

## A CAN DO Coaching Framework to Support Teachers of ELs

### Coach Communication Checklist (Pre-Observation)

Check the boxes for the items you observed. Not every item is expected to be observed at one time.

Vid. #1    Vid. #2

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The coach helped the teacher feel at ease   |
| <input type="checkbox"/> | <input type="checkbox"/> | The coach acknowledged the teacher's expertise with ELs   |
| <input type="checkbox"/> | <input type="checkbox"/> | The coach learned about the teacher's objectives vision for ELs                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | The coach asked about the linguistic and cultural makeup of the class (if not previously known) |
| <input type="checkbox"/> | <input type="checkbox"/> | The coach asked about what he or she would be observing in the lesson specific to ELs           |
| <input type="checkbox"/> | <input type="checkbox"/> | The coach actively listened to the teacher  |

### Coach's Strengths

Video #1	Video #2
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### Coach's Opportunities for Growth

Video #1	Video #2
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## Teacher Observation Checklist

Check the boxes for the items you observed. Not every item is expected to be observed at one time.

<b>Principle 1 Look-Fors</b> <b>Committing to Equal Access for All Learners</b> #1 #2		<b>Principle 2 Look-Fors</b> <b>Preparing to Support Diverse Learners</b> #1 #2			
<input type="checkbox"/>	<input type="checkbox"/>	Commits to sharing responsibility for educating ELs	<input type="checkbox"/>	<input type="checkbox"/>	Maintains high expectations for ELs
<input type="checkbox"/>	<input type="checkbox"/>	Knows and adheres to laws and policies regarding ELs' educational rights	<input type="checkbox"/>	<input type="checkbox"/>	Articulates impact of ELs' culture & educational background
<input type="checkbox"/>	<input type="checkbox"/>	Is aware of students' home language(s)	<input type="checkbox"/>	<input type="checkbox"/>	Configures classroom space to support English acquisition
<input type="checkbox"/>	<input type="checkbox"/>	Knows English language proficiency levels & descriptors	<input type="checkbox"/>	<input type="checkbox"/>	Encourages risk taking in English
<input type="checkbox"/>	<input type="checkbox"/>	Articulates type(s) of language support for ELs			
<b>Principle 3 Look-Fors</b> <b>Reflective Teaching Using Evidence-based Strategies</b> #1 #2		<b>Principle 4 Look-Fors</b> <b>Building a Culture of Collaboration and Community</b> #1 #2			
<input type="checkbox"/>	<input type="checkbox"/>	Encourages home language use when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	Communicates effectively with families of ELs
<input type="checkbox"/>	<input type="checkbox"/>	Analyzes and teaches academic language (beyond vocabulary)	<input type="checkbox"/>	<input type="checkbox"/>	Engages EL families in creative ways
<input type="checkbox"/>	<input type="checkbox"/>	Integrates WIDA ELD standards	<input type="checkbox"/>	<input type="checkbox"/>	Involves ELs in their education process
<input type="checkbox"/>	<input type="checkbox"/>	Supports instruction through appropriate scaffolding techniques	<input type="checkbox"/>	<input type="checkbox"/>	Collaborates & advocates to support ELs' growth
<input type="checkbox"/>	<input type="checkbox"/>	Uses multiple EL assessment data points to inform instruction			

### Teacher's Strengths

Video #1	Video #2
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### Teacher's Opportunities for Growth

Video #1	Video #2
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**Coach Communication Checklist (Post-Observation)**

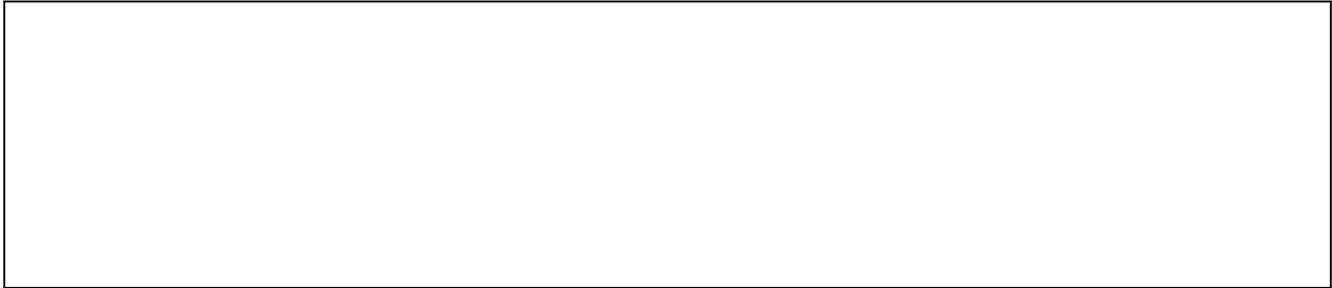
*Check the boxes for the items you observed. Not every item is expected to be observed at one time.*

Vid. #1    Vid. #2

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The coach actively listened to the teacher  |
| <input type="checkbox"/> | <input type="checkbox"/> | The coach asked about what went well for ELs  |
| <input type="checkbox"/> | <input type="checkbox"/> | The coach brought up areas for growth in supporting ELs                               |
| <input type="checkbox"/> | <input type="checkbox"/> | The coach supported the teacher in brainstorming ways to address a challenge with ELs |
| <input type="checkbox"/> | <input type="checkbox"/> | The coach suggested additional resources to support ELs                               |
| <input type="checkbox"/> | <input type="checkbox"/> | The coach offered a plan for future collaboration to support ELs                      |

**Coach’s Strengths**

**Coach’s Opportunities for Growth**



## Role Plays: Effective Coaching Communication

### Elementary Coaching Role Play Scenario

Mr. Álvarez has several intermediate ELs in his high school English language arts class. He has taken several professional development courses about scaffolding content for ELs and has sought your help in the past to make sure his plans for student grouping were appropriate. When you observed his class, the ELs appeared to be reading the same text as the other students, but they had an additional glossary and graphic organizer. Mr. Álvarez appeared to make an effort to ask questions they could understand and involve them in a whole-class discussion about the text. He recently approached you and confessed that he was perplexed because although the ELs in his class readily participate in oral discussions and seem to understand the content, several have been doing poorly on end-of-unit assessments. Now he is concerned about the upcoming standardized ELA assessment.

### Secondary Coaching Role Play Scenario

Mrs. Khan has several Entering and Emerging ELs in her middle school math class. She has received some professional development in the past on scaffolding content for ELs, but she has confided to you that she is not confident in her ability to communicate some of the math concepts she teaches to ELs with very low English proficiency levels. When you observed her class, the ELs appeared bored during a whole-class lecture and none of them attempted to answer questions. But she tried to work with some of them individually during class work time, and she showed you a modified worksheet she had developed with simplified word problems. At the end of the year, several of the ELs in Mrs. Khan's class have not shown progress in their math scores.

### Guiding Coaching Sentence Starters

- What is your goal...
- What stands out...
- What might you modify...
- What do you think...
- What can I...
- Other: \_\_\_\_\_

## Action Plan

Step	Action	Timeline	Staff Roles and Collaboration
1.			
2.			
3.			