



Coach Tool

Modeling and Observing Sheltered Instruction Charts: Lesson Planning and Note-taking Tools for ESL/ELL Coaches

By

Angie Hanan, M. Ed., Consultant with Hanan Educational Resources, Sugar Land, Texas

For Middle, and High School ESL/ELL Instructional Campus Coaches
trained in sheltering instruction for English Language Learners

Purpose

There are a limited number of resources that provide tools for coaches whose jobs are specifically tied to improving English Proficiency for English Language Learners. Most current professional reading materials in print and online focus on Literacy Coaching. ESL Coaches focus on Literacy **and** English Language Proficiency.

The purpose of the included tools is two-fold. First, the tools help instructional coaches think more deeply about the lessons they model for other teachers working with ELLs in their buildings. The coaches use the sheltering lesson plan template to shelter instruction to specifically meet the needs of the ESL/ELLs in the teachers' classes. Many teachers and coaches find the "SIOP Model" (Echevaria, J. 2004) too overwhelming to tackle. This template represents an easy guide for preparing sheltered lessons. The second piece of the tool aids coaches as they engage in pre-conversations, post-conversations, and observations of other coaches and teachers who provide instruction in mainstream classes that include English Language Learners. Focusing on teachers' goals and collecting evidence often presents a challenge for coaches. This tool helps them streamline their thoughts regarding sheltered instruction for ELLs.

Use

Optimally, teachers and coaches using this tool will engage in professional development using a research-based resource such as, *Making Content Comprehensible for English Learners: The SIOP Model* (Echevarria, 2008). Currently, ESL Coaches in Fort Bend ISD, Sugar Land, Texas use the aforementioned book in

conjunction with the International Reading Association's books, *English Learners: Reaching the Highest Level of English Literacy* (Garcia, G., 2003) and *English Learners Discussion Guide and Related Journal Articles* (Irwin, J., 2004). Additionally, coaches should also engage in professional development that helps them build their capacity as coaches. The tools are somewhat self explanatory in that coaches record what they will do during a modeled lesson, or what they observe during a lesson based on the teacher's goals prior to the lesson.

Insights

I have had the privilege of training ESL Specialists/Coaches in Fort Bend ISD (Sugar Land, Texas) for the past three years. I have used the ELL Coaches Lesson Planning Chart for Modeling Sheltered Instruction for two years and find it very beneficial when working with both regular education teachers and ESL coaches. The chart helps guide pre-conversations and post-conversations and allows the observers to see in advance "what" and "how" the coach will be taught. The coaches that use this template have expressed that it makes planning for sheltered instruction a more thoughtful process. It helps me as a trainer of ESL Coaches improve my ability to train teachers to become ESL coaches, to model in classrooms with ESL students, and to engage in coaching conversations with all professionals whose goals include improving instruction for ELLs. I believe Echevaria, Vogt and Short have outlined a very good instruction model for teaching ELLs throughout their book, *Making Content Comprehensible for English Learners* (2008); however, they haven't provided teachers with a practical tool to use on a daily basis that will enable them to think about sheltered instruction at a single glance. These tools provide that practicality.

ELL Coaches Lesson Planning Chart for Modeling Sheltered Instruction

Grade(s):

ELPS (English Language Proficiency Standard):

ELL Proficiency Level(s): B/M/A/AH

Content and Language Objectives:

What <u>content</u> will students be learning during this lesson?	How will students use <u>language</u> to reinforce learning of content?
	<p>Reading –</p> <p>Writing –</p> <p>Listening –</p> <p>Speaking –</p>

How will I help students build background for the new learning?

Connections to Personal Experiences	Connections to School Experiences	Key Vocabulary Focus

Materials, Scaffolding, Learning Strategies and Assessment

Materials Needed for Instruction and/or Student Application	Teaching Techniques for Scaffolding Learning	Learning Strategies	Assessment
<p>Charts:</p> <p>Models/Objects:</p> <p>Other visuals:</p> <p>Manipulatives:</p>	<p>Modeling:</p> <p>Grouping:</p> <p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Small group</p> <p><input type="checkbox"/> Partners</p> <p><input type="checkbox"/> Independent</p> <p style="text-align: center;">Other:</p>	<p>Types:</p> <p><input type="checkbox"/> Metacognitive</p> <p><input type="checkbox"/> Cognitive</p> <p><input type="checkbox"/> Affective</p> <p><input type="checkbox"/> Questioning</p> <hr style="width: 50%; margin-left: 0;"/> <p>What is the specific name of the strategy?</p> <p>How do students use it?</p>	<p>Types:</p> <p><input type="checkbox"/> Teacher</p> <p><input type="checkbox"/> Peer</p> <p><input type="checkbox"/> Self</p> <p>Informal:</p> <p>Formal:</p> <p>Vocabulary:</p>

Lesson Planning Chart for ESL Coaches developed by **Hanan Educational Resources** at www.LearnWithHER.com
 Adapted from: Echevarria, J. (2004). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Allyn and Bacon, Boston, MA.

ESL/ELL Coaches Note-Taking Tool for Observing Sheltered Instruction (Teacher Behaviors/Actions Focus)

Grade(s): _____ ESL/ELL Proficiency Level(s): B/M/A/AH

Pre-Conversation: What are the teacher's goals and how will you collect data during your observation?

Content and Language Objectives:

What <u>content</u> goals does the teacher announce for this lesson?	How were L/S/R/W used during the lesson to reinforce learning of content?
	Reading – Writing – Listening – Speaking –

How does the teacher build background for the new learning?

Connections to Personal Experiences	Connections to School Experiences	Key Vocabulary Focus

Materials, Scaffolding, Learning Strategies and Assessment

What materials does the teacher use for instruction and/or student application?	What techniques are used to scaffolding learning?	What learning strategies are presented by the teacher?	Assessment
Charts: Models/Objects: Other visuals: Manipulatives:	Modeling: Grouping: <input type="checkbox"/> Whole class <input type="checkbox"/> Small group <input type="checkbox"/> Partners <input type="checkbox"/> Independent Other:	Types: <input type="checkbox"/> Metacognitive <input type="checkbox"/> Cognitive <input type="checkbox"/> Affective <input type="checkbox"/> Questioning <hr style="width: 50%; margin: 5px 0;"/> What is the specific name of the strategy? How does the teacher explain it?	Types: <input type="checkbox"/> Teacher <input type="checkbox"/> Peer <input type="checkbox"/> Self Informal: Formal: Vocabulary:

Post-Conversation: How does the teacher feel about his/her instruction? How does the evidence you collected help the teacher?

ESL/ELL Coaches Note-Taking Tool for Sheltered Instruction developed by **Hanan Educational Resources** at www.LearnWithHER.com
 Adapted from: Echevarria, J. (2004). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Allyn and Bacon, Boston, MA.

April 20, 2009

ESL/ELL Coaches Note-Taking Tool for Observing Sheltered Instruction (Student Learning Behaviors Focus)

Grade(s): _____ ESL/ELL Proficiency Level(s): B/M/A/AH

Pre-Conversation: What are the teacher's goals for the students and how will you collect student data during your observation?

Content and Language Objectives:

Can students articulate <u>content</u> lesson goals?	Do students engage in L/S/R/W? Do the language goals promote English Proficiency?
	Reading – Writing – Listening – Speaking –

How do the students build background for the new learning?

Connections to Personal Experiences	Connections to School Experiences	Key Vocabulary Focus

Materials, Scaffolding, Learning Strategies and Assessment

What materials do the students use during teacher instruction or during practice & application?	How do students interacting during the lesson? How are they grouped?	What learning strategies are presented by the teacher?	Assessment
Charts: Models/Objects: Other visuals: Manipulatives:	Grouping: <input type="checkbox"/> Whole class <input type="checkbox"/> Small group <input type="checkbox"/> Partners <input type="checkbox"/> Independent Other:	Types: <input type="checkbox"/> Metacognitive <input type="checkbox"/> Cognitive <input type="checkbox"/> Affective <input type="checkbox"/> Questioning <hr style="width: 50%; margin-left: 0;"/> What is the specific name of the strategy? How does the teacher explain it?	Types: <input type="checkbox"/> Teacher <input type="checkbox"/> Peer <input type="checkbox"/> Self Informal: Formal: Vocabulary:

Post-Conversation: How does the teacher feel the students did relative to his/her goals she set for them? How does the evidence you collected help the teacher?

ESL/ELL Coaches Note-Taking Tool for Sheltered Instruction developed by **Hanan Educational Resources** at www.LearnWithHER.com
 Adapted from: Echevarria, J. (2004). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Allyn and Bacon, Boston, MA