

# English Language Development (ELD) Coaching Model Professional Learning #2

*presented by*

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*October 15-16, 2018*

# Purposes

- Support DESE leadership in its efforts to improve the academic achievement of English learners (ELs) across the state.
- Provide a professional learning opportunity to reinforce ELD teachers' knowledge and skills to increase effectiveness of language support programs.
- Show and practice strategies to fulfill the role of ELD teachers as coaches.

# Expected Outcomes

- Improved understanding and knowledge about additional skills pertinent to the role of the ELD coach
- Improved relationships grounded in a commitment to collaborative learning
- Strengthened professional skills and behaviors contributing to goal achievement

# The ELD Coaching Model in a Nutshell

ELD teachers change their role from supporting students to working collaboratively with content teachers by

- planning together to enhance instruction in ways that support ELs in the classroom,
- collecting objective data to identify areas in need of reinforcement, as they relate to ELs, and
- facilitating content teachers' self-reflection based on data analysis, as teachers increase their knowledge and skills to understand the unique needs of ELs.

# What is in it for the ELD Coach?

- Develop communication skills to work with adults.
- Enhance skills to collect and analyze data focusing on EL students' response to adjusted instruction.
- Have a solid foundation in the language acquisition process and in instructional effectiveness.
- Promote ongoing targeted professional learning opportunities for faculty and staff.
- Participate in ongoing professional learning opportunities to generate growth.
- Cultivate their own professional growth with recent research-based findings on strategies and resources on second language acquisition.

# Preparing for the Pre-conference

Analyze the information available.

- Review lesson grade level and content area (lesson plan or video)
- **Be cognizant of the language levels of ELs in the classroom.**
- Detect the objectives of the lesson.
- **Recognize language demands.**
- Identify how students' understanding can be assessed.

Use these approaches in the Pre-conference.

- Discussion between the ELD coach-teacher possible language difficulties with ELs for the lesson.
- Stimulate teacher's discourse on how to meet ELs' language demands.
- Select strategies together based on levels of English proficiency of the target students.
- Plan collaboratively with the teacher on how to embed new strategies and differentiated assessment tasks.

# Effective Communication

## Interactive Listening

- Use expressions of support
  - To encourage
  - To build confidence
  - To build on past experiences
- Use positive body language
  - Through eye contact
  - Smiling
  - Nodding
  - Being attentive

## Active Listening

- Employs elements of andragogy
- Establishes a climate of trust
- Sets the stage for changes and growth
  - Use paraphrase to restate what the teacher says
  - Summarize the teacher's statement
  - Make statements recognizing the teacher's feelings

(Knoll, 2015)

# Pre-conference Question Samples

- During this conversation, the ELD coach triggers the discussion with questions like
  - How does this plan address the needs of the ELs in your room?
  - Which strategies have you included that will enable ELs to achieve your objective?
  - How will you measure language learning and content knowledge achieved by ELs?
  - Are there components of your lesson you think need adjustment? Share your thoughts.
- The ELD coach and teacher agree during the exploration phase about what to focus on when collecting data.

# Pre-conference

## Pre-conference - Exploration Phase

- The pre-conference starts the dialog between the ELD coach and teacher to focus on areas in the learning process where ELs are struggling.
- The ELD coach and teacher discuss plans for an upcoming lesson to incorporate adaptations and modifications as needed.
- The ELD coach and teacher discuss and determine the following: language demands, materials, student involvement, and data to be gathered for analysis of effectiveness of new strategies.

# Lesson Video/Lesson Plan

- Review the video or lesson plan prepared by the teacher.
- Use the Lesson Plan Criteria to identify areas of discussion.
- Plan open questions to elicit the teacher's thinking.

Note: There is a newcomer and three students level 2 in the class.

# Lesson Plan Criteria

## Lesson Targets

- Motivation, Content Objective, Language Objective (based on language demands), Skills, Vocabulary, Questioning

## Materials

- Engaging, Modified, Visual, Demonstrated

## Students

- Involvement, Interaction, Grouping, Seating

## Conducting the Lesson

- Check for Understanding, Pacing, Processing, Wait Time, Closure, Assessment

# Coaches' Analysis of the Lesson Plan

- Watch the video/lesson plan and analyze what areas of the lesson plan could be enhanced or expanded to incorporate effective strategies for the new population you now have in the classroom.
- What aspects of the lesson are important to discuss with the teacher?
- Record the questions you would ask.

# Pre-conference Simulations

- **Model**
  - Simulate a pre-conference.
  - Look for the language of coaching.
  - Look for questions that ask the teacher to reflect on the planned lesson.
- Now each of you will conduct a simulated pre-observation session with a colleague as the teacher. Switch roles.

# Collecting and Analyzing Data

- Data refer to the collection of variables/values used to determine the validity and/or reliability of specific theories or postulates. Data can be classified in a variety of categories.
- For the matter of educational observations in the ELD Coaching Model, we will consider two categories:
  - Qualitative data refer to observations and/or description of intellectual, physical, emotional facts of EL students in schools. These data are most commonly used to assess learning in a formative way.
  - Quantitative data are generally represented with numbers or symbols to quantify assessment results either at the individual or group levels. These data usually determine the overall academic situation of groups of students. It is used mainly as a summative assessment.

# From Data to Information to Knowledge

- Data become useful when analyzed from different perspectives and clustered in a variety of ways.
- When we know what information to draw from, the data collected become a powerful tool to answer questions like
  - How is the model helping students?
  - How effective are the new strategy/ies?
  - What are the weak areas in the model?
  - How can we improve our practice?

# When, How, and What Data to Collect

- Together the ELD coach and teacher decide the following:
  - Purpose of data collection according to the language objective (demands/tasks) required
  - Standards for success to use during the observation
  - Schedule when the adjusted lesson will occur
  - Location of where the coach will be inside the classroom to avoid student distractions
- The observation data collected records a verbatim account to the greatest degree possible.

# Collecting Objective Data

- How are objective data different from subjective data?
- How do you take notes and watch the lesson at the same time?
- How do you establish a timeline to determine how lesson time was used?
- How can a split page technique identify teacher and student oral and visual actions?

# Focusing Observation on Collecting Student Data (Template)

Class/Teacher \_\_\_\_\_ Students focused on \_\_\_\_\_ Date \_\_\_\_\_

Time Line	Teacher Actions		
	<p>Objective statement of teacher actions:            Lectures ___            Demonstrates ___            Other _____</p> <p>Assigns a task            Differentiated _____</p> <p>Questions            record the questions            indicate level of difficulty</p>	<p>Resulting student actions:            Focus on teacher _____            Eye contact with teacher _____            Takes notes _____            Looks down/away _____</p> <p>Works:            alone ___ with a partner ___ in a group ___            Work produced:            Complete &amp; accurate ___            Incomplete with some errors ___            Partial attempts ___            Not attempted ___</p> <p>Types of Errors:            Reading ___            Writing ___            Vocabulary lacks _____</p> <p>Hands            raised to respond ___            Hands not raised ___            Not called on ___</p> <p>Response:            Correct ___            Insightful ___            Adds ideas ___            Incorrect ___            No response ___</p>	

# Collecting Student Participation Data

Purpose of Data Collection: \_\_\_\_\_

Focus Area: (e.g., language demand or task required) \_\_\_\_\_

Standard for Success: 5-Excellent; 4-Very Good; 3 -Good 2 -Acceptable; 1 - Non Acceptable

Student No.	I Engagement in Group instruction	II Independent participation	III Work produced	IV Use of Oral Language	V Use of Written language
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

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Student No.	I Engagement in Group instruction	II Independent participation	III Work produced	IV Use of Oral Language	V Use of Written language
1	3	5	1	2	2
2	5	3	2	4	2
3	5	4	3	5	3
4	4	2	4	3	1
5	2	1	3	4	3
6	1	3	3	3	1
7	3	2	4	2	1
8	4	5	4	2	4
9	2	2	2	2	2
10	3	3	3	1	3
11	3	2	2	4	3
12	1	4	3	4	2
13	2	4	1	2	4
14	3	1	4	3	4
15	3	1	2	3	5

# Analyzing the Data

- What can we learn from these data?
- Do ELs feel more comfortable in groups or individually? Why do you think this happens?
- Do the data show which students are not being served?
- What additional information can we elicit from the data?
- What steps would you recommend to advance all the students?

# Collect your Own Data

- View, script, and analyze the lesson video.
  - 8<sup>th</sup> grade video  
<https://www.youtube.com/watch?v=llsfCmPI0cU>
  - 4<sup>th</sup> grade video  
<https://www.youtube.com/watch?v=WJVd0RmibbM>

# Post Observation Data Analysis and Discussion

- Review and interpret the collected script data collaboratively with the ELD coach and teacher.
- Elicit the teacher's thoughts and comments.
- Start the conversation by asking the teacher about strengths observed and eliciting the teacher's reflection.
- Focus on instruction, seeking clarification, and prompting the teacher to voice his or her own reflection about areas of the lesson that went well and areas that should be modified.
- Use active listening (the main component of successful reflection).

# Preparing the Post Conference

Analyze the data you collected. Look for these factors.

1. How have the **instructional strategies** used by the teacher contributed to the achievement of ELs, as well as all students in the class?
2. How did the **tasks and activities** the teacher used in the lesson contribute to the achievement of ELs, as well as all students?
3. How did the **teacher's questions** challenge ELs and all students to think at a higher level?
4. How did the teacher demonstrate **respect** for all students?

# Encouraging Teacher Reflection

- Empower the teacher.
- Develop the teacher's habit of the mind.
- Encourage self-direction engaging teachers in metacognition (thinking about their thinking as they planned/conducted instruction).
- Move teachers to action.
- Involve the teacher in selecting what to do.
- Approach professional growth as problem solving.

# How to Promote Reflection

1. Ask. Don't Tell.
  - Why? Teachers must own the change.
  - How? Guide the teacher to reflect by asking questions.
2. Instruction
  - What went well?
  - What did not meet your expectations?
3. Probe for information
  - Have you considered other actions?
  - Are there any other strategies you have tried that have been successful?
4. Seek clarification and elaboration
  - How might that work?

# Food for Thought

Before starting your Reflection Session, consider **what not to do.**

1. Giving opinion/value/judgment
  - destroys collaboration
  - does not cause change
2. Asking yes/no questions
  - destroys reflection
  - shuts down discussion
3. Asking leading questions
  - contains the answer in the question
  - robs teachers of opportunity to create own solutions

(Knoll, 2015)

# Feedback Samples

<p><u>Judgment/Opinion/Value</u></p> <p><i>Positive</i></p> <p>You selected good materials</p>	<p><u>Reflection</u></p> <p>How did the materials you selected contribute to achieving your objective?</p>
<p><i>Negative</i></p> <p>You lost many of the students after the first 10 minutes.</p>	<p><i>Reflection using data</i></p> <p>Eight students had their heads down or were doing other homework. Why do you think...?</p>
<p><u>Yes / No</u></p> <p>Have you tried that strategy before?</p>	<p><u>Reflection</u></p> <p>What experience have you had using that strategy?</p>
<p><u>Leading</u></p> <p>How can posting students' work help them to take pride?</p>	<p><u>Reflection</u></p> <p>How can you help students to feel proud of their work?</p>

# Observable Conference Actions and Behaviors

## Non-Verbal Actions

Eye contact  
Expressive face  
Leans in  
Nods

## Questioning

Presents data  
Discusses data  
Elicits thinking  
Probes for more info  
Focuses on instruction  
Focuses on students  
Redirects to topic  
Asks for teacher ideas

## Active Listening

Paraphrases  
Recognizes the feelings expressed  
Statements that validate ability  
Non evaluative feedback

## Plan Development

Asks for teacher's solution  
Builds the growth plan  
Offers support and assistance  
Confirms the growth plan

# Growth Plan Developed at the Post Conference

- Lesson Summary - *objective, brief summary*
- Growth Objectives - *behaviors, skills, and abilities to be developed.*
- Specific Activities - *how skills and abilities are developed*
- Time Frame - *when the plan begins, is monitored, and completed*
- Evaluation Criteria - *how the plan's results are evaluated*

# Post Conference Simulations

- **Model**
  - Simulate a post conference.
  - Look for the **language of coaching**.
  - Look for **questions** that ask the teacher to **reflect** on the lesson observed.
  - Look for the **development of a growth plan** to make instruction more effective for ELs.
- Now each of you will conduct a simulated post observation session with a colleague as the teacher.

# ELD Coaching Training 2

## Day 2

# Debriefing the Cycle of Coaching

- Yesterday, we spent the day practicing the Cycle of Coaching.
  - We want to hear from you. What are your thoughts and comments?
  - Are there any questions or concerns that you may want to share?
  - Which of the three phases did you feel more comfortable with? Why or why not?

# ELD Coach Responsibilities

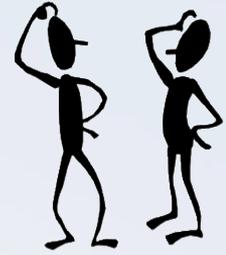
1. Raise the achievement of ELs in every classroom by working with teachers to improve their instruction.
2. Develop positive and supportive relationships with classroom teachers, administrators, and staff.
3. Collaborate with classroom teachers to address the learning challenges of ELs in individual classrooms through observations, demonstrations, and reflection conferencing.
4. Monitor and evaluate EL assessment data to determine improvements in instructional practice and student achievement.
5. Support classroom teachers in long and short-range planning for increased EL student achievement.
6. Enhance teachers' capacity to provide high-quality instruction for ELs.

SEEP

# The ELD coach can also be...

- a **classroom supporter** co-planning lessons, observing instruction, and facilitating constructive reflection with teachers.
- an **instructional specialist** assisting teachers to implement effective instructional strategies that respond to the learning needs of ELs.
- a **resource provider** sharing with teachers information, materials, examples of research-based practices, and assessments for ELs.
- a **data coach** facilitating conversations with colleagues to analyze many types of data, identify trends, and discuss the implications for instruction of ELs.
- a **learner model** continuously learning as adult learners.
- a **curriculum specialist** deepening teachers' content knowledge and ensuring alignment of the written, taught, and tested curriculum for ELs.
- a **catalyst for change** encouraging teachers to analyze what is and is not working for their ELs.

# What to Consider



- Start by planning your schedule based on data. Refer to handout *What to Consider when Planning a Coaching Schedule/Data to Gather*.
- Align your work with building a schedule.
- Make a plan to support each other.
- Identify what additional support would you like to have.

# Building the Schedule

Time Frame	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 - 9	Consult	Resources	Consult	Resources	Consult
9 - 10	Pre Obs	Demo	Observe	Logs	Walks
10 - 11	Walks	Observe	Demo	Pre Obs	Post Obs
11 - 12	Observe	Walks	Post Obs	Data Review	Demo
12 - 1	Logs	Post Obs	Logs	Post Obs	Observe
1 - 2	Post Obs	Consult	Pre Obs	Walks	Logs
2 - 3	Data Review	Pre Obs	Walks	Observe	Pre Obs
3 - 4	Grade Meets	PLCs Meet	Depart Meets	PLCs Meets	Open Agenda

**Try your hand at building  
your schedule by using the  
template.**

# Keeping Records - Logs

- Log of coach activity by month
- Individual teacher log of interactions
- Growth plan developed
- Informal walks

# Log of Coach Activities by Month- January

Date	Teacher	Activity	Agreed Actions
1/16/18	Ms. James	Resource Review	Use simplified texts
1/17/18	Ms. Frost	Post Observation	Implement Behavior Mod Plan
1/17/18	Ms. Green	Consultation	Schedule Demo Lesson
1/18/18	Mr. Simon	Pre-conference	Use visuals to teach vocabulary
1/19/18	Ms. Rogers	Data Review	Group students teach noun verb agreement

# Ms. Foster - Teacher Log of Interactions

Date	Interaction Type	Topic	Next Steps
1/16/18	Data Review	Unit Test	Group students who need additional instruction
1/17/18	Resources	Reference materials for differentiation	Select two types of differentiation to try
1/23/18	Consult	Share results of strategies tried	Modifications agreed upon
1/25/18	Pre-conference	Lesson Plan review	Look for new strategies for differentiation

# Elements that Contribute to Success

- Keep record of interaction with teachers (evidence of growth and needs).
- Collect formative data of student progress and needs in both academic and language areas.
- Seek continuous professional growth in knowledge and skills (community of learners).
- Change takes time so be patient, understanding, and constant in your efforts.

# Areas of Coaching Effectiveness

- Organization/Management of work load
- Communication skills both oral and written
- Dealing with problems
- Building trust
- Knowledge and skills related to the achievement of ELs
- Guiding teachers to learn and use knowledge and skills
- Attitude exhibited towards others
- Personal philosophy and belief

# Personal Growth Plan for Coaches

- List the topic or topics you wish to develop further and form a plan for the work.
- Strategies for the development of skills
- Resources to be used including individuals with whom to consult
- Time frame for conducting the work (when to begin and end)
- Means of evaluating the success of your efforts

# Assessing Effectiveness

- Qualitative and quantitative data collected through different means and with stakeholders will ensure continuous improvement.
- Stakeholders can contribute with important information from different points of view through
  - regular meetings with administrators to share results collected from data, observations, and comments gathered from the log of services; and
  - surveys and interviews with teachers, parents, and students to gather informative data for any adjustment improvement.

# Tasks for Moving Forward

- Get some coaching experience.
- Follow the steps in the model.
- Look at a lesson plan and reflect on how to make it better, hold a pre-conference, collect data about the lesson, and hold the post conference.
- You will learn more from each experience.

**Practice will help you to learn!**

# Coaching teachers in problem resolution

## Discussing Scenarios:

- Form teams of four
- Read the scenario described in the handout
- Discuss with your partners answering the questions
- Be prepared to share with the group

# Resources for your Coaching Tool-Box

<http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

<http://www.eduplace.com/graphicorganizer/>

<http://www.colorincolorado.org/>

<http://JeffZiers.org>

<https://www.teachingchannel.org>

<http://teachernetwork.org/videos>

<https://khanacademy.org>

# Resources for your Coaching Tool-Box

[www.teacherhub.com](http://www.teacherhub.com)

[www.edutopia.com](http://www.edutopia.com)

<https://eleducation.org/resources/pd-packs>

[www.everythingsl.net](http://www.everythingsl.net)>

<https://rewordify.com>

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