This session will describe how schools and other institutions can build capacity for serving English learners through teacher-to-teacher coaching.

During the session, participants will:

• learn how to identify professional development coaches for colleagues

• be guided through the English Learners in the Mainstream (ELM) coaching process, a framework that uses pre- and post-coaching observations, with a focus on best practices for English language learners

• be provided with a toolkit of resources for teacher professional development
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Developing Teacher Leadership Skills: Instructional Coaching Techniques for EFL Educators

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The ELM Project

- Created to help English language teachers share their expertise with content-area teachers through instructional coaching and teacher leadership

- In EFL settings, the ELM coaching model can...
  - help English teachers share knowledge and expertise with each other
  - build professional, collaborative relationships between teachers
  - improve instruction for students!
The ELM Project at Hamline University is funded by a generous grant from the United States Department of Education's Office of English Language Acquisition (OELA).
The ELM Project Model for Coaching

- English teachers as coaches of teachers AND teachers of students
- Relationship focused
  - Shared knowledge
  - Equity
  - Based in conversation
Identifying Professional Development Coaches

• Start with volunteers

• Great coaches know how to work with adults

• Great coaches know their subject area well
Who Should Be Coached?

• Start with volunteers

• Find colleagues who already have a good professional relationship established

• Choose teachers that have common planning time
The ELM Coaching Cycle

1. Set Instructional goals
2. Conduct an observation
3. Post-observation observation discussion
4. Conduct a post-coaching observation
5. Share instructional strategies
6. Professional development

Share instructional strategies

Professional development

Set Instructional goals

Conduct an observation

Post-observation discussion

Conduct a post-coaching observation

Share instructional strategies
Step 1: Set Instructional Goals

Set a time to meet with the teacher that you are going to coach.

- Have a conversation about instructional goals
- Both the coach and the teacher should take notes to record the goal(s)
Setting Instructional Goals

Key questions to ask:

• What would you like to work on in your teaching practice?
• Where do you see your students struggling in their language learning?
• What do you notice about your students’ English production?

Sample instructional goal:
Increase oral interaction in class
Observe the teacher you are coaching and look for ways that students are using oral English in class.

**Step 2: Conduct an Observation**

**Sample instructional goal:**
Increase oral interaction in class

- Set Instructional goals
- Professional development
- Conduct an Observation
- Conduct a post-coaching observation
- Share instructional strategies
- Post-observation discussion
- Post-observation discussion
Conducting an Observation

Things to look for:

• Opportunities for whole group interaction
  • *Example:* Are students using English when asking questions?

• Opportunities for small group interaction
  • *Example:* Does the teacher put the students in small groups and give them a task that requires them to speak in English?

• Opportunities to individual interaction
  • *Example:* Do students work in pairs using English to communicate?
Step 3: Post-observation Discussion

Sample instructional goal: Increase oral interaction in class

Plan to meet soon after your observation in a private place.
Conducting a Post-observation Discussion

- Invite the teacher to share what they think went well in the lesson
- Ask what they would like to improve
- Share your own teaching successes related to the goal
- Brainstorm new ways to address the goal
Step 4: Share Instructional Strategies

Sample instructional goal:
Increase oral interaction in class

Provide your colleague with strategies that will help him or her reach the instructional goal.

Set Instructional goals

Professional development

Conduct an observation

Post-observation discussion

Share instructional strategies

Conduct a post-coaching observation

Post-observation discussion
Sharing Instructional Strategies

What are some of your favorite teaching approaches for encouraging students to speak?

Draw from your own teaching experience to help you gather resources to share with the teacher you are coaching.

Resources can include:

- lesson plans
- activities for oral interaction
- websites
- articles
Step 5: Conduct a Post-coaching Observation

**Sample instructional goal:** Increase oral interaction in class

The post-coaching observation occurs after coaching conversations and resource sharing.
Conducting a Post-Coaching Observation

Things to look for:
• Opportunities for whole group interaction
  • *Example:* Are students using English when asking questions?
• Opportunities for small group interaction
  • *Example:* Does the teacher put the students in small groups and give them a task that requires them to speak in English?
• Opportunities to individual interaction
  • *Example:* Do students work in pairs using English to communicate?
This is a time to discuss and celebrate the changes that occurred between the pre- and the post-observations.

Sample instructional goal:
Increase oral interaction in class
Post-coaching Observation Discussion

Sample post-coaching observation discussion guide

1. Do you believe that you have met your instructional goal?
   a. If yes, what did you do differently that helped you meet this goal?
   b. If no, what will you try next time to help you meet your goal?

2. What did you learn about your students in this process?

3. What did you learn about yourself?

4. What will you do differently in the future?

5. Would you like to continue working on this goal?
Step 7: Share Instructional Strategies

Sample instructional goal: Increase oral interaction in class

This is a time to follow up with more resources that might be useful after the post-coaching observation and related discussion.
Sharing Instructional Strategies (round two)

If the teacher would like to continue working toward the same goal or has additional questions, the coach should:

• gather additional resources on the topic
  • articles
  • books
  • activities
  • videos

• consider having the teacher observe the coach teach
Start the Coaching Cycle Again!

- Share instructional strategies
- Conduct an observation
- Conduct a post-coaching observation
- Share instructional strategies
- Post-observation discussion
- Professional development
Professional Development

- Set Instructional goals
- Share instructional strategies
- Conduct an observation
- Post-observation discussion
- Conduct a post-coaching observation
- Share instructional strategies
The ELM Toolkit
for Teacher Professional Development

❖ Coaching
➢ ELM Support Tool for EFL
➢ Norms of Collaboration

❖ Academic Language
➢ Building Academic Language Objectives for EFL
➢ Video Lecture of Academic Language for EFL

❖ Action Plan
➢ Description of ELM for EFL Action Plan
➢ ELM for EFL Action Plan

❖ Database of Resources for Professional Development
Summing up ....

• Coaching can work in a variety of school settings!
  • How do you think this model might work where you teach?

• Teachers interested in coaching can take turns being the coach

• Not all parts of the ELM Coaching Model have to be used. The key idea is that there is an opportunity for teachers to share their expertise with each other
Thank you!

Please stay in touch with us!
Check out our work at www.tinyurl.com/elmproject


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