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# Coaching as a Catalyst for Instructional Change and EL Student Achievement

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COSA State English Learners Alliance Conference

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# Project SPELL: Sustainable Practices for English Language Learners

- National Professional Development Program
  - US Dept of Education/Office of English Language Acquisition
  - Partnership between a university (WOU) and two school districts (Salem-Keizer and Woodburn)
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# Effective professional development

- Job embedded & tightly aligned with the daily work of participants' classrooms
- Hands-on & active
- Collaborative & reflective
- Focused on student performance
- School-university partnership recognizes expertise from each partner

(Hansen-Thomas et al., 2012)

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# Project Components

- ESOL and ESOL/Bilingual endorsement for in-service teachers in two districts
  - Focus on STEM areas
  - Coaching
  - Inquiry Projects (small scale action research)
  - Yearly ESOL/STEM conference in the Spring
  - Placement of WOU pre-service teachers completing ESOL and ESOL/Bilingual endorsement in participants' classrooms
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# Salem-Keizer

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Coursework  <b>Cohort 1: 20 teachers</b>	Coaching; Mentoring of Pre-service Ts; STEM Conference	Inquiry Project; Mentoring of Pre-service Ts; STEM Conference	Inquiry Project; Mentoring of Pre-service Ts; STEM Conference	Inquiry Project; Mentoring of Pre-service Ts; STEM Conference
	Coursework STEM Conference  <b>Cohort 2: 20 teachers</b>	Coaching; Mentoring of Pre-service Ts; STEM Conference	Inquiry Project; Mentoring of Pre-service Ts; STEM Conference	Inquiry Project; Mentoring of Pre-service Ts; STEM Conference
		Coursework STEM Conference  <b>Cohort 3: 20 teachers</b>	Coaching; Mentoring of Pre-service Ts; STEM Conference	Inquiry Project; Mentoring of Pre-service Ts; STEM Conference
			Coursework STEM Conference  <b>Cohort 4: 20 teachers</b>	Coaching; Mentoring of Pre-service Ts; STEM Conference
				Coursework STEM Conference  <b>Cohort 5: 20 teachers</b>

# Woodburn

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Year 1: Planning	Coursework STEM Conference  <b>Cohort 1: 10 teachers</b>	Coaching; Mentoring of Pre-service Ts; STEM Conference	Inquiry Project; Mentoring of Pre- service Ts; STEM Conference	Inquiry Project; Mentoring of Pre- service Ts; STEM Conference
		Coursework STEM Conference  <b>Cohort 2: 10 teachers</b>	Coaching; Mentoring of Pre-service Ts; STEM Conference	Inquiry Project; Mentoring of Pre- service Ts; STEM Conference
			Coursework STEM Conference  <b>Cohort 3: 10 teachers</b>	Coaching; Mentoring of Pre-service Ts; STEM Conference
				Coursework STEM Conference  <b>Cohort 4: 10 teachers</b>

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# ESOL and ESOL/Bilingual Endorsement

- Courses offered on site
  - Courses condensed in an intensive 12-month program
  - Teachers' needs, local school realities embedded into course assignments, readings, and discussions
  - Infusion of STEM content – guest presentations by content specialists
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# Coaching

- Coaching Themes:
    - Self-assessment and critical reflection
    - Practice refinement based on assessment of student learning
    - Focus on STEM content areas
  - Strategies: modeling of research-based methods, lesson/unit planning sessions, observations/providing constructive feedback
  - Emphasis on data-driven decision-making
  - Pre-service teachers placed in classrooms benefit from coaching
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# Inquiry Project

- Focus on STEM content areas
  - Teachers identify current level of student performance, establish goals to improve current level, implement interventions, evaluate results
  - Cyclical process (planning- action- monitoring- reflection)
  - Emphasis on data-driven decision-making
  - Emphasis on teacher reflection and improvement of practice
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# Spring ESOL/STEM Conference

- Culminating activity each year: conference held on WOU campus
  - Participants from both districts attend
  - STEM workshops
  - ESOL topics identified by participants
  - Poster presentations of Inquiry Project projects
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The WOU leadership team approached the coaching process from the perspective of a collegial collaboration and of meeting the district needs, valuing the expertise the partners bring to the process.

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# Coaching Theme: Self-assessment and Critical Reflection

## Rubric for Literacy Instruction that Promotes English Language Acquisition

- Language Objectives to *Support the Content Standard*
  - Oracy to Writing: Vocabulary, Grammatical Structures, Dialogue)
  - Shared Reading
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# Rubric for Literacy Instruction that Promotes English Language Acquisition

## Language Objectives to *Support the Content Standard*

Teacher:

Observer:

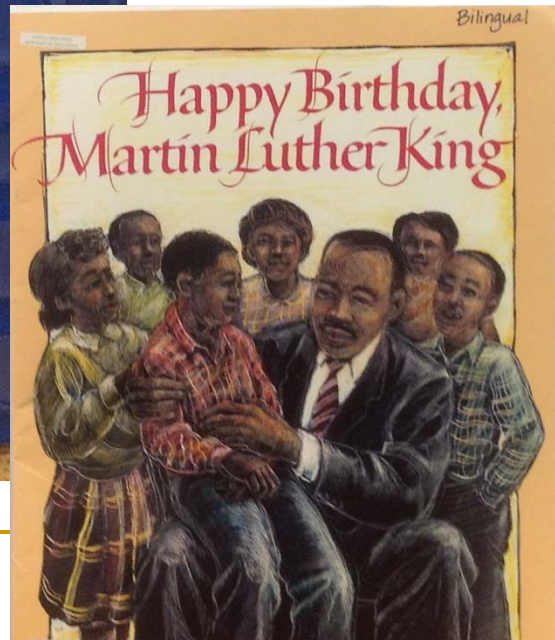
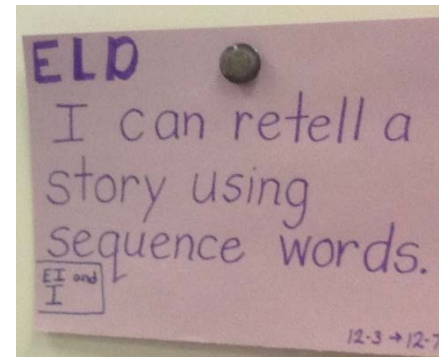
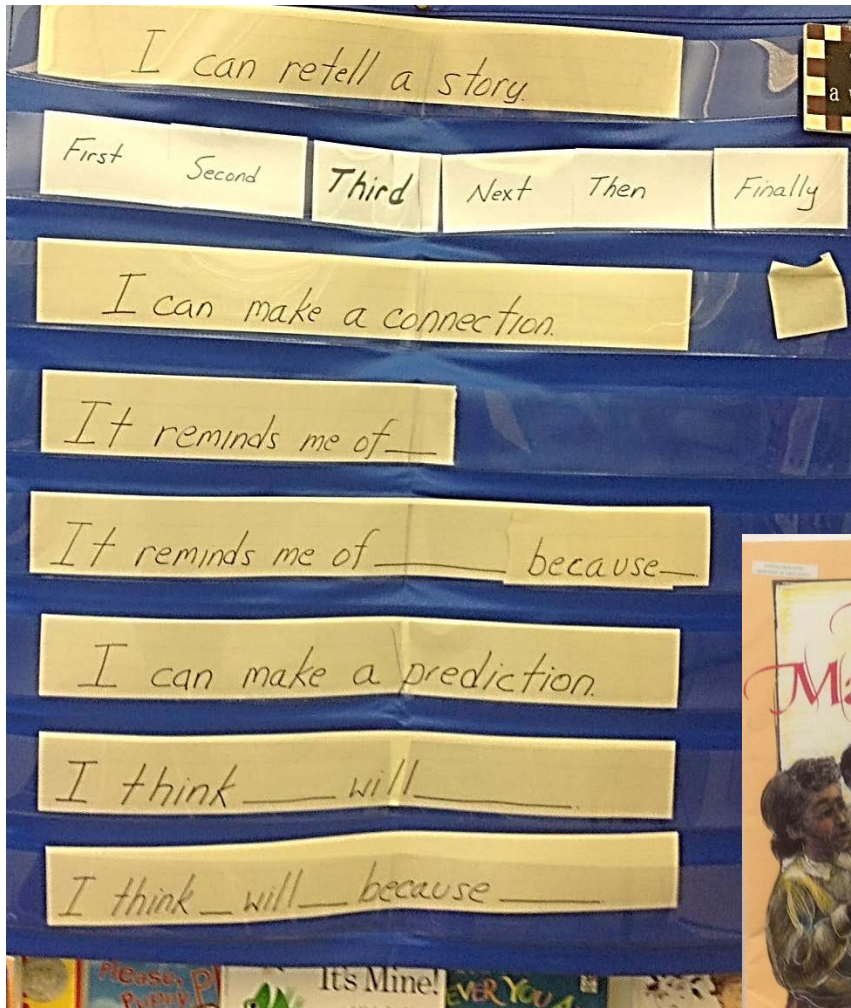
Grade:

Date:

The purpose of this tool is to support instructional leaders in examining literacy practices related to instruction that supports English Language Acquisition.

Proficiencies/ Legends Standards	(1) Not Evident Does Not Meet	(2) Partially Evident Developing	(3) Evident Proficient	(4) Exceeds Standard	Evidence/Notes
Students can explain the purpose of the day's lesson	S: not able to explain the purpose of lesson	S: limited in explaining purpose of lesson	S: can explain the purpose of the lesson relating it to real-life language needs	S: can explain the purpose of the lesson relating it to real-life language needs in multiple contexts	
Teacher establishes and posts language objectives aligned to CCSS	-no identified language goal present -OR- Language goal is present, however scaffolds (visible language supports) are not	The language goal is aligned to CCSS. Teacher scaffolds using the forms for one proficiency level.	The language goal aligned to CCSS and scaffolds the writing. Teacher scaffolds using the forms for two proficiency levels across content areas. The goal is relevant to a content standard.	The language goal is aligned to CCSS and scaffolds the writing. Teacher scaffolds using the forms for varying proficiency levels across content areas. The goal is high-leverage and relevant to a content standard.	
Teacher explains and models the use of language for the given function	T: explains but does not model use of the language function	T: explains and models the use of the language function	T: explains and models use (GRR) of the language function orally and in writing	T: explains and models use (GRR) of the language function orally and in writing across content areas	
Response frames are used with instruction	- no evidence of response frames	-Response frames are structured for limited use	Response frames are structured to scaffold multiple uses of vocabulary and language structures, orally and in writing	Response frames are structured to scaffold multiple uses of vocabulary and language structures in relevant and meaningful grade-level contexts	

# Learning Targets



Frames that can be used across content areas.



# Rubric for Literacy Instruction that Promotes English Language Acquisition Oracy to Writing: (Vocabulary, Grammatical Structures, Dialogue)

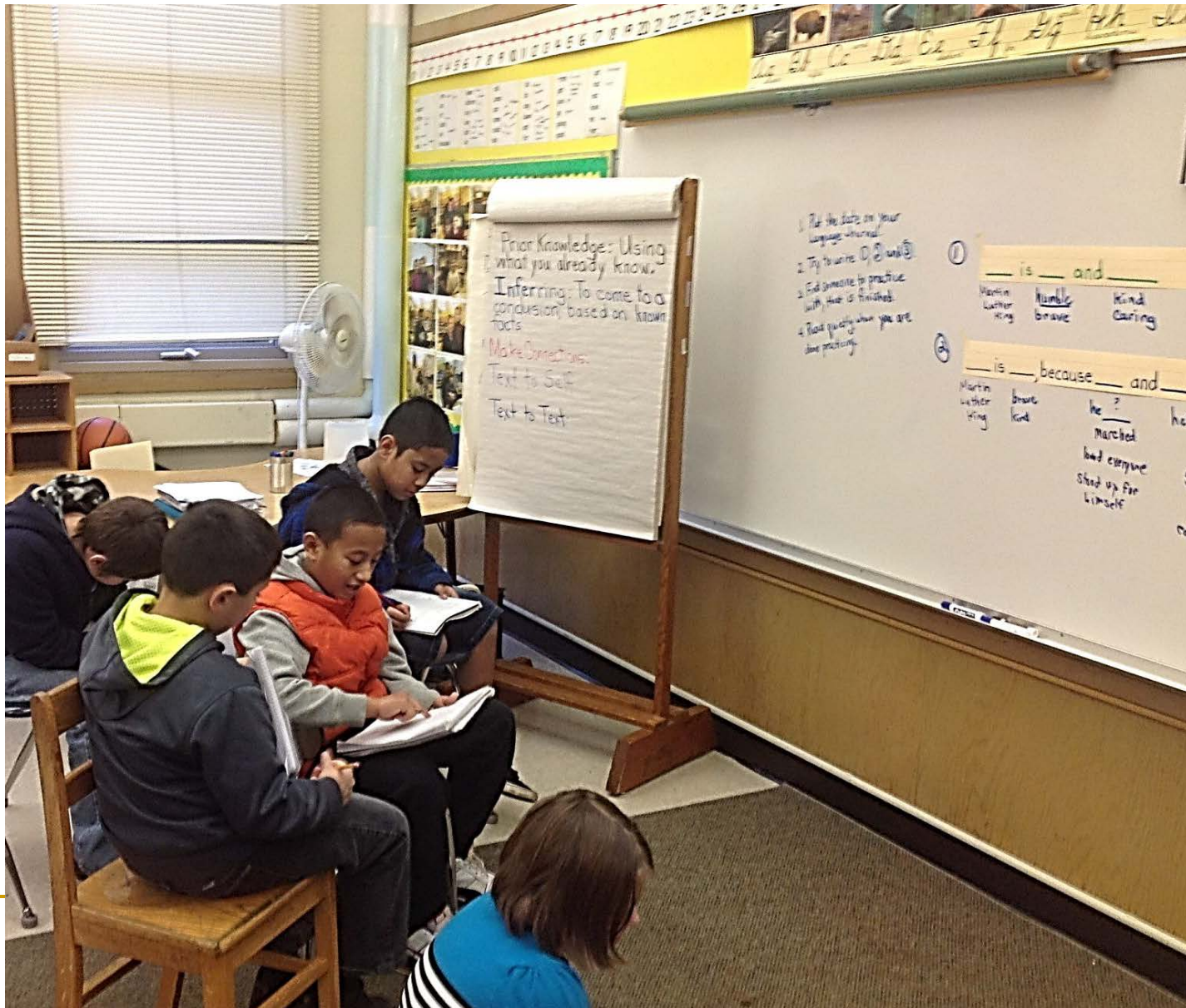
Teacher: \_\_\_\_\_

Observer: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Proficiencies/ Legends Standards	(1) Not Evident Does Not Meet	(2) Partially Evident Developing	(3) Evident Proficient	(4) Exceeds Standard	Evidence/Notes
Vocabulary and grammatical language patterns are high-leverage and rigorous.	Vocabulary and grammatical patterns are too simple or not evident.	Context (from text) specific vocabulary and grammatical patterns are appropriate to one proficiency level.	High-leverage vocabulary and grammatical patterns are appropriate and include same meaning words within the frame to expand vocabulary.	High-leverage vocabulary and grammatical patterns are appropriate and include multiple same meaning words within language frame to expand vocabulary.	
Vocabulary and grammatical patterns are taught, modeled and practiced by students.	Vocabulary and grammatical patterns are listed without visual or guiding supports.	Vocabulary and grammatical patterns are modeled with visual supports (word bank, word cards, input charts, sketches, graphic organizers)	Vocabulary and grammatical patterns are modeled by teacher and practiced by students (I do, we do, before structured oral practice routines)	Vocabulary and grammatical patterns are internalized by students.	
Dialogue is a purposeful academic discussion where students build on the ideas of others to promote understanding.	Dialogue is teacher centered -OR- Occasional Turn and Talk	Dialogue between students occurs and is pre planned by the teacher with questions and response frames.	Dialogue between students is purposeful and is tied to a performance task. Students are using the available language supports.	Student dialogue is authentic. They have internalized the language needed to support their ideas with evidence from text and elaborate on the ideas of others.	
Language instruction moves from oral to print.	Vocabulary and grammatical patterns are not tied to a writing task.	Vocabulary and grammatical patterns are tied to writing task, but assigned with little or no modeling.	Writing task is modeled and students have opportunities to apply the target language that was practiced orally.	Students consistently have opportunities to practice writing the language (voc/grammatical structures) they have learned and practiced orally.	

# Oracy to Writing





# Rubric for Literacy Instruction that Promotes English Language Acquisition

## Shared Reading

Teacher: \_\_\_\_\_

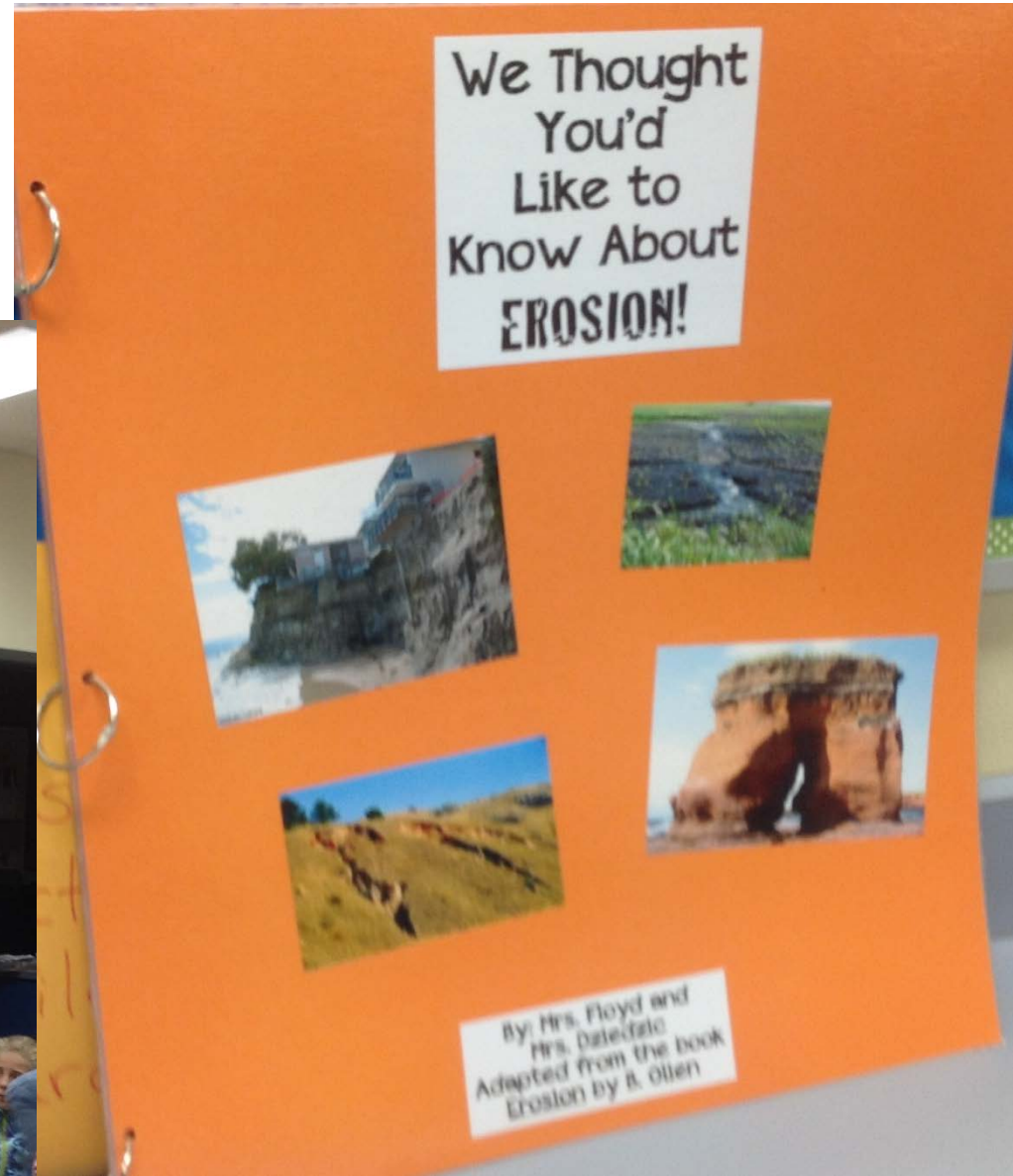
Observer: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Proficiencies/ Legends Standards	(1) Not Evident Does Not Meet	(2) Partially Evident Developing	(3) Evident Proficient	(4) Exceeds Standard	Notes
Students have frequent, purposeful, and accountable opportunities to read grade-level text.	S: does not have opportunities for purposeful and accountable readings of grade-level text.	S: has limited opportunities for purposeful and accountable reading grade-level text.	S: has regular opportunities for accountable readings of grade-level text.	S: has frequent opportunities for purposeful and accountable readings of grade-level text.	
Teacher regularly plans opportunities for shared reading using grade level short texts.	Teacher does not provide opportunities for shared reading.	Teacher inconsistently provides opportunities for shared reading and provides all students with copies of text.	Teacher regularly provides opportunities for shared reading and provides all students with copies of grade-level text.	Teacher consistently provides opportunities for shared reading and provides all students with copies of grade level text, monitors for tracking.	
Comprehension: Teacher scaffolds the readings by frontloading vocabulary, complex language structures, and establishing background knowledge	Teacher does not scaffold reading and models reading 'cold.'	Teacher frontloads vocabulary before reading.	Teacher scaffolds reading comprehension by frontloading vocabulary, complex sentence structures, and establishing background knowledge before the reading.	Teacher scaffolds by frontloading vocabulary, complex sentence structures/ideas, and establishing background knowledge before the reading.	
Teacher leads group in reading the text through modeling and three additional reads (model, echo, choral, and partner read).	Teacher models reading with little attention to student tracking.	Teacher models reading for enjoyment and fluency, then leads group in three additional reads (echo, choral, and partner).	Teacher models reading for enjoyment and fluency, then leads group in three reads, monitoring pacing to ensure students are tracking.	Teacher models reading for enjoyment and fluency, then leads group in three reads, monitoring pacing to ensure students are tracking. Teacher provides text for additional practice during 'independent' time, for homework., etc.	
Teacher leads group in collaborative discussion with preplanned questions and response frames that promote high level comprehension.	Teacher does not preplan dialogue questions	Teacher leads group in discussion 'pop corn' or name calling students.	Teacher leads group in collaborative discussion with preplanned questions (including high level) and response frames that promote comprehension.	Teacher organizes group for a collaborative discussion with preplanned questions (including high level) and response frames that deepen comprehension.	

# Shared Reading

Using Big Books is an alternative to having classroom sets or print for every student.

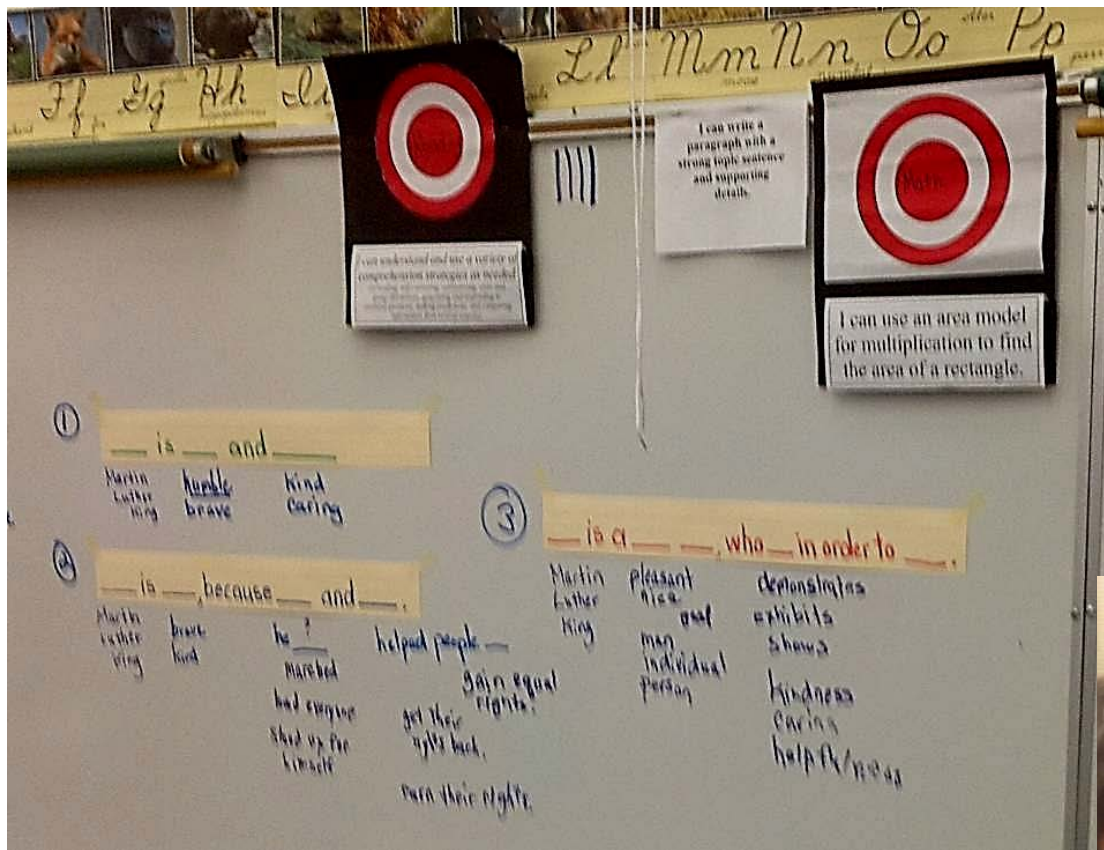


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# Coaching Theme: Refinement of Practice based on Assessment of Student Learning

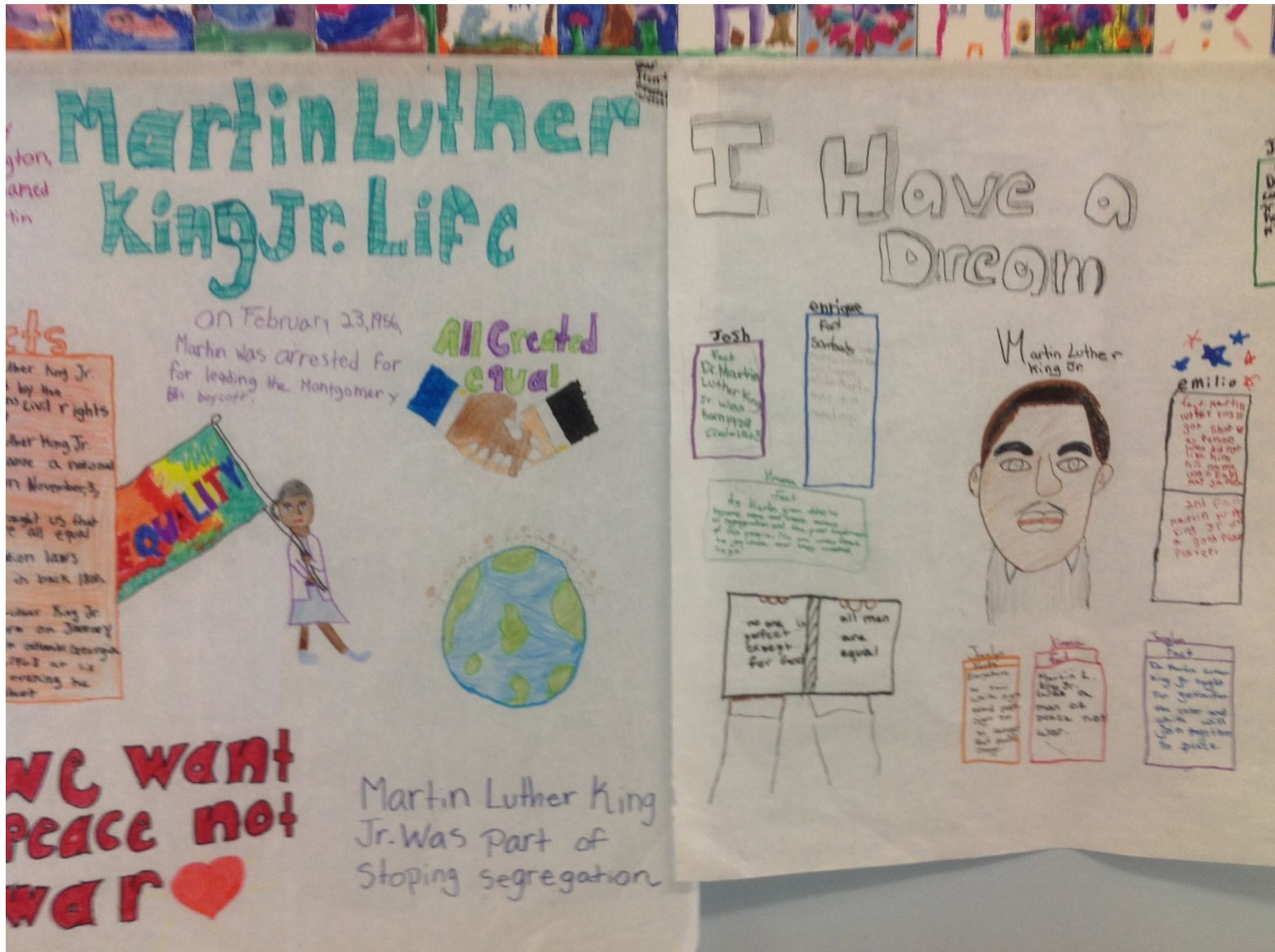
- Strategies:
    - Sentence frames – 3 levels
    - Written practice
    - Oral practice
    - Monitoring/documenting language application
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Instruction is scaffolded using sentence frames at 2-3 levels and incorporating student-initiated responses.

Students share their work with the teacher who records their oral and written progress.



Teachers plan with an end product in mind

# Language Monitoring Chart





ELD

Teacher \_\_\_\_\_ Gr \_\_\_\_\_

2013

+ produces target language independently  
 = produces target language but relies on scaffolds  
 AC not producing target language

	Date	2-13	2-13	2-13								
Proficiency Level	Function											
	Describe & Explain	_____ is _____ and _____	_____ is _____ and _____ because _____ and _____.	_____ is a _____, who _____ in order to _____.								
	Student	O W	O W	O W	O W	O W	O W	O W	O W	O W	O W	O W
2	Student 1	O-W										
3	Student 2		O-W									
3	Student 3	W	O									
3	Student 4			O-W								
4	Student 5			O-W								

Data taken should be strictly on what students can produce orally and in writing for the language being taught.

Grade Level	Early Intermediate	Intermediate	Early Advanced	Advanced (Proficient)
K	482	492	498	507
1	492	507	514	523
2	495	508	514	523
3	501	514	521	529
4	497	508	514	521
5	497	508	516	523

Grade Level	ELPA 12-13/ cut score	OAKS 11-12 OAKS 12-13	WOW - function +/=AC O oral W written	Work Samples √ completed	DRA 11-12 DRA 12-13	EPR 1	EPR 2	EPR 3
re Gr t score		M-math RL- reading/lit (DNM did not meet/ M- met)	Describe 09/12 Sequence 0/12 Summarize 2/12 Describe/Sum 0/13 Describe facts 2/13	Charlottes Web retell & ompare/Contrast 11/12		M-Math; R-Reading; W-Writing; E-ELD		
						MRWE	MRWE	MRWE <i>attached</i>
Y Marion/2	509/514 EI	515 (521) EA Adv	M204 DNM RL201 DNM	W += x = = O ++ x + +	√	38 Below F 12 gl Non F 40 on graded	3/3/3/ =	3/3/3/ = 3/4/3/ =
Y Elijah/3	515/521 I	519 (521) EA Adv	M208 DNM RL210 DNM	W += x = = O ++ x + +	√	34 Fiction Below gl	4/3/3/ =	4/4/4/ = 3/4/3/ =
Y Julian/4 <i>Passed ELPA</i>	524/529 EA	523 (521)	M207 DNM RL214 Met	W + + + O + + +	√	40 Non F 38 Fiction Above gl	4/3/4/ X	4/4/4/ + 4/4/4/ +
Y Cheyson/3	517/521 I	514 (521) EA Adv	M194 DNM RL203 DNM	W + + + O + + +	√	38 Fiction <del>40 Non F</del> Above gl	4/4/4/ +	4/4/4/ + 4/3/4/ +
N Mariela/3	518/521 I	511 (514) (I) EA	M211 DNM RL203 DNM	Parents Declined Consent		38 Above gl	4/4/4/ +	4/4/4/ + 4/4/4/ +



# Coaching Theme: Focus on STEM Areas

- Math



- Science



# Cause and Effect

## Hypothesis

If \_\_\_\_\_, then \_\_\_\_\_

I predict \_\_\_\_\_ will \_\_\_\_\_

## Answering why

\_\_\_\_\_ leads to \_\_\_\_\_

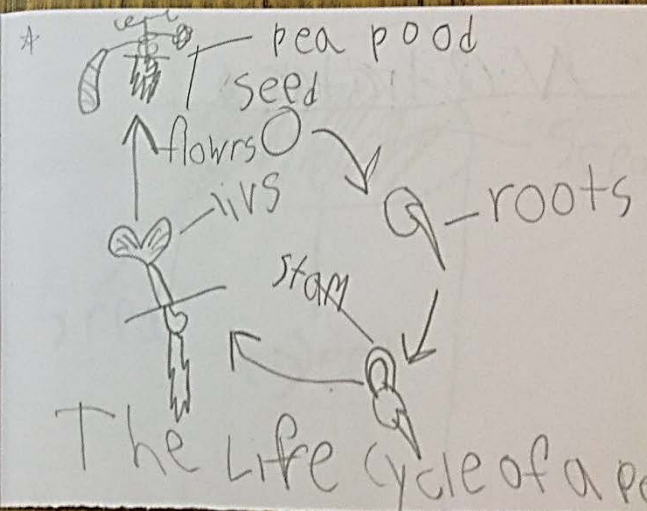
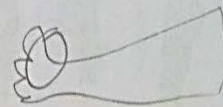
\_\_\_\_\_ is caused by \_\_\_\_\_

Students learn to explain science and math concepts in both oral expression...



...and in writing.

If I plant pea seeds without light, then it will not grow.



Doubles	
$1 + 1 = 2$	$6 + 6 = 12$
$2 + 2 = 4$	$7 + 7 = 14$
$3 + 3 = 6$	$8 + 8 = 16$
$4 + 4 = 8$	$9 + 9 = 18$
$5 + 5 = 10$	$10 + 10 = 20$

Anchor Charts help students think about number concepts.

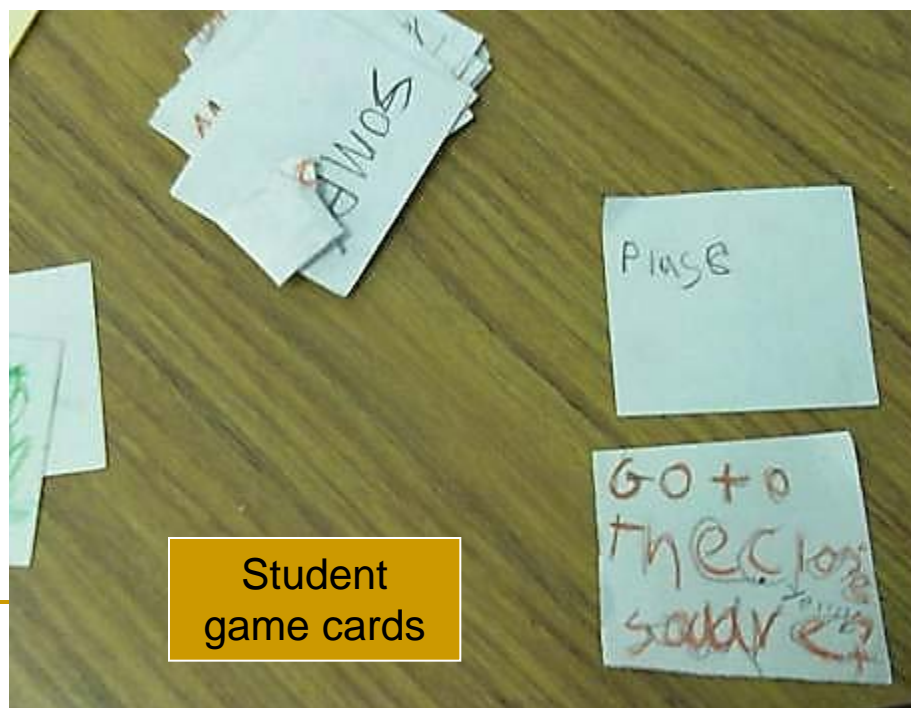
Addition (10)	Subtraction (5)
+ _____	- _____
_____ and _____ all together	the difference between _____ and _____
Sum of _____ and _____	take away _____
plus _____	minus _____
add _____	subtract _____

Neighbors	
$0 + 1 = 1$	$6 + 7 = 13$
$1 + 2 = 3$	$7 + 8 = 15$
$2 + 3 = 5$	$8 + 9 = 17$
$3 + 4 = 7$	$9 + 10 = 19$
$4 + 5 = 9$	$10 + 11 = 21$
$5 + 6 = 11$	

Sentence Frames help students express their thinking using math terms.



Teacher models student-created playing cards which will help students verbalize math facts while playing a game they have designed.



Student game cards

# Sharing some data results

## A. Student data: Assessment tools

**ELPA** (English Language Proficiency Assessment); Spring quarter, cut score depends on grade and proficiency level (e.g., K: Early Intermediate (482) and Intermediate (492))

**OAKS** (Oregon Assessment of Knowledge and Skills), Spring term, cut score: (reading: 211) and math (212)

**DRA** (Dev. Reading Assessment), administered during the F, W, and S terms, Score: 1-6

**EPR** (Elementary Progress Report) in reading, math, and science, Score: 1-4

## Total number of ELLs: 80

Assessment tools	ELLs' Data available	Improved	Same	Lowered
<b>ELPA</b>	46	31	4	11
<b>OAKS-Reading</b>	29	21	2	6
<b>OAKS-Writing</b>	10	8	2	-
<b>DRA</b>	49	44	5	-
<b>EPR: Reading</b>	69	15	54	-
<b>EPR: Writing</b>	69	21	44	4
<b>EPR: Math</b>	66	18	41	7

# Sharing some data results

## B. Teacher data: 11/20

1. **Questionnaire** with background information about each teacher  
(years in the classroom, # of ELLs in the classroom, ELLs' Proficiency level, training).
1. **Observations.** Teachers are formally observed twice during the year: In a range of 1-6, **7** teachers obtained 6 in both observations; **4** of them began with a 5 and reached a 6.

**Western Oregon University**  
**Observation of ESOL/Bilingual Practicum Student**  
*(To be completed by the mentor teacher)*

Date of Observation \_\_\_\_\_ Observer \_\_\_\_\_

A line is provided for the evaluator to indicate the degree of success towards each indicator.  
 Where appropriate, check the boxes of the strategies and techniques that support each indicator.

Beginning		Initial Licensure Level		Continuing Licensure Level	
Not Observed	Emerging (Not Met)	Developing	Proficient	Advanced	Distinguished
N/O	1	2	3	4	5

The candidate has demonstrated the ability to plan for instruction of English Language Learners by:

- \_\_\_ a. Determining the **educational and language acquisition level** of students.
- \_\_\_ b. Writing clearly defined **content and language objectives** that are consistent with school, district, state and TESOL standards.
- \_\_\_ c. Integrating **language, content, and skills** that English learners need to succeed in academic tasks.
- \_\_\_ d. **Scaffolding and pacing** the lesson so that appropriately sequenced tasks reinforce and build on each other.
- \_\_\_ e. Designing group activities and guided practice that lead to mastery via a variety of **purposeful grouping strategies**.
  - partners     small groups     whole class
  - heterogeneous     homogenous
- \_\_\_ f. Providing **student-centered activities** with sufficient opportunities for development of 4 language skills/modalities (listening, speaking, reading, writing).
- \_\_\_ g. Gauging and differentiating **language demands** so that critical thinking and problem solving are used by all students, regardless of second language acquisition levels.
- \_\_\_ h. Selecting and organizing **supplemental material** to assist in making lessons clear and authentic.
- \_\_\_ i. Planning meaningful lessons based on concepts of **multicultural and social justice**.

**Comments:**

The WOU Observation Form addresses:

- areas for refinement of practice
- critical reflection
- feedback
- use of scaffolding strategies that support English Language Learners across content areas
- cultural diversity....



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### 3. **End-of-coaching survey:** A teacher's comment

**I have found myself really growing as an ESOL teacher this year. The biggest change that I have made is intentionally and purposefully integrating **structured oral practice routines**. I have seen the amazing results from providing oral practice time for students to discuss **content** with each other. Not only have the oral routines help **students' comprehension** but also their **writing, reading and even math skills**. I am now a firm believer of making sure to provide structured oral practices with regularity and diligence.**

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#### 4. A **teacher's reflection** of his change along the coaching process

I had the goal of tracking progress of my ELLs to monitor progress. I did this primarily through the **WOW form**. I also wanted to use the **English Language Proficiency test** to track progress, but I won't know the scores until May sometime. I also have **language journals for each student**, so I can monitor their language progress in a more detailed manner, which is a shortcoming of the WOW form –there's no actual detailed picture of where problems occur – at least in writing.

My coach has been very helpful in focusing my instruction. She has shown me how to look at the language proficiency tests and how to prescribe language lessons that focus on moving students along on the language continuum, based on their individual needs. While I cannot say that I've totally achieved my goal of tracking each student's progress, I think that I understand how to combine tracking data with lessons that will help each student continue to develop their language proficiency.

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## Lessons learned

1. Attrition takes place at every stage of the project (19 participants finished the coursework, and only 11 were coached).
2. Challenges involving pre-service teachers in the coaching process.
3. Monthly feedback sessions (as opposed to quarterly ones) with coaches are needed to debrief the challenges they faced during the process (during the 1<sup>st</sup> year).
4. A detailed data sheet was needed to collect data from coaches to capture all ELLs' outcomes (e.g., grades during the spring term, the very last day of class).



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## Year Three: Inquiry Projects

1. Teachers have been encouraged to continue to be part of the Project SPELL community by conducting an Inquiry Project.
  2. Teachers will share their projects during the SPELL Conference on April 4, 2014.
  3. To support participants in the process, we had an initial face to face meeting and then set up an online community of learners, which started in November 2013.
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# Year Three – Research Questions to Improve Practice for ELs

<p>What do we learn about the characters from the</p>	<p>Dexter is</p>	<p>Mom is</p>	<p>Elephant Giraffe Zebra</p>
<p>Illustrator</p>	<p>bat wings little arms blow smoke has a Mom blowing smoke at friends</p>	<p>happy he can blow smoke</p>	<p>Sad when Dexter blows smoke at them.</p>
<p>Author</p>	<p>dragon Sad - no friends happy - blow smoke Sad - when gr, e Said "Go away" at the end - happy when friends again.</p>	<p>Mom is caring</p>	<p>are envious or jealous think he's a show off mad - jealous don't want to be his friend. ask Dexter to go away</p>
<p>I can describe characters</p>			

How can the use of visuals, such as graphic organizers, sentence frames, and pictures, support my 2<sup>nd</sup> grade ELLs in the process of creating a written retell of a story?

If I use close reading techniques that include:

- reading for the gist,
  - reading for new vocabulary and
  - reading for meaning,
- will students' comprehension scores go up, as measured on the DRA2, and on the year end summative ELPA?





## 2013-14 ESOL Cohort



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**Thank you for joining us!**

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