



# **IF YOU FEED THEM, THEY WILL COME: BUILDING CAPACITY THROUGH COACHING**

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# BACKGROUND

- Medium sized district of approximately 3000 students
- Relatively large population of ELLs:
  - 5 years ago – 23%
  - Current – 20%
- Consolidated from 4 elementary schools to 3 elementary schools, 1 middle, 1 high



# THE EARLY YEARS

- 11 years ago – Forced implementation of ELD and restructuring of system
- 5 years ago – Hiring of additional support and increased focus on coaching at secondary level
- 2 years ago – Desperation brings about innovation and thinking outside the box.....
- Last year – District starts funding Soup & SIOP
  - More about that later.....



# CURRENT MODELS OF INSTRUCTION

- Elementary schools:
  - Moved from all school regrouping for ELD to Contextual ELD with homeroom teacher deliverer of instruction
- Secondary schools:
  - Middle school moved from ELD class period in daily schedule with ELD teachers to model similar to elementary model: two ELD teachers who push in and share ELD instruction with homeroom teachers
  - High school moved to Collaborative Contextual ELD with dedicated ELD class that is planned around Language Arts content and planned with LA teachers.



# CURRENT MODELS OF INSTRUCTION

## CONT.

- Secondary Content Classes :
  - Building-wide “Sheltered” classes
  - Bilingual Instructional Assistants travel with Level 1-2 students
  - Spanish materials provided whenever available for additional support
  
- This is where we come in.....



# WHAT IS COACHING?

- Table Top Twitter:
  - Take a short passage, quote or statement that evokes emotion or thinking on the part of the participants and write it in the center of a large piece of paper.
  - Set a timer.
  - Participants move around, writing their thoughts down about the prompt and responding in writing to the comments of others.
  - You can have several different spread around the room and people can move from one to another or the same at each table.
  - When timer is finished, assign someone from each table to summarize the comments for the room.



**LET'S PRACTICE!**



## REPORT OUT...

- Please select a speaker for your group.
- Read the quote aloud first.
- Give a brief overview of some of the comments. It may be a general summary or reading a couple of intriguing comments....
  
- Teachers agonize when....
- Modeling is where the rubber.....
- It will fail if.....
- I am first a teacher.....
- I think that most teachers see.....





## FOOD FOR THOUGHT

People don't resist  
change; they resist  
being changed.



# WHAT WERE OUR EXPERIENCES?

- Large districts appear to have systems that are very structured and driven from the top down
- In our small district it's much less structured and flexible
- 1<sup>st</sup> year
  - figuring it out, explaining to teachers
  - very limited participation
- 2<sup>nd</sup> year
  - Going deeper in learning about our audience
  - Offered mini-lessons after school, before school, during preps.....
  - Only our “friends” came to the optional opportunities



# WHAT WE CAME UP WITH

- We .....
  - Researched
  - Called friends
  - Brainstormed
  - Talked to Administrators
  - Surveyed teachers
- Developed a comprehensive list of types of supports
- Developed a rubric for assessing needs
  - Self assessment
  - Administrative observations/conversations



# AND THEN WHAT HAPPENED?

We have some limited success....



# MENU ITEM #1

- Focused Observations with pre-visit & post-visit reflection
  - Not very well received
  - Rarely requested
  - Teachers perception equates this with “judgment”
  - Requires strong relationship building and high level of trust
  - Occasionally is a “mandated” form of coaching



## MENU ITEM #2

- Collaboration on lesson planning with a focus on SIOP strategies
  - More frequent request from select group
  - Built on relationships established through other interactions
  - Springboard for some of our “outside the box” strategies:  
Context/Content Puzzles
  - Has grown by word-of-mouth



## MENU ITEM #3

- Conversations post-lesson planning, pre-teaching (fine tuning lessons)
  - Grew out of the collaborative lesson planning
  - Used by teachers who are more comfortable with including sheltered techniques
  - Usually seeking approval/advice rather than more directed guidance



## MENU ITEM #4

- Support in finding specific resources to implement new or refine tried and true practices
  - Most widely used offering
  - Perceived as “least judgmental” form of support
  - Teachers start to “like” you when you can make their tasks easier....





# MENU ITEM #5

- Task Analysis
  - Done during planning days
  - Content teams can request 2 release days per year to work as a group with coaches to develop lessons that include sheltered techniques
  - Same groups use this every year, while others never do
  - Can also take place during PLCs when invited



## MENU ITEMS # 6 & 7

- Co-planning and/or Co-teaching
  - Individual requests
  - Not highly used, but effective when requested
  - Depends on level of trust and level of concern
  - Written into current grant with Western Oregon University – still difficult to find “takers”
- Peer Observation
  - We teach your class while you observe another district teacher
  - Not highly used
  - Requires level of trust between teachers
  - Also written into grant with WOU – a few “takers”



# MENU ITEM #8

- Modeling lessons
  - Our most successful
  - Done during official trainings
    - Biggest buy-in comes when other teachers have used them successfully and can advocate for their effectiveness
    - Spurred the biggest growth in participation of any previous trainings
  - Monthly mini-lessons through Soup & SIOP



# SOUP & SIOP – OUR SUCCESS STORY!

- Strictly voluntary
- During staff lunches once a month
- We provide the Soups
  - Our pocket 1<sup>st</sup> year, but now district funded
  - Higher percentage of participation at middle school than high school
    - Competes with other club advisory duties, content meetings
    - Relationships, relationships, relationships
    - Slowly catching up with middle school participation as our “reputation” spreads



## SOUP & SIOP CONT....

- Average attendance 1<sup>st</sup> year was 22 teachers in 8 sessions
- Average attendance last year was 26 teachers in 8 sessions
- Attendance at first meeting this year was 39 teachers with 9 sessions planned
- Average this year continues to be 35 (despite competing with other district trainings this year)



# MINI-LESSONS

- Drawn from:
  - Teacher surveys
  - Administrative requests
  - Classroom observations
  - Workshop finds & Internet resources
- Designed Around:
  - Grade Appropriate – Middle school vs High School
  - Examples from across content areas
  - Ease of implementation
  - Focused on increasing student interactions in meaningful ways in most cases while teaching specific learning strategies to students



# SOME OF OUR MINI-LESSON TOPICS

- Graphic Organizers – specific to identified strategy – i.e. summarizing, textual evidence, etc.
- Quizlet
- Signal Word Charts
- Table Top Twitter
- Leave in – Leave Out
- Common Core planning tools
- Graphs and Maps
- Question Spinners
- Stop Light
- Conversation Cubes
- Summarizing Strategies
- Odd Word Out
- Word Play
- Circular Check
- Quick Draw for Points
- And more.....



## FROM THAT HAS COME....

- Development of other “outside the box” strategies
  - Teachers bring us content...we turn it into puzzles and learning opportunities
- Custom Graphic Organizers
- Content Puzzles
  - Water Cycle – Science
  - Romeo & Juliet – Language Arts
  - Civil War – Social Studies
  - Factoring Decision Tree – Math
  - Custom Graphic Organizers





# QUICK DRAW FOR POINTS – ONE OF OUR MOST WELL RECEIVED ACTIVITIES.....

- Please put your pencils/pens down.
- Listen carefully, without taking notes, to the passage that will be read.
- During the second reading of the passage you need to draw an image or symbol of each key idea from the passage.
- Turn to a partner and share your images/symbols and explain how they reflect the key ideas from the reading.



# QUICK DRAW FOR POINTS

- Listening for a purpose:
  - **Option 1** – listening for specific vocabulary that is identified prior to the listening activity, listen without drawing, then draw what they heard
  - **Option 2** – Students listen to first reading without taking notes, after listening students draw images or symbols of what was important from what they heard
  - **Option 3** – Pencils down during first reading; during second reading students draw pictures and symbols of most important ideas



## QUICK DRAW FOR POINTS – CONT.

- **After students draw their ideas** – turn to a partner to discuss their images and how they reflect the key ideas from the reading
- **Teacher lists key points** – students give themselves a point (hence quick draw for points) for including an image for each of the key points listed by teacher – teacher asks for volunteers to share what they drew and how that represents that idea
- **Very Important part** of activity is the sharing of their images with peers and justification/explanation of how their drawing represents the most important ideas!!!



# WHAT HAVE WE REAPED?

- Better relationships with teachers
  - Hard to break bread with someone and not feel better about them
- Increased interest in asking for different types of assistance outside of Soup & SIOP
- Better conversations around what we **can** do instead of why we **can't**
- Growing number of participants as word spreads
- Better “buy-in” during other trainings



# WHAT HAVE WE LEARNED?

- It takes time..
  - to meet before and after lessons in order to make it meaningful
  - to build relationships so people don't feel threatened or evaluated
- It takes patience...
  - Soup & SIOP started out as 80% griping and 20% productive conversation and is now 20% griping and 80% teachers collaborating on how to make this work in their classrooms.



## CONVERSATION CUBES

**“Instructional coaching can be a challenging job.”**

At your table, take turns rolling the cube. Use the Sentence Starter to discuss the statement above.

Choose a reporter and report out to the larger group.



## OTHER RESOURCES...

SIOP books

Jim Burke Tools for Thought

Jim Knight Instructional Coaching: A Partnership  
Approach to Improving Instruction



# LAST BUT NOT LEAST

- **Stop Light Activity**

- Green Light on top –

Today I **LEARNED**... because....

- Yellow Light in center –

Today, I **CONSIDERED**...a question, an idea, or a new perspective.....

- Red Light on bottom –

Today I **STOPPED LEARNING** because....





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