



“One Language sets you in a corridor for life. Two languages open every door along the way.”

- Frank Smith

BILINGUAL/ESL INSTRUCTIONAL COACHING GUIDEBOOK



Region One
EDUCATION SERVICE CENTER
“Students First”

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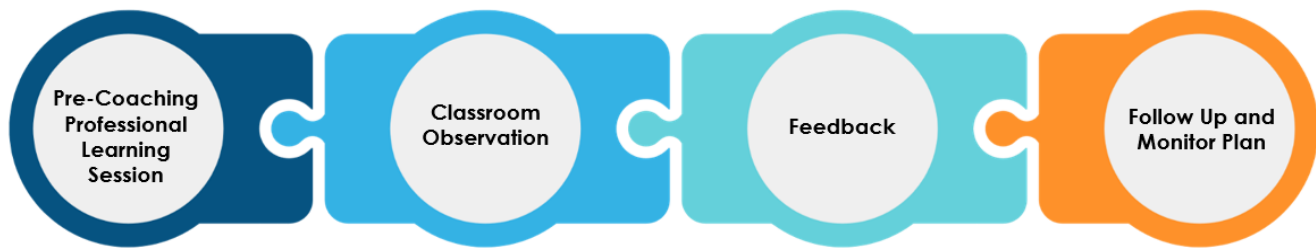
Bilingual/ESL Instructional Coaching

An Emergent Bilingual (EB) student is a student who is in the process of acquiring English and has another language as the student's primary or home language. In Texas, EBs encompass more than 20% of the student population, ranking first from the top 10 states in the nation with highest EB enrollment. The Center for Excellence in Education of Diverse Students, through the Bilingual/ESL Program at Region One Education Service Center, provide Bilingual/ESL instructional coaching to Local Education Agencies. This researched based Bilingual/ESL instructional coaching design supports EB educators with high yield sheltered instruction strategies to ensure the cognitive, linguistic, and affective development of more than 160,000 EB students. The Bilingual/ESL instructional coach and teacher work in partnership through face to face and/or virtual learning to reflect on teaching practices that enhance planning, instructional delivery, student engagement, achievement, EBs' English language proficiency in listening, speaking, reading, and writing, and increase equity for all EBs in our region.

The Role of a Bilingual/ESL Instructional Coach

|  A Bilingual/ESL Instructional Coach is... |  A Bilingual/ESL Instructional Coach is Not... |
|---|---|
| <ul style="list-style-type: none">• a teacher collaborator and thinking partner• provides a means of on-going support to the teacher• offers a structured approach and reflective feedback as a vehicle for building teacher capacity• engages in face-to-face actionable feedback | <ul style="list-style-type: none">• an evaluator• a "fixer of teachers"• a go-between teachers and administrators |

Bilingual/ESL Instructional Coaching Model

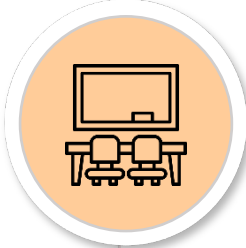


Instructional Coaching consists of the following critical elements -

- **Pre-Coaching Professional Learning Session:** An initial pre-coaching professional learning session is conducted by the Bilingual/ESL instructional coach for EB teachers. The session will provide an overview of the Bilingual/ESL instructional coaching process, define Bilingual/ESL instructional coach and EB teacher commitment, conduct TELPAS data analysis, and share best practices that promote and enhance the development of EBs English language proficiency in listening, speaking, reading, and writing.
- **Classroom Observation:** Classroom observations, 15-20 minutes, are conducted to gather low inference data in classroom environment, instructional strategies, or delivery of instruction.
- **Feedback:** Timely, actionable face-to-face feedback is confidentially provided to the teacher through reflective questioning to identify the highest leverage area in classroom environment, instructional strategies, or delivery of instruction. Specific actions steps will be established and planned for implementation.
- **Follow Up and Monitor Plan:** Follow-up classroom observation to monitor progress of specific action step, new knowledge, skill, or instructional practice.

Bilingual/ESL Focus Areas

CLASSROOM ENVIRONMENT



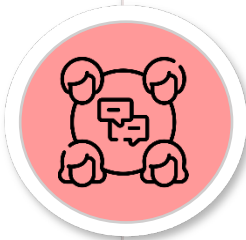
- Student-friendly content objectives clearly displayed and reviewed with students
- Student-friendly language objectives clearly displayed and reviewed with students
- Grade-appropriate environmental print supports content knowledge and language development (i.e., interactive word walls, anchor charts, visuals, bulletin boards, etc.)
- Classroom configuration conducive to interaction and collaboration among students
- Supplementary materials and resources available in both languages of instruction (i.e., adapted texts, native language readers, dictionaries, etc.)

INSTRUCTIONAL STRATEGIES



- Language practice opportunities for listening, speaking, reading, and writing through meaningful activities based on on-grade level concepts
- Clear connections made to prior knowledge and past learning
- Key content vocabulary emphasized, practiced, and reviewed
- Variety of techniques to make content comprehensible (i.e., scaffolding, modeling, visuals, hands-on, gestures, body language, etc.)
- Different levels of questioning (i.e., literal, analytical, interpretative)
- Opportunities for students to process and clarify concepts in their first language
- Engage students 90-100% of the time through student-centered instruction and randomization techniques

DELIVERY OF INSTRUCTION



- Speech and pace appropriate for students' proficiency levels (i.e., rate, pronunciation, linguistic complexity, etc.)
- Frequent interaction between teacher/student and student/student to promote conceptual attainment and development of content vocabulary
- Sufficient wait time for student responses, including time to think and process new information
- Formative assessment conducted throughout the lesson through the use of total response signals, providing affirmative/constructive feedback as needed

Bilingual/ESL Instructional Coach Commitment

- Establish clear and concise open communication with teacher
- Conduct 15–20-minute classroom observations for identified teachers on scheduled days
- Provide timely, accurate, confidential feedback to classroom teachers
- Promote reflective thinking to promote self-assessment of teaching and student learning

Teacher Commitment

- Establish clear and concise open communication with Bilingual/ESL instructional coach
- Actively participate in the Pre-Coaching professional learning session
- Be available to meet for scheduled observations and feedback sessions
- Reflect on teaching practices
- Implement action steps based on reflection, professional development, and/or instructional coach feedback
- Complete a pre and post survey





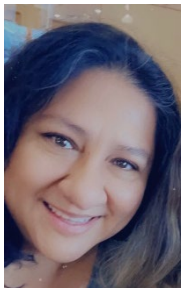
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