

# Coaching Frameworks

## Job Description:

- 1. School-wide ESL PD Design Leaders: (think tank) (2-8 hours)**
  - a. New initiatives
  - b. PD topics
  - c. Curriculum and assessment review
  - d. Classroom instruction
- 2. Assessment: (5 hours)**
  - a. Administer ESL assessments (2-3 rounds per year)
  - b. Grading
  - c. Database creation
- 3. Coaching: (about 30 hours)**
  - a. 1on1 responsibilities: 3 coach (or coaching pair) workload
  - b. Common planning responsibilities: 1 content area cycle per week
  - c. Lead 1-2 ESL common planning sessions per cycle
- 4. Administration: (5 hours)**
  - a. Reflection
  - b. Record-keeping
  - c. Seal of Biliteracy
  - d. Resources
- 5. Personal Growth (5 hours)**
  - a. i.e. BPP coaching cohort
  - b. District led workshops
  - c. Community outreach

## Rolling out New Initiatives

- 1) Find Evidence that supports new initiative
  - a) Research
  - b) Case Studies
  - c) Testimonials
- 2) Plan/Design/Test with a focus group of willing and able participants
  - a. leader plan and design framework
  - b. focus group gives feedback and support
  - c. design pilot curricula
- 3) Give resources and support during transition
  - d) Web resources
  - e) books/curricula/manuals
  - f) time
  - g) extra hands
- 4.) Celebrate enactment of initiative
  - h) Be present

- i) take pictures/videos
  - j) Advertise success and effort
- 5.) Follow up and close the loop
- k) debrief-->reflect-->discuss new ideas from learning experiences
  - l) testimonials from focus group

### Workshop Series Model

- 1) Session One: Introduce new strategy/skill/concept
  - a) articles/books
  - b) movies and exemplars
  - c) share experiences
  - d) action: Go do/gather/reflect
- 2) Session Two: Establish learning goals for the teacher (in regard to topic)
  - a) review topic (declarative)
  - b) logistic conversation (procedural) questions, barriers etc
  - c) workshop (conditional)
    - i) what model will you try,
    - ii) prep for co-planning time
- 3) Session Three: Classroom engagement and observation
- 4) Session Four: Reflect and move on
  - a) Reflect on teaching and planning experience
  - b) Plan follow up sessions as needed
  - c) Move on to introducing the next topic

### Types of Coaching:

Name	Avg # Sessions	Description	Notes/Resources
Lesson Review/Evaluation	1	Helping teachers develop their lessons to meet the language needs of their students (using SIOP, Step Up to Writing, etc).	I would never use the term 'evaluation' in coaching. Maybe switching it to 'development' or 'support' would be a better idea.
Seminar/Workshop	1-2	Delivering workshops on ESL strategies, etc. to groups of teachers in common plannings, faculty meetings or after school.	
S/W Series	4-5	(Not sure)	

Strategy/Skill Development	8-10	Working with a teacher to develop a specific strategy or skill, ex. vocabulary development. Possibly co-teaching with the teacher, modeling a lesson in class, or taking over class so the teacher can visit another teacher who is using the strategy or skill successfully.	
Content/Unit Development	10-12	Working with a teacher to develop their content or write a unit using ESL strategies.	
Pedagogical Development	20-30	Working with a teacher to develop and refine their pedagogy.	
Partnership Coaching (Pedagogical and Planning)	20-30	Work with a pair of teachers to develop how to collaboratively teach. Introduce the 8 types of co-teaching and work with them to decide when each type is appropriate in their lesson delivery.	

#### Type of Session:

Name	Description	Notes/Resources
Planning	Meeting with a teacher 1-on-1 to discuss teacher needs, plan coaching sessions and/or lessons.	
Observation	Going into a teacher's classroom and watching them teach, taking notes on strengths and needs.	
Modeling	Teaching the class while the	

	teacher observes. Should focus on something specific that the coach is working on with the teacher in their coaching.	
Coteaching	Teaching with the teacher to support or deliver new material or integrate technology.	
Reflection/Follow Up	Meeting with the teacher after observation, modeling or co-teaching to reflect, follow up and plan next steps.	
Training	Delivering instruction to one or more teachers on a topic. (Or is this attending trainings, usually for the purpose of turn-keying back at the school)	
Admin	Paperwork, emails, etc?	