

Supporting Teachers of ELLs Through Unforeseeable Change: The Power Of Coaching



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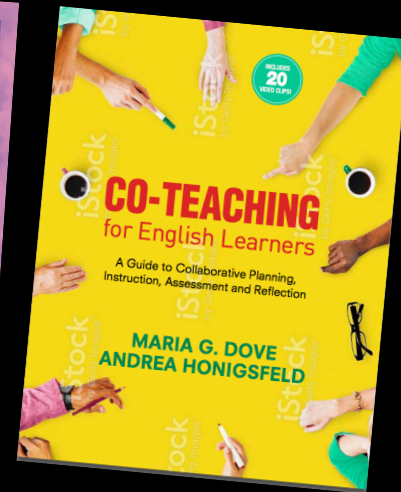
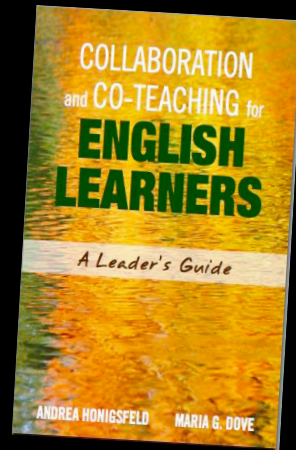
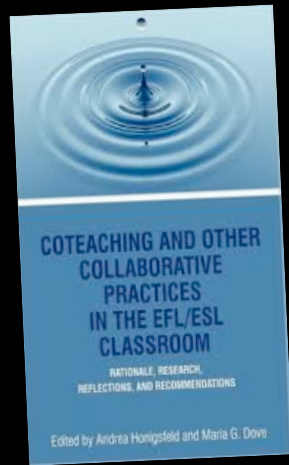
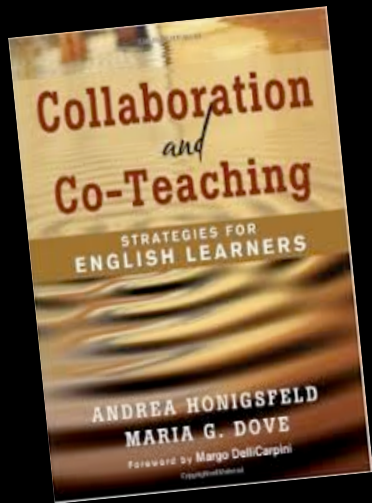
LIASCD Annual Fall Conference 2017

Introductions

- Andrea: Co-taught in New York City
- Maria: Co-taught in Valley Stream, NY
- Collaborate through Molloy College
Division of Education
- Co-authored many books, book
chapters, and articles
- Co-present at local, state, and
national conferences regularly
- Co-coach teachers in P-12 programs
- Co-facilitate workshops throughout the
United States and beyond



Selected Co-Authored Publications



Please read and create a graphic organizer based on the following:

Planificación del programas para los estudiantes bilingües



La elección del programa más adecuado para los estudiantes bilingües dependerá de una serie de factores que varían según la escuela, el distrito y el estado, como por ejemplo el número de estudiantes del idioma inglés que tiene y sus antecedentes educativos.

<http://www.colorincolorado.org/es/apoyo-escolar-para-los-estudiantes-bilingues>

What strategies...

- ...did you use as a learner?



- ... could/should we have provided as teachers?



Debrief: Working in the Target Language

- Cognates
- Team work
- Home language
- Low-anxiety environment
- Schema



Do not be afraid of providing rigorous content to students. Consider instead how you can build their strategies to learn.

- Discuss various aspects of unforeseeable change, and its effect on educators
- Explore various models of educational coaching
- Identify the benefits and challenges of coaching teachers for the sake of English learners
- Uncover the aspects of coaching that make it effective and powerful





***What Is Unforeseeable Change in
Education?***

- ***Surprise, Surprise!*** Decisions are without notice.
- ***Loss of Control.*** Feeling that changes are being done to, rather than done by, those affected.
- ***Loss of Routine.*** Concerns that change will require educators to question familiar (and comfortable) routines and habits.



Reasons Why Your Educators Are Resisting Your Change Initiative

http://blogs.edweek.org/edweek/LeaderTalk/2011/05/10_reasons_your_educators_are.html

- ***We've Seen/ Done This Before.***
Expect the initiative is temporary.
- ***Concerns About Competence. Can I do it? How will I do it?***
- ***Ripple Effects/More Work.*** Change often increases workloads.



Reasons Why Your Educators Are Resisting Your Change Initiative

http://blogs.edweek.org/edweek/LeaderTalk/2011/05/10_reasons_your_educators_are.html



Why Might Coaching Be the Answer?

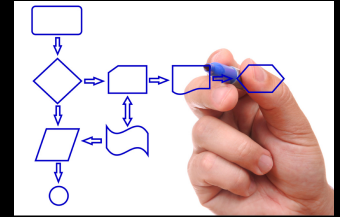
5% of teachers will transfer a new skill into their practice as a result of **theory**

10% will transfer a new skill into their practice with **theory** and **demonstration**

20% will transfer a new skill into their practice with **theory, demonstration** and **practice within the training**

25% will transfer a new skill into their practice with **theory, demonstration, practice** and **feedback within the training**

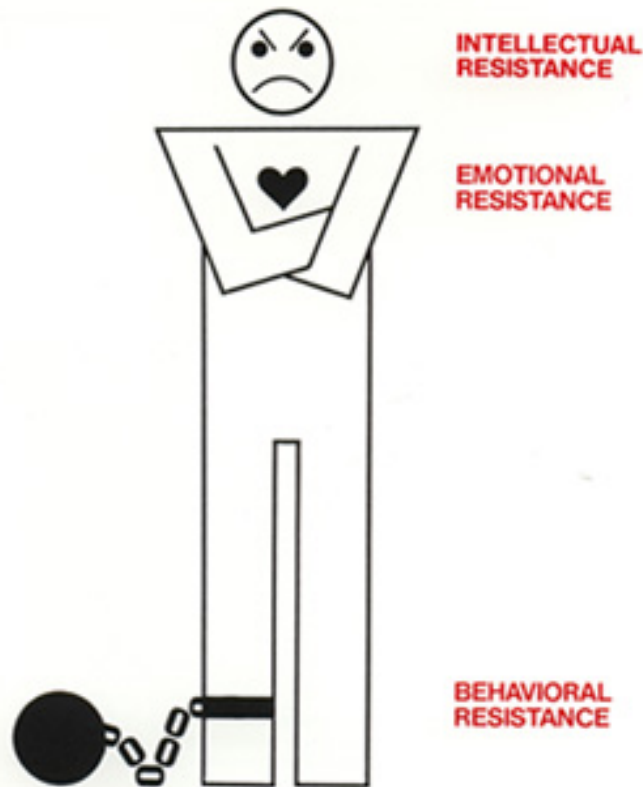
90% will transfer a new skill into their practice with **theory, demonstration, practice** and **feedback within the training, and *coaching support in school***





“I want you to find a bold and innovative way to do everything exactly the same way it’s been done for 25 years.”

OVERCOMING *RESISTANCE* TO CHANGE



By Joel R. DeLuca Ph. D.

Overcoming Resistance

Treat "head" or intellectual resistance as an issue of **perspective**.

- *You have to see something new before you can do something new.*

Treat "heart" or emotional resistance as an issue of **self-esteem**.

- *"Saving face" is a critical issue in making change happen.*

Treat "feet" or behavioral resistance as an issue of **habit**.

- *Behavioral resistance has both systematic and cultural components, which must be addressed.*

Instructional coaching fosters :

- Collective problem solving
- Targeted professional development embedded in the regular school day
- Improved individual and collective performance
- Validation of instructional practices
- The building of collaborative cultures
- The improvement of student engagement and learning



A Whole-School Improvement Strategy

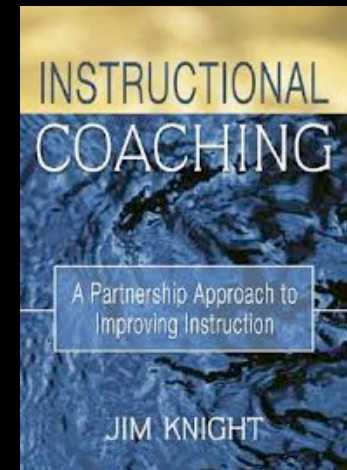
Eisenberg (2011)

The Power of Clear Explanations

Jim Knight (2013)

<http://www.instructionalcoaching.com/clear-explanations/>

- **Why:**
- **Simple:**
- **Modeled:**
- **Memorable:**



The coach and the teacher do the following:

- Co-plan lessons together
- Co-teach planned lessons
- Co-assess and gather student data
- Reflect on the instructional process



Collaborative Coaching



Various *LENSES*



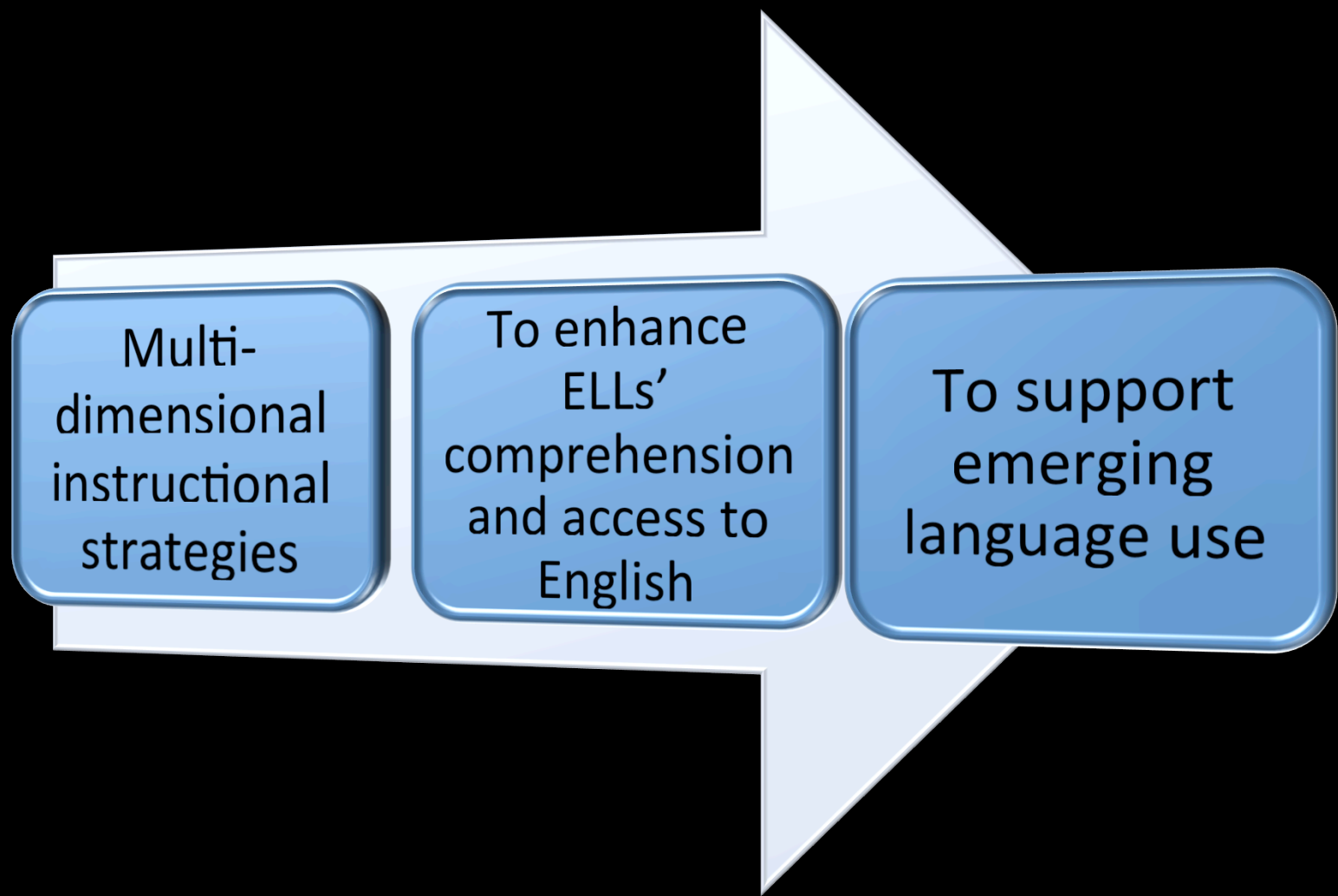
- Peer coaching
- TOSAs – *Teachers on Special Assignment*
- External expert as coach
- Administrator/District leader as coach
- Inter-visitation of teachers within school or district
- Coaching as a part of school culture



Context for Coaching

What should be the focus of instructional, collaborative coaching to enhance teaching for English learners?





Non-Negotiables

August & Shanahan, 2006; Hadaway, Vardell, & Young, 2006

Instructional Strategies

(Gottlieb, 2013)

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

Differentiation

Rigor

Engagement

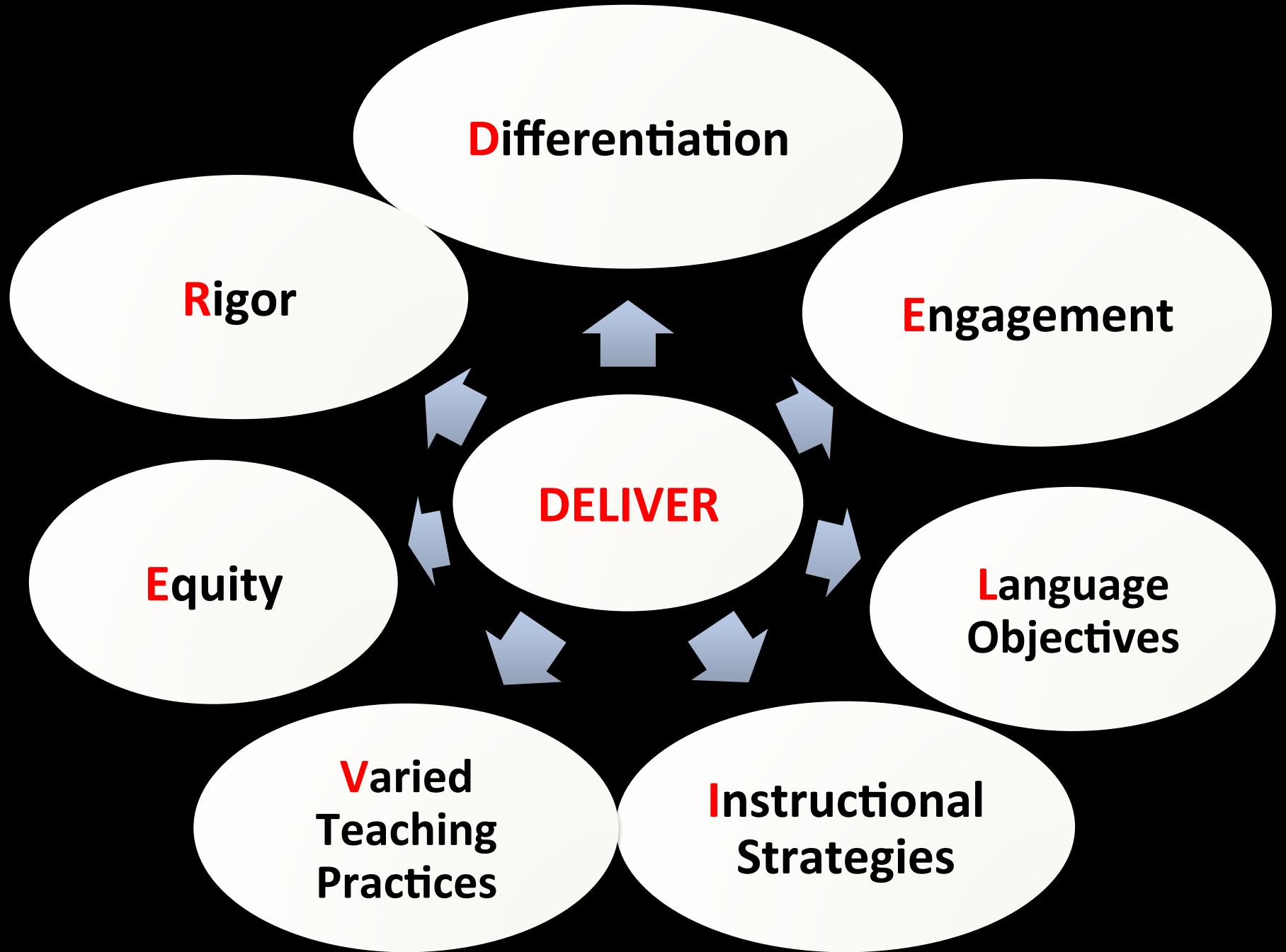
DELIVER

Equity

Language
Objectives

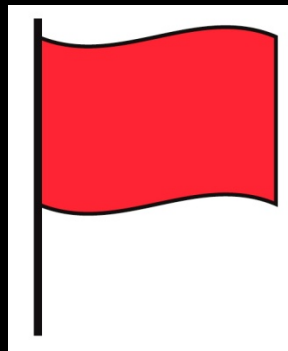
Varied
Teaching
Practices

Instructional
Strategies

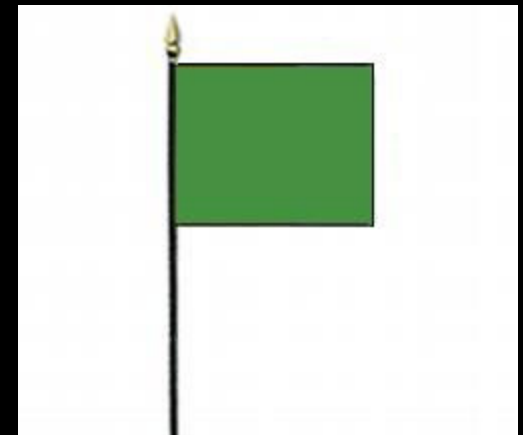


Teachers' Knowledge, Skills, Level of Implementation

RED FLAG



GREEN FLAG



DELIVER Instruction for ELLs
Dove & Honigsfeld (2015)

— Differentiation

- Instruction
 - Content _____
 - Process _____
 - Product _____
- Curriculum (for *Entering & Emerging* ELLs)

— Engagement of Students

- Speaking _____
- Writing _____
- Reading _____
- Listening _____

— Language and Content Objectives

- Both language and content objects are displayed and reviewed
- ELLs understand what they should know & do

— Instructional Strategies for ELLs

- Visuals _____
- ~~Realia~~ _____
- Cognates _____
- Pacing _____
- Step-by-step demonstration/modeling _____
- Guided practice _____
- Scaffolding _____
- Use of home language(s) _____
- Other _____

— Varied Teaching and Assessment

Practices

- Instructional routines _____
- Assignments _____
- Learning activities _____
- Collaborative work _____
- Formative assessments _____
- Summative assessments _____
- Co-teaching Models _____

— Equity and parity established

- For ALL students _____

— Rigor

- Content _____
- Process _____
- Product _____

Comments:

Peer Observation or Coaching Conference Form (Modified Noticing and Wondering)

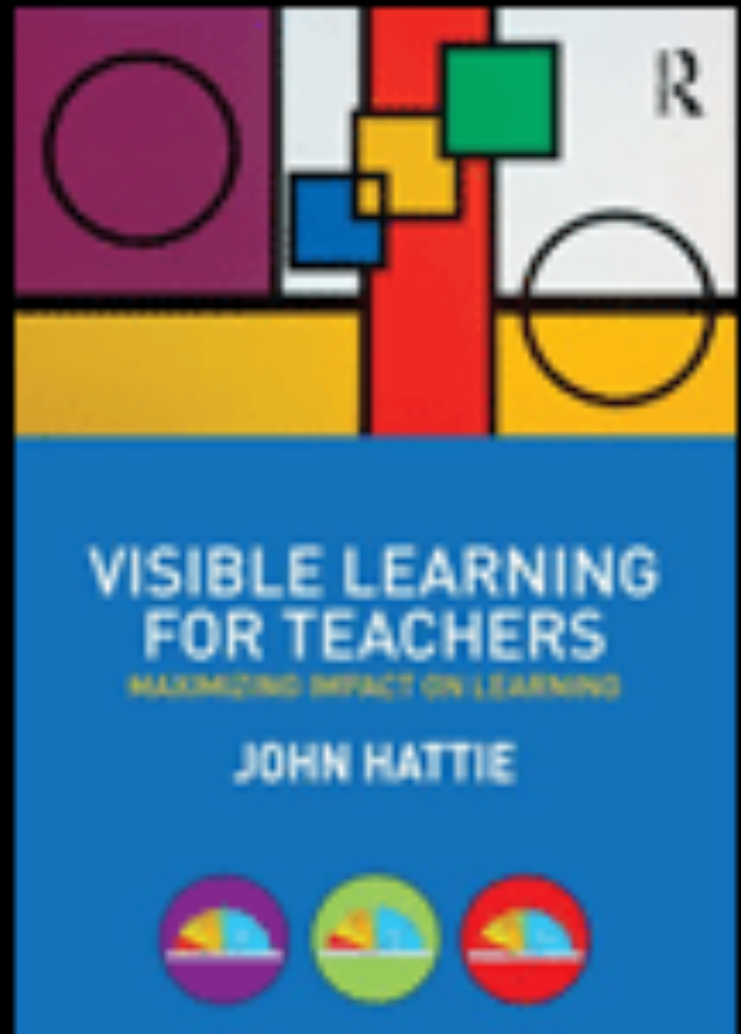
<u>Date:</u>	<u>Time:</u>	<u>Length of time co-teaching:</u>
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What Went Well (<u>Noticings</u> Identified by the <u>Coteachers</u>)	What to Do Differently (<u>Wonderings</u> Identified by the <u>Coteachers</u>)	Teacher Identified Models Used: _____
		Observer Identified Models Used: _____
		Planning Time Length _____ Frequency _____

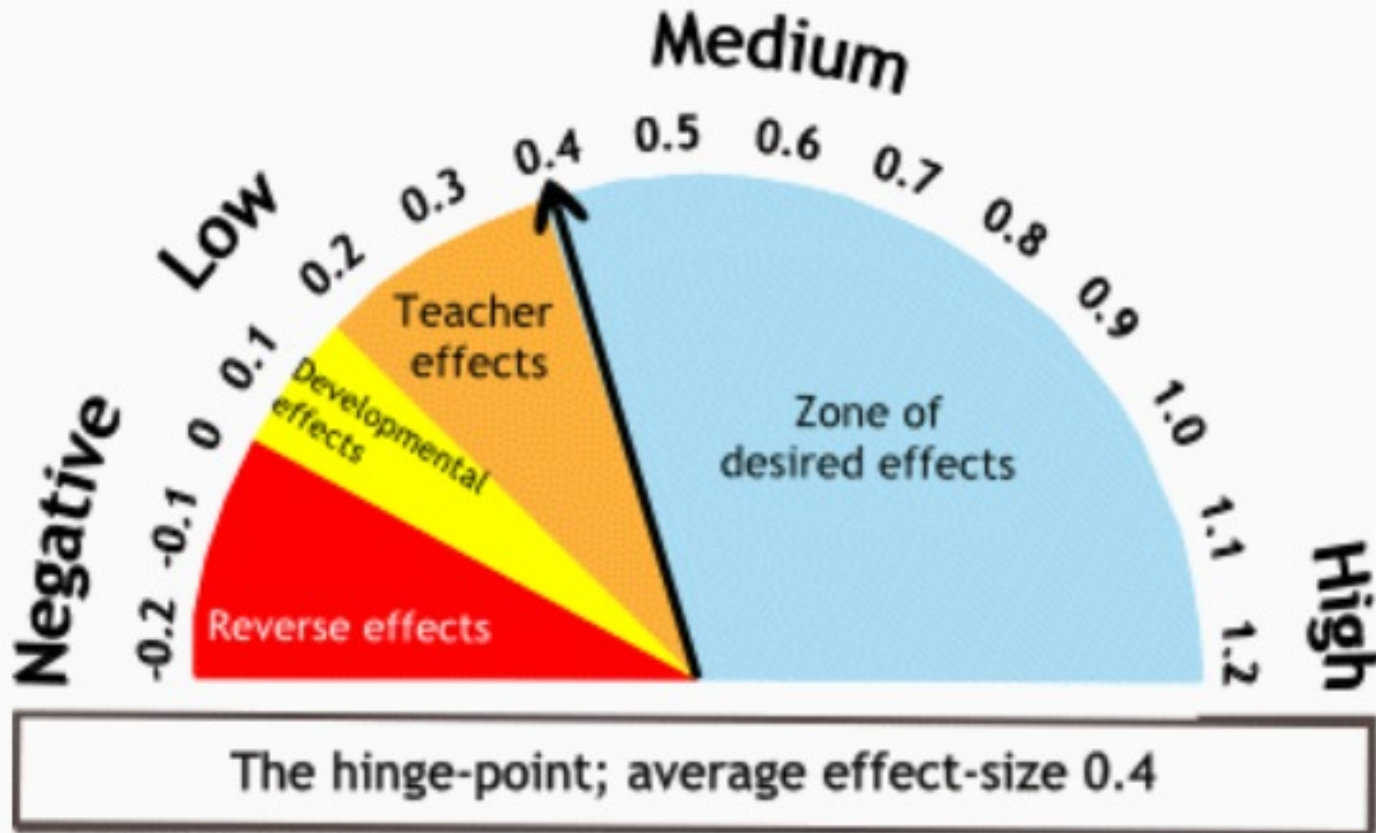
Observer/Coach <u>Noticings</u> :	Observer/Coach <u>Wonderings</u> :
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Observer/Coach <u>Suggestions</u> :	<u>Coteacher(s)</u> Identified Next Steps/ " <u>Take aways</u> ":
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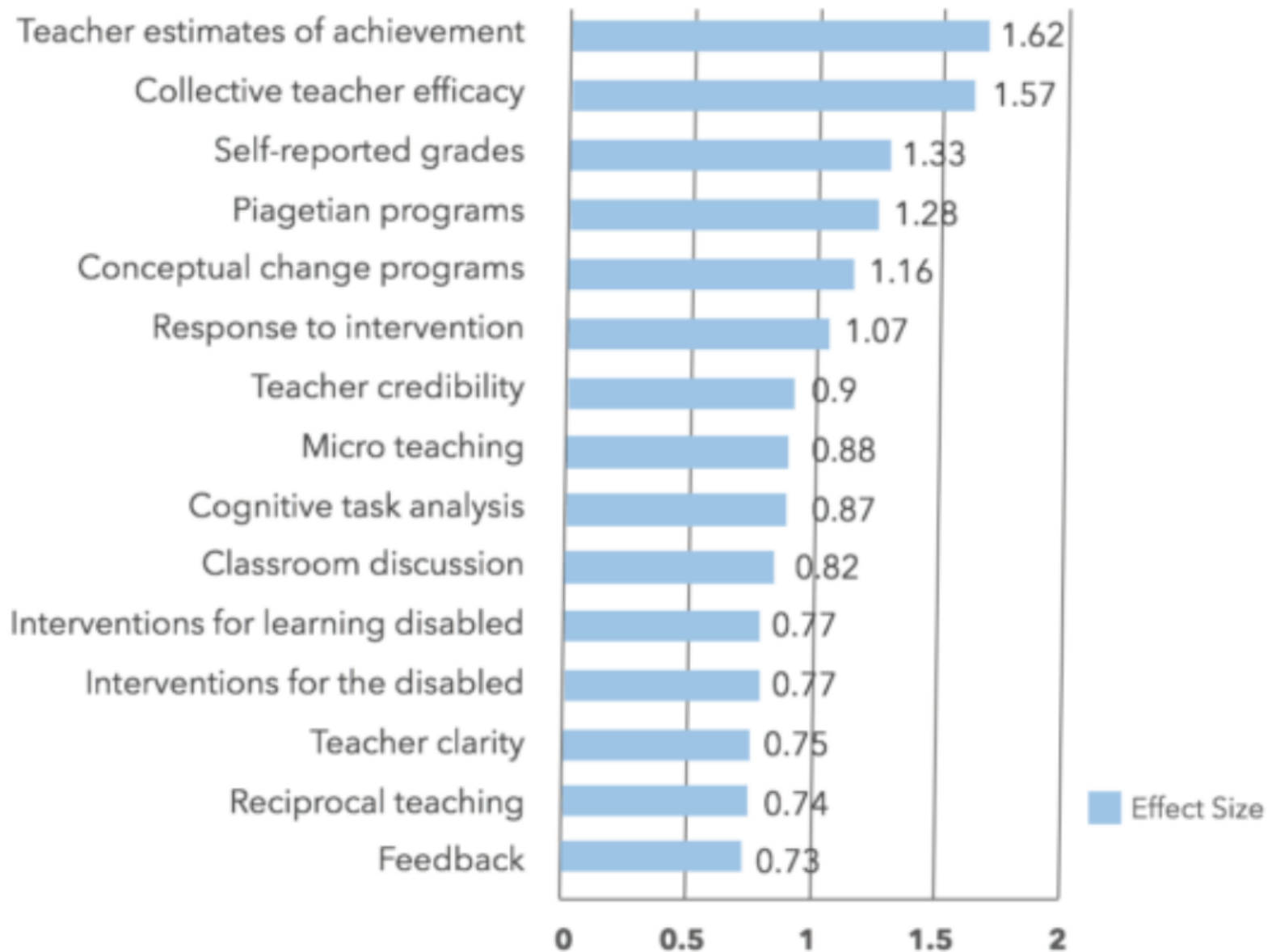
Visible Learning: John Hattie



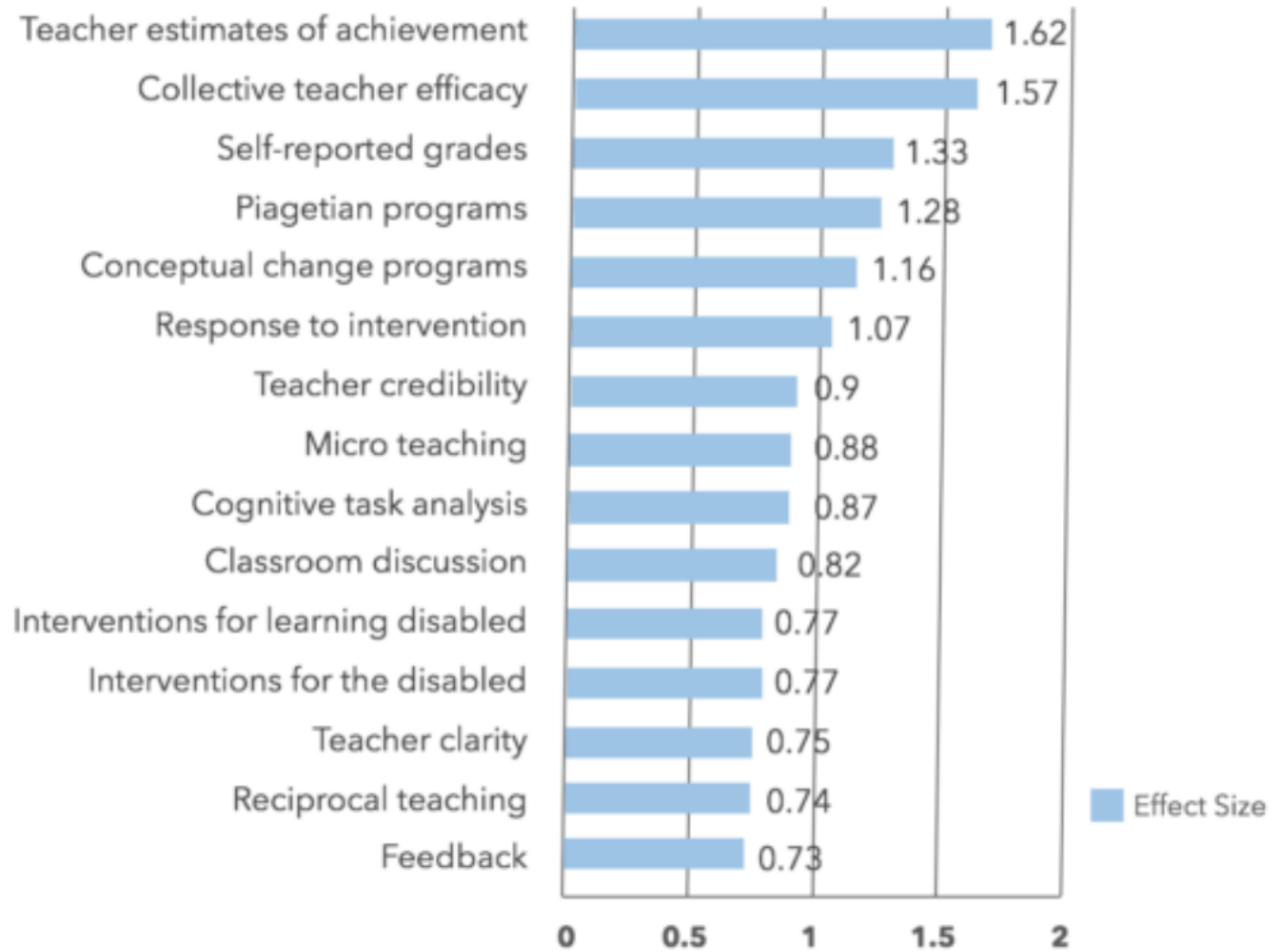
John Hattie's Visible Learning (2012)



Hattie's Effect Sizes



Hattie's Effect Sizes



John Hattie (2015)

- ... the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care.
- There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations.

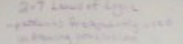
John Hattie (2015)


- There is also a role for the system: to **provide the support**, time and resources for this to happen.
- Putting all three of these (teachers, leaders, system) together gets at the **heart of collaborative expertise**.






20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

2.7 Area of a Triangle
- pattern: $\frac{1}{2} \times \text{base} \times \text{height}$
- drawing: 

2.8 Area of a Parallelogram
- pattern: $\text{base} \times \text{height}$
- drawing: 

2.9 Area of a Trapezium
- pattern: $\frac{1}{2} \times (\text{top side} + \text{bottom side}) \times \text{height}$
- drawing: 







Rather than being passive recipients of learning originating from lectures, PowerPoint presentations, and assigned readings, students must internalize new information and skills while being actively engaged in thinking about, processing, reorganizing, and applying the information (Marzano, Pickering, & Heflebower, 2011, Ritchhart, Church, & Morrison, 2011, Dove, Honigsfeld, & Cohan, 2014; Honigsfeld & Dodge, 2015).



Passive Recipients



- Create instruction that engages all students in different modalities such as speaking, writing, reading, and listening
- Establish the expectations for a SWIRL-ing classroom

Shift in Expectations



Within Group Diversity: ELLs

- Students acquiring a second language progress through five predictable stages:

- Preproduction
- Early production
- Speech emergence
- Intermediate fluency
- Advanced fluency

Five Levels of Language and Literacy Progressions:

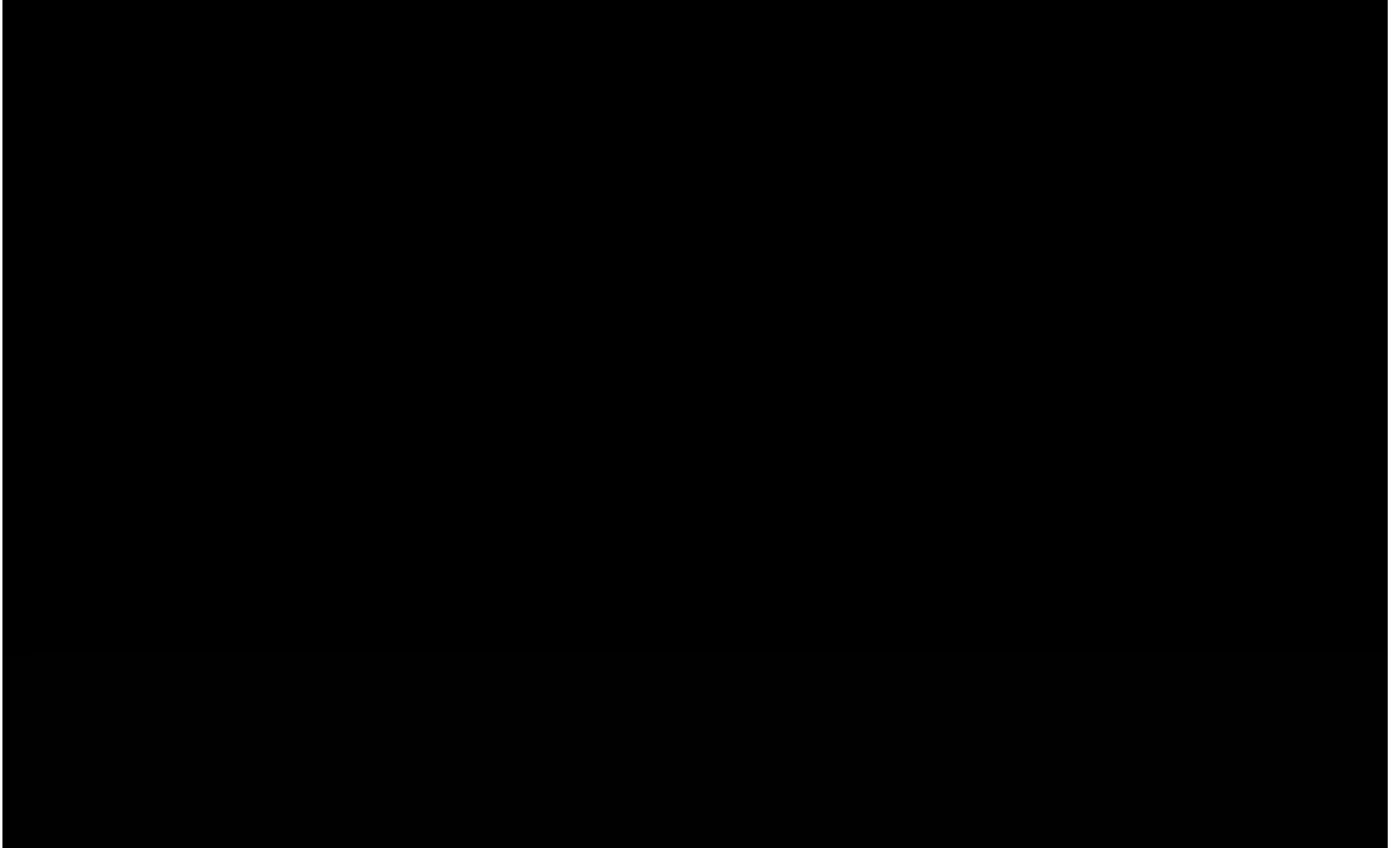
- Entering
- Emerging
- Transitioning
- Expanding
- Commanding

<http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

- *As an instructional coach, what strategies do you acknowledge that support Moises in his class?*
- *How would you coach this teacher to use additional strategies to better support Moises?*



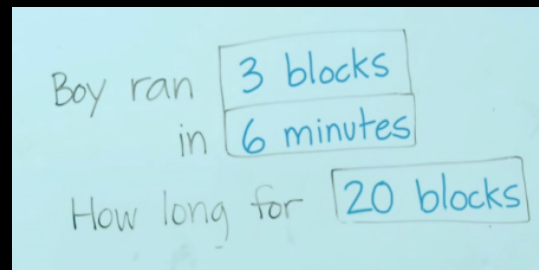
IMMERSION



Video Debrief

Already in place:

- Class had other children who spoke his home language
- The class was rich in print resources
- A bilingual dictionary was available for his use.
- Teacher chunked information from the problem on the board
- Teacher maintained a welcoming and positive demeanor



Coaching Points

Additional strategies to support Moises:

- Written lesson objectives
- Verbal scaffolding
- Use of realia
- Picture clues/drawings
- Word walls
- Use of home language
- Facilitation of team work
- Translation of key terms
- Co-teaching



Questions?



Thank
you

