brushstroke contains text and a list. The keyboard keys are dark with white characters. The brushstroke is white with a rough, hand-painted edge.

Components 6 & 7– Comprehensible Input

- Classroom teachers make content and language comprehensible through various input strategies.
- Materials, resources, and texts are scaffolded, so students can access the content.



Components 8 & 9 – Comprehensible Input

- The classroom teacher clearly models and makes directions comprehensible, so students are able to follow the language and content and complete the tasks.
- The classroom teacher's speech rate is clear and appropriate. It does not include idioms unless they are explicitly taught.



Components 10 & 11 – Instructional Conversation

- Higher order thinking questions are included in academic tasks and instructional conversation.
- The classroom teacher provides frequent opportunities for students to interact with each other through purposeful guided activities that are scaffold appropriately.

Components 12
& 13 – Student
Engagement

Student Engagement:
Students actively participate
at least 90% of the time

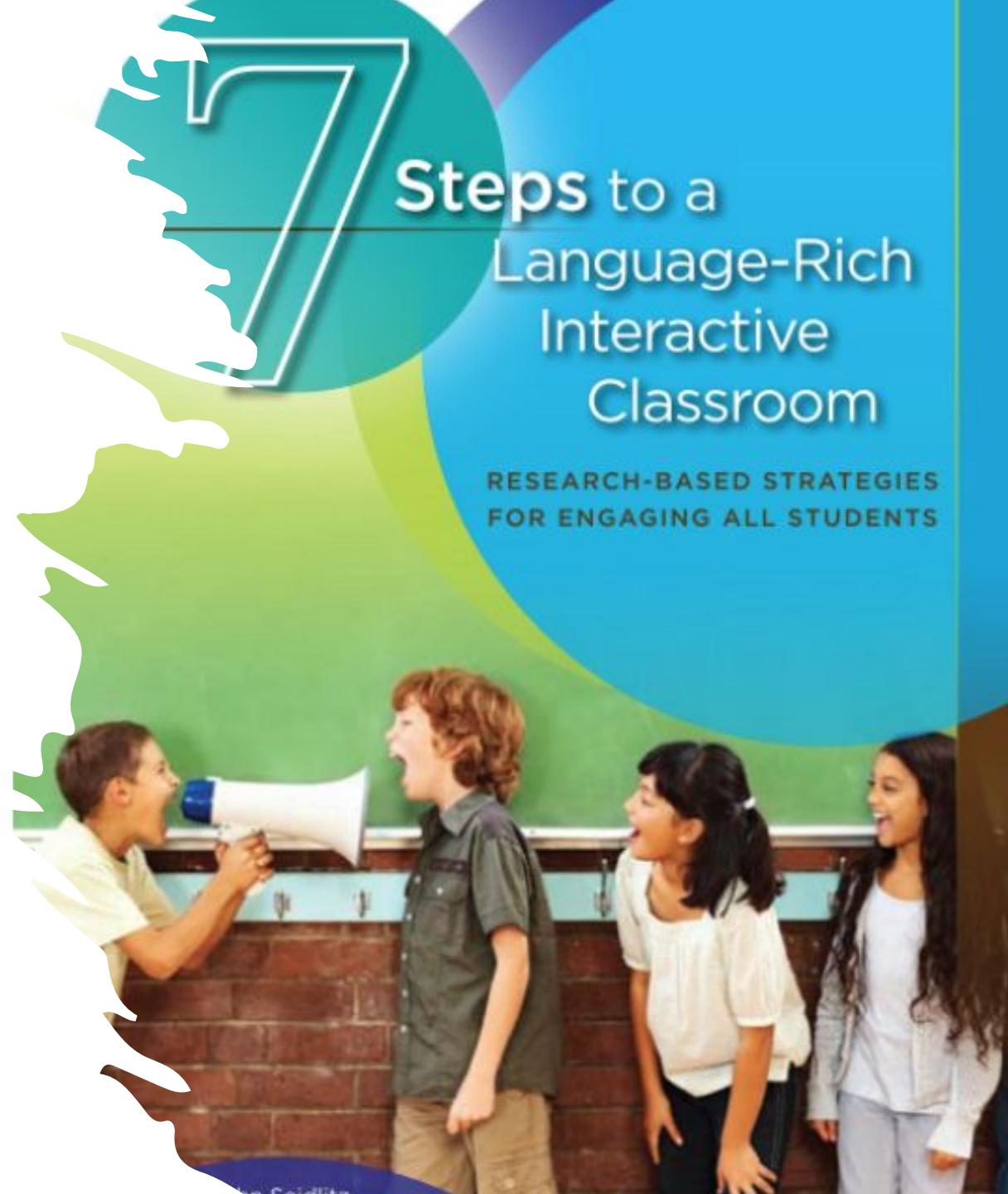
Students participate in peer
conversations in their
collaborative groups.

7 Steps to a Language-Rich Interactive Classroom

~ John Seidlitz

This model creates an interactive classroom, differentiates instruction, and motivates students.

1. Teach students what to say when they don't know what to say.
2. Have students speak in complete sentences.
3. Randomize & Rotate when calling on students.
4. Use total physical response signals.
5. Use visuals and vocabulary strategies that support your objective.
6. Have students participate in structured conversations.
7. Have students participate in structured reading/writing activities.





Component 14 & 15 Student Engagement

STUDENTS TAKE RESPONSIBILITY
FOR THEIR OWN LEARNING
EXPERIENCE.

STUDENTS TAKE RISKS WITH
LANGUAGE AND CONTENT.



Self-Efficacy

The feeling of self-efficacy is defined as a students' belief that they will be successful in communicating or becoming communicatively competent in their second language (Bandura, 1986). Self-efficacy is also a determiner in a students' motivation to learn and continue to pursue the study of a subject (Bandura, 1999)

Students that have high levels of self-efficacy are better prepared to meet the challenges of second language learning, and by achieving a higher self-efficacy, students are more likely to gain greater levels of proficiency (Mills, Pajares, & Herron, 2007).

If students experience success in the classroom, the affective filter, feelings of anxiety and shame, decrease thus leading to increased second language communication and self-efficacy (Lin, 2008; Smith, 1994).

What are some strategies they already know and use for struggling learners?

How can they use these same strategies for ELs?

Reading Strategies

Digital Storytelling

Directed Reading-Thinking Activity (DR-TA)

SQP2RS (Squeepers)

GIST (Generating Interactions between Schemata and Texts)

Graphic Organizers

Question-Answer Relationships

Pre-Questioning

Questioning the Author (QtA)



Have Students Participate in Structured Reading/Writing Activities

Reading:

1. Somebody-Wanted-But-So Strategy
2. Summarization Frames contains questions related to the content. (Narrative, Topic Restriction, Illustration, Definition, Argumentation, Problem Solving, and Conversation)

Writing:

1. [RAFT](#) – (Role, Audience, Format, Topic)
2. [LEA](#) – Learning Experience Approach

Response Signals and Comprehensible Input



Written Response



Ready Response



Making Choices



Ranking



Total Response Signals

Assessment Domain

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

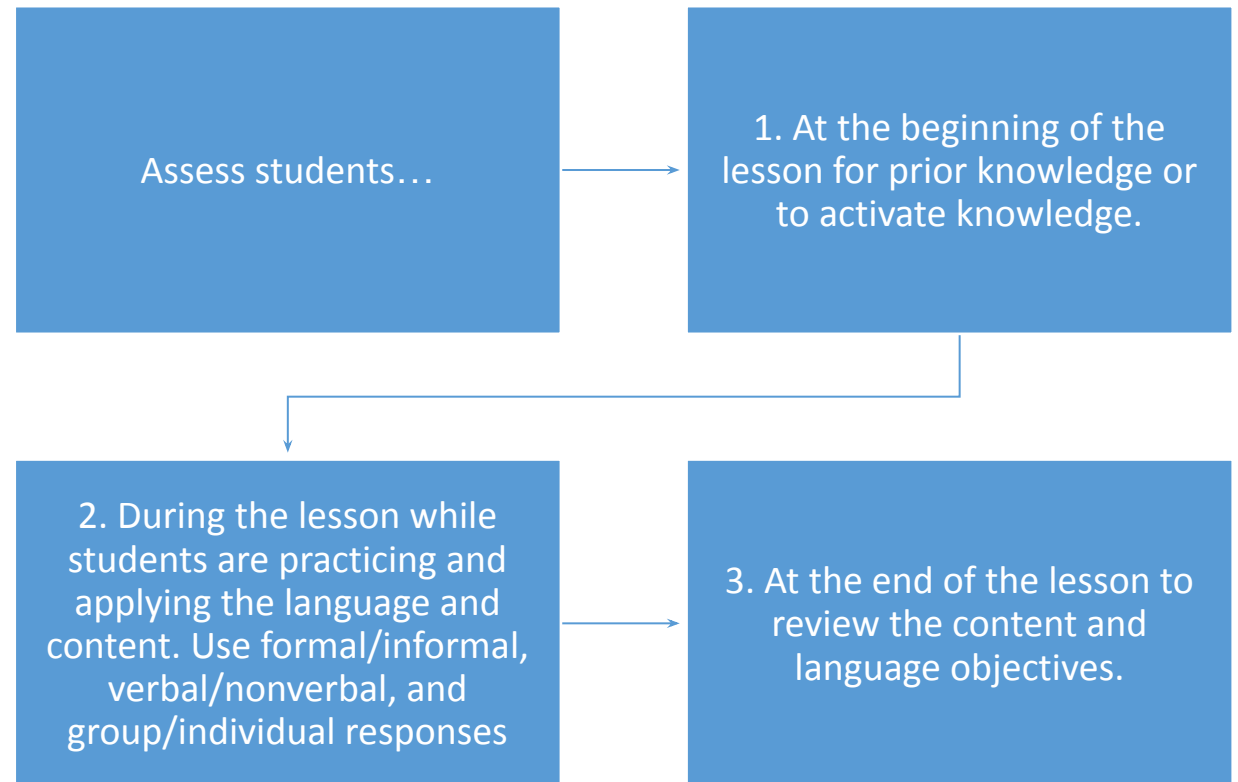


Components 1 & 2 - Student Assessment

Classroom teachers monitor students' behavior during the lesson.

Classroom teachers monitor students' comprehension of content and language through frequent formative assessments.

Assessment of Student Comprehension and Learning of All Lesson Objectives throughout the Lesson



Regular Feedback Provided to Students on Their Output

Support and validate (Opportunities for input)

Specific and academically oriented


Focus on both content and language

Include modeling

Include paraphrasing

Include expression and body language

Additional Assessments for the EL Coach

- [EL Check-up: A Formative Assessment Tool – Grade Kindergarten](#)
 - [EL Check-up: A Formative Assessment Tool – Grade 1](#)
 - [EL Check-up: A Formative Assessment Tool – Grade 2 -3](#)
 - [EL Check-up: A Formative Assessment Tool – Grade 4 - 5](#)
 - [EL Check-up: A Formative Assessment Tool – Grade 6 - 8](#)
 - [EL Check-up: A Formative Assessment Tool – Grade 9 -12](#)
- 

SOLOM - STUDENT ORAL LANGUAGE OBSERVATION MATRIX

MODIFIED FOR USE WITH OUT-OF-SCHOOL YOUTH

Student Name _____ Migrant # _____ Date _____


Language Observed _____ Observer Signature _____

Directions: Based on your observation of the student, indicate with an "X" in each category the level that best describes the student's abilities.

	Level 1	Level 2	Level 3	Level 4	Level 5
A. Comprehension	- Cannot be said to understand even simple conversation.	- Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	- Understands most of what is said at slower-than-normal speed with repetitions.	- Understands nearly everything at normal speech, although occasional repetition may be necessary.	- Understands everyday conversation and normal classroom discussions without difficulty.
B. Fluency	- Speech is so halting and fragmentary as to make conversation virtually impossible.	- Usually hesitant: Often forced into silence by language limitations.	- Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	- Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	- Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.
C. Vocabulary	- Vocabulary limitations so extreme as to make conversation virtually impossible.	- Misuses words and very limited vocabulary; comprehensive quite difficult.	- Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	- Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	- Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	- Pronunciation problems so severe as to make speech virtually unintelligible.	- Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	- Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	- Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	- Pronunciation and intonation approximate that of a native speaker.
E. Grammar	- Errors in grammar and word order so severe as to make speech virtually unintelligible.	- Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	- Makes frequent errors of grammar and word-order which occasionally obscure meaning.	- Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	- Grammatical usage and word order approximate that of a native speaker.

- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.

SOLOM



Components 3 & 4 – Student Assessment

- Classroom teachers circulate the class to provide feedback while students are in cooperative learning groups.
- Students assess their knowledge and own performance.

Benefits to Self-Assessment



Students have more confidence when performing an activity (Oscarson, 1997).



Self-assessment contributes to students' self-efficacy (Bandura, 1986)



With increased self-efficacy, students regulate their own learning (Bandura, 1993)



Self-assessment leads to higher intrinsic motivation and achievement (Ross, 2006).

Components 5, 6 & 7– Instruction and Classroom Teacher Assessment

- Formative and summative assessments evaluate content, assure alignment with language and content objectives, and are scaffold appropriately.
- Classroom teachers created cooperative learning groups to provide meaningful opportunities to practice content and language.
- Classroom teachers identify the activities where ELs struggle and why. Classroom teachers adjust activities accordingly and include or remove strategies/scaffolds.

Assessments

Informal Assessment = On-the-spot opportunities (classroom teacher observations, teacher-to-student and student-to-student conversations, brainstorming, and quick-writes) not intended to be graded.

Authentic Assessment = Application to real life, meaningful tasks.

Multidimensional Assessment = Different ways of determining performance. (Audio, parent interviews, videotapes, creative work and art, performance, and group responses).

Multiple Indicators = More than one piece of evidence indicative of progress toward mastery.

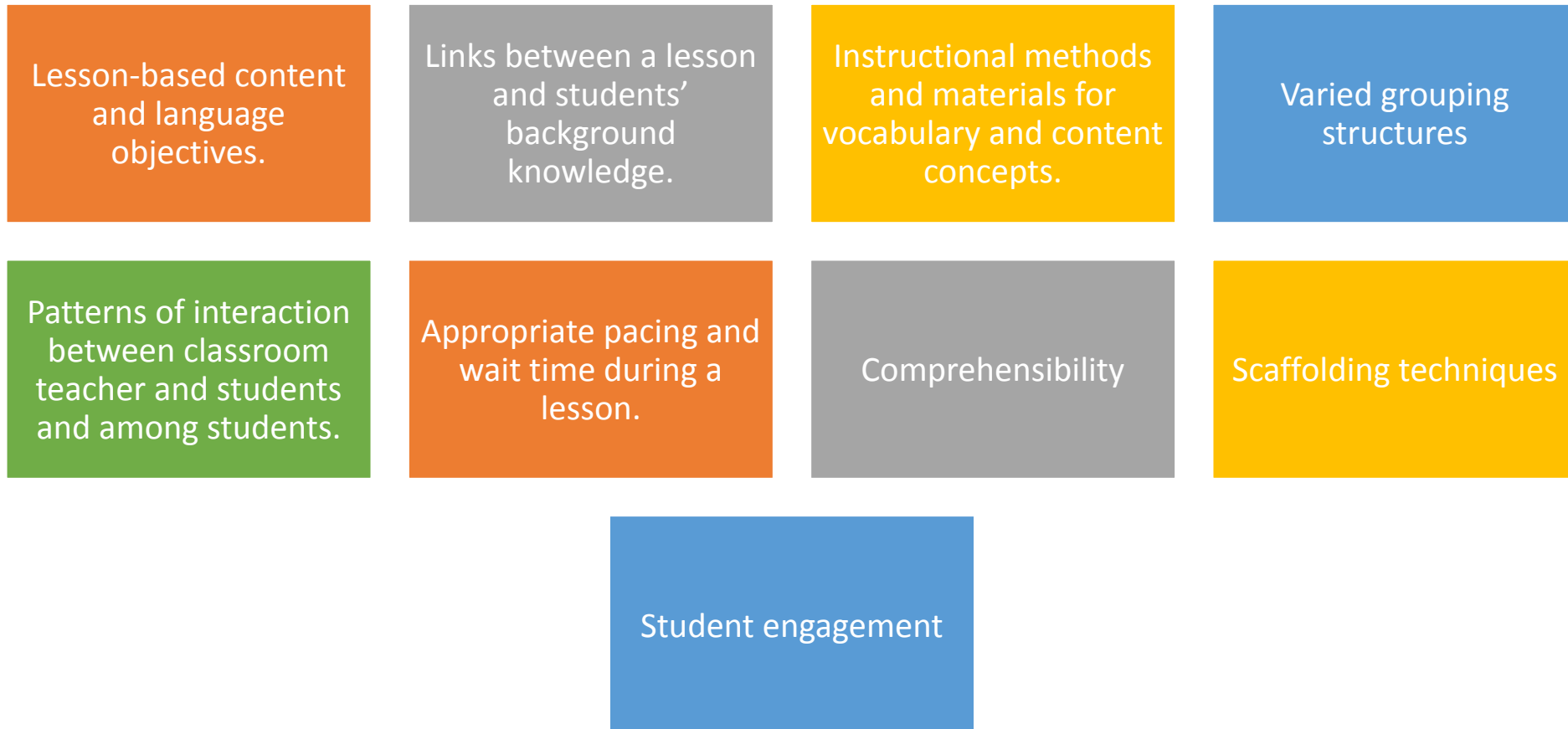


[Using Informal Assessments for English Language Learners](#)

The article address:

- Performance-based assessments
- Portfolio assessments
- Assessing content knowledge

A Checklist: Classroom Aspects That Impact Achievement





Quick Break

**Coming up next: The Reflection
Domain and Role-Playing!**

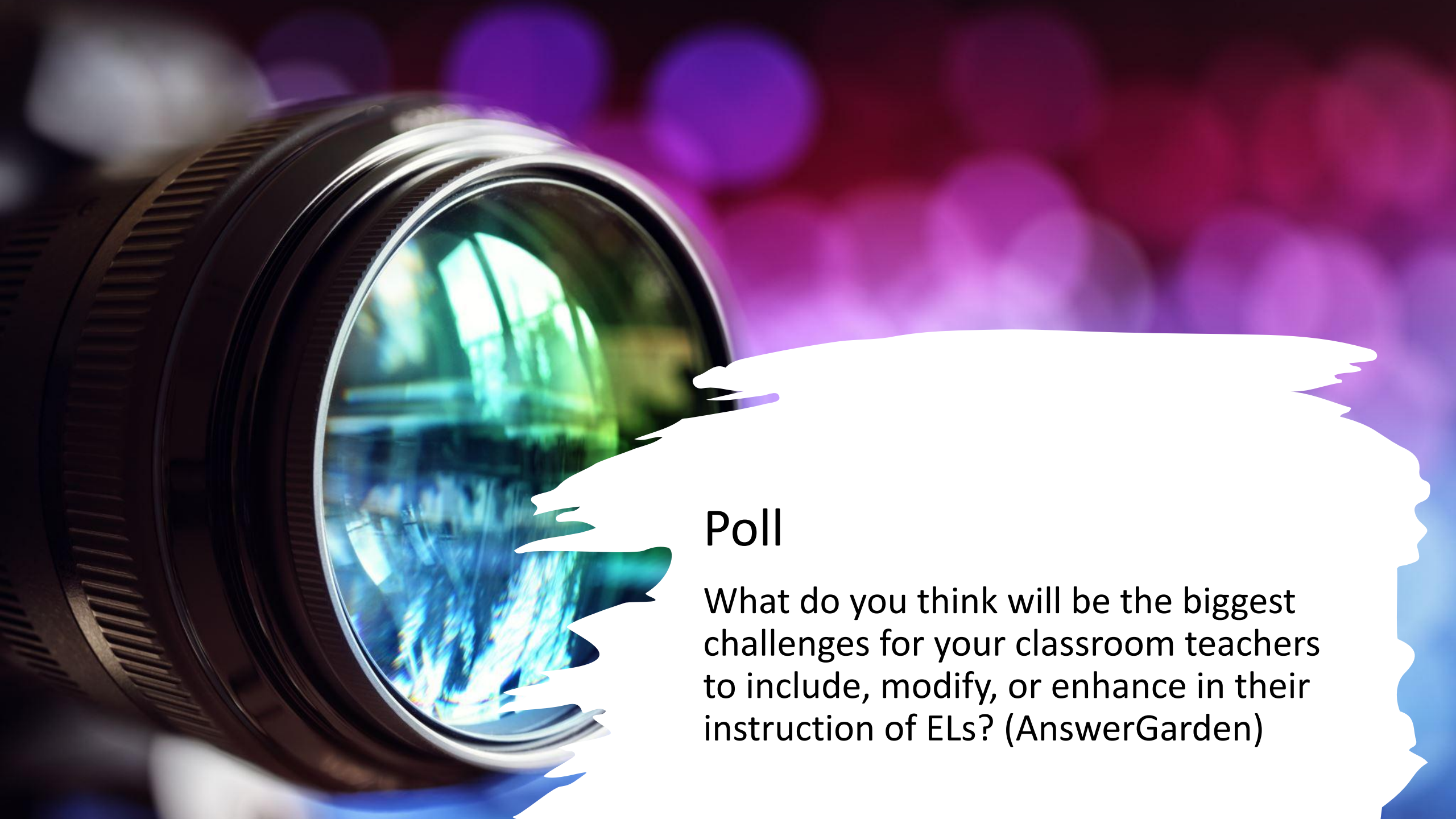


Reflection Domain



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, so EL coaches and classroom teachers will reflect on their lesson development and instruction.





Poll

What do you think will be the biggest challenges for your classroom teachers to include, modify, or enhance in their instruction of ELs? (AnswerGarden)



EL Coach Toolkit: Post-teaching

- Classroom teacher receives or provides feedback and EL coach suggests adjustments.
- Coach and classroom teacher(s) provides supports.



Components 1 & 2 – High Expectations of Students

- Are higher order thinking skills included in the lesson? Are tasks and topics appropriate for grade level and content area?
- Are ELs responsible for their own learning?

Tool #3
Observation Benchmarks

The following can be used while observing a lesson. The EL Coach should observe the teacher and EL students (when possible) to assess their engagement, if they were supported appropriately, if those supports were beneficial and/or delivered correctly.

Listening	Speaking	Reading	Writing
Student engaged in listening tasks. What kind of listening do the activities involve? One-way? Two-way?	Student engaged in speaking tasks. How were speaking tasks presented? Pairs? Small group? Large group?	Student engaged in reading tasks. How were reading texts presented? Aloud? Pairs? Small group?	Student engaged in writing tasks. What is the structure of the text they're writing?
Teacher supported the student to develop listening skills. What listening supports (if any) did the teacher provide? Were they helpful?	Teacher supported the student to develop speaking skills. What speaking supports (if any) were provided? Were they helpful?	Teacher supported the student to develop reading skills. What reading supports (if any) were provided? Were they helpful?	Teacher supported the student to develop writing skills. What writing supports (if any) were provided? Were they helpful?
Notes	Notes	Notes	Notes

EL Coach Toolkit: Observation Benchmarks

Amplify, Not Simplify

- Reading supports: close reading, QAR, metalinguistic skills, background knowledge; read alouds, Directed reading-think alouds
- Writing supports: graphic organizer for various types of writing (writing process, creative writing, summarizing); scaffold note-taking; sentence and paragraph frames
- Setting goals: individual conferences,
- Student focused learning: task-based, project-based, inquiry-based approaches



Components 3 & 4 – EL and Classroom Teachers Co-reflection

- Do classroom teachers actively identify challenges in the classroom (instruction, language, content, engagement, scaffolds, etc.)?
- 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?


EL Coach Tool-kit: Observation Feedback Checklist



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



Components 5 & 6 – EL Coaches and Classroom Teachers Co-reflection

- Is students' cultural information shared between EL and classroom teachers to inform instruction and become sensitized to students' background experiences?
- 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?



Component 7 – EL Coaches and Classroom Teachers Co-reflect

- Do EL coaches and classroom teachers observe each other's teaching and provide evaluative feedback? (This may not be feasible for you.)

Instructional Coaching Cycle Examples

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

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)	
<u>Coaching goals</u> (Develop short and long-term)	(Examples: lesson structure, language demands (vocabulary), language and content scaffolds, building background knowledge, appropriate formative and summative assessments)
<u>Supportive Practices for Lesson Development</u>	
III. Lesson delivery – Observation(s)/Recorded lesson(s)	
IV. Reflection/ Post-planning Meeting and Data Analysis	(Coaching Workplan Template)

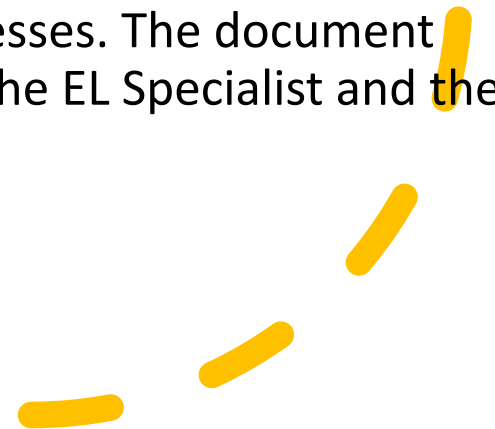
Initial Coaching Meeting

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	

Additional resources for initial and continuing coaching sessions

- [English Learner Instructional Support Plan](#) is designed to provide suggestions and recommendations to content area teachers when designing scaffolds for ELs. The EL coach/specialist should draft the plan by analyzing student's performance on the most recent English Language Proficiency Test (ELPT) or the screener (ELPS). As much as possible, provide insight to student's background and other essential characteristics that might impact a student's access to academic content. This is a fluid process, and teachers should make changes as the student progresses towards English proficiency.
- [EL Classroom Differentiation Plan](#) is to provide content teachers with a list of supports for English Learners (ELs) in their classrooms. The supports should be selected based on EL's language abilities and by considering that student's strengths and weaknesses. The document should be completed in collaboration between the EL Specialist and the content teacher(s).



Coaching and EL Instructional Support Template

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.

Essential Questions to Choose and Adjust Support for ELs During the Coaching Workplan Meeting (Singer, 2018. p.88)

Content Learning

What are my goals for student learning?

What do students say and do as they engage? What do their words and actions reveal about what they can understand and do related to my goals?

What instruction and supports will I provide to help students build from current understandings to succeed with the goal?

How did my instruction and supports impact students' content understandings and success with my goals?

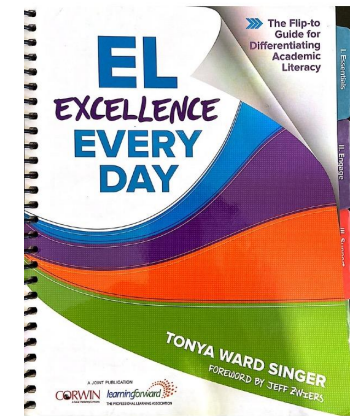
Language Learning

What aspects of language must students understand and use to excel with these goals?

What language choices do students make? What do these reveal about their strengths and needs with language essential for success with this task?

What instruction and scaffolds will I provide to build and support language connected to these goals?

How did my instruction and supports influence students' understanding and /or use of language?



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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 Reflection



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.

Q uestion	R esponse	Com ments
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?		

Role-Playing Planning Activity – Breakout Rooms

Using the "Coaching and Planning Plan" template, role-play each of the following scenarios to complete the template, develop the following components of the lesson plans: Language objective, building background knowledge, creating comprehensible input, and modifications of text.

Lesson 1-US History

Standard: 4 – Becoming a World Power through World War II Students examine the social, economic, and political struggles and achievements that led to the U.S. becoming a world power from the 1920s until the end of World War II.

US.4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war.

Objective - Students will gain an understanding of why the U.S. used the atomic bomb to end World War II with Japan by analyzing several pieces of documentation and watching a short video on the aftermath in Hiroshima and Nagasaki. They will then compose an essay citing evidence as to whether the U.S. was justified in their actions or not.

Texts: Excerpts from [Hiroshima: A Novel](#), [Article](#), [Article with Letter](#)

Lesson 2: English I

Standard: (See page 48): [Reading Standards for Literature](#)

Analyzing Imagery in [The Vendetta](#) by Guy de Maupassant

Objective-Students will read the text of The Vendetta and identify examples of imagery and how they contribute to the overall tone and mood of the story. They will use a graphic organizer to first list examples of imagery and identify if they create mood or tone. Then they will compose an essay of at least 3 -5 paragraphs describing how imagery is used in this story to convey mood and tone.

EL Lesson Plan Template



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

Required 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>

Coaching Workplan

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

Field Note:

Data Analysis

of Students:

Baseline: ___% of students are able to do _____ as determined by the _____ assessment.

Post-analysis: ___% of students are able to do _____ as determined by the _____ assessment.

Post-reflection

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



Lesson Plan Template

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



Lesson Plan Template

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

Essential Questions to Choose and Adjust Support for ELs During the Coaching Workplan Meeting (Singer, 2018. p.88)

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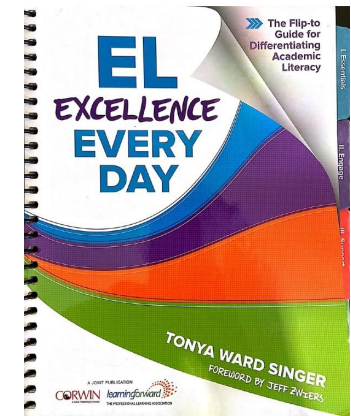
Language Learning

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What instruction and scaffolds will I provide to build and support language connected to these goals?

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Post Webinar Activity – Creating an EL Coaching Routine and Task Analysis

1. **TIMELINE/SCHEDULE**: USING THE ORGANIZATION TEMPLATE PROVIDED, FIRST DECIDE ON THE ORGANIZATION (ROUTINE/SCHEDULE) OF THE COACHING PROCESS (MAY NOT BE POSSIBLE YET).
2. **PRE-PLANNING STAGE**:NEXT, YOU NEED TO LIST ALL THE TASKS FOR THE PRE-PLANNING AND PLANNING STAGES (SUPPORTIVE PRACTICES/RESOURCES).
3. **PLANNING STAGE**: SEE COACHING AND PLANNING TEMPLATE, ESSENTIAL QUESTIONS, AND LESSON PLAN TEMPLATES. (DONE)
4. **DELIVERY OF INSTRUCTION**: CREATE A DELIVERY OF INSTRUCTION CHECKLIST, SO CLASSROOM TEACHERS CAN SELF-ASSESS AND/OR, WHEN POSSIBLE, EL COACHES CAN OBSERVE (SEE EL COACHING RUBRIC TOOL, EL COACH TOOLKIT OBSERVATION FEEDBACK CHECKLIST).
5. **REFLECTIVE/POST-TEACHING STAGE**: FINALLY, DEVELOP A LIST OF POST-TEACHING TASKS INCLUDE ANY SPECIFIC TOOL (EL COACHING RUBRIC AND /OR EL COACH TOOLKIT OR RESOURCE FOR EACH OF THE TASKS. WHAT ARE THE SPECIFIC STEPS THAT WILL BE FOLLOWED IN THE POST-REFLECTION?

BE SURE TO ALIGN ALL TASKS WITH THE RUBRIC AND INTEGRATE THE EL COACHING RESOURCES PROVIDED .

SOME SPECIFIC CONTENT AREAS MAY INFLUENCE THE CREATION OF THE DOCUMENT.!



Questions

Follow me on Twitter: @improvlanguage

Website: improvlanguage.com

Email: margaret@improvlanguage.com

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

