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

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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
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.

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**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**

The Coaching Toolkit ©
Shaun Allison and Michael Harbour, (SAGE) 2009
"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

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)
• Why:
• Simple:
• Modeled:
• Memorable:

The Power of Clear Explanations
Jim Knight (2013)

http://www.instructionalcoaching.com/clear-explanations/
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
What should be the focus of instructional, collaborative coaching to enhance teaching for English learners?
Non-Negotiables

Multi-dimensional instructional strategies

To enhance ELLs’ comprehension and access to English

To support emerging language use

August & Shanahan, 2006; Hadaway, Vardell, & Young, 2006
# Instructional Strategies
(Gottlieb, 2013)

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

- Rigor
- Engagement
- Language Objectives
- Equity
- Instructional Strategies
- Varied Teaching Practices

DELIVER
Teachers’ Knowledge, Skills, Level of Implementation

RED FLAG

GREEN FLAG
DELIVER Instruction for ELLs  
Dove & Honigsfeld (2015)

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

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**Engagement of Students**
- Speaking  
- Writing  
- Reading  
- Listening  

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

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**Instructional Strategies for ELLs**
- Visuals  
- Realia  
- Cognates  
- Pacing  
- Step-by-step demonstration/modeling  
- Guided practice  
- Scaffolding  
- Use of home language(s)  
- Other  

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**Varied Teaching and Assessment Practices**
- Instructional routines  
- Assignments  
- Learning activities  
- Collaborative work  
- Formative assessments  
- Summative assessments  
- Co-teaching Models  

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**Equity and Parity established**
- For ALL students  

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**Rigor**
- Content  
- Process  
- Product  

Comments:

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

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<tr>
<th>Date:</th>
<th>Time:</th>
<th>Length of time co-teaching:</th>
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**What Went Well** (Noticings Identified by the Coteachers)

**What to Do Differently** (Wonderings Identified by the Coteachers)

**Teacher Identified Models Used:**

**Observer Identified Models Used:**

**Planning Time**

Length _____  Frequency _______

**Observer/Coach Noticings:**

**Observer/Coach Wonderings:**

**Observer/Coach Suggestions:**

**Coteacher(s) Identified Next Steps/ “Takeaways”:**

Adapted from Villa and Thousand (2014), Dove & Honigsfeld (In Press)
Visible Learning: John Hattie
John Hattie’s Visible Learning (2012)
Hattie’s Effect Sizes

- Teacher estimates of achievement: 1.62
- Collective teacher efficacy: 1.57
- Self-reported grades: 1.33
- Piagetian programs: 1.28
- Conceptual change programs: 1.16
- Response to intervention: 1.07
- Teacher credibility: 0.9
- Micro teaching: 0.88
- Cognitive task analysis: 0.87
- Classroom discussion: 0.82
- Interventions for learning disabled: 0.77
- Interventions for the disabled: 0.77
- Teacher clarity: 0.75
- Reciprocal teaching: 0.74
- Feedback: 0.73
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• ... 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.

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

• 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

Boy ran 3 blocks in 6 minutes
How long for 20 blocks
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