

Coaching Protocol

Below you will find some steps to follow when conducting your in-class coaching session with a teacher. It is important to remember your role as a coach is to assist in the professional development of ELD teachers through careful and methodological feedback related to the prescribed steps to a method, Key Language Principles, and correct usage of English.

When in a classroom with a teacher, one of two things will happen during a lesson. One, you will either need to provide correct feedback by modeling a portion or all of a lesson or support the teacher by participating as a facilitator.

Points in Providing Corrective Feedback:

Coach's Behavior...	Example or Key Points...
Step in right away when you see the mistake being made. Suggest an alternative way to deliver the lesson.	"Now, explain the formula."
If not successful, step in and model the correction.	"Watch how I explain each component of the formula."
Explain your teaching behavior as you continue to model this section of the method.	"I'm going to use think-pair-share to have students practice making a sentence. This is part of the 50/50 participation."
Turn the pen back to the teacher, but stay with him/her while they practice the next step.	"You do the next step of asking students to report out their sentence. Show how it follows the formula."
If all goes well, move into coaching role.	"Keep going. You're doing great! I'm right here to help you."

Points in Providing Coaching Feedback:

Coach's Behavior...	Example or Key Points...
Sit close to where the teacher is delivering instruction.	Proximity fosters a supportive environment. You are easily accessible to the teacher.
Suggest a key question to keep lesson focused.	"What can you do to explain the concept of plural?" "What is the purpose of -ing?"
Tell him/her to use a specific question or make a specific suggestion.	"Use this question. How do you know the action is in the past?" "Have students list three compound subjects with their partners."
Remind them of the purpose.	"Remember to stop talking so students can produce their own sentence."
Go to the teacher and whisper key words into their ear or softly make the suggestion.	"Elicit the word "survivors" instead of people in the subject column."
Prompt for a Key Language Principle.	"What is the goal of today's lesson?" "What do you need to do when he makes a speaking error?"
Step in and demonstrate one small part. Be quick to turn the lesson back to him/her.	"Let me show you what it sounds like. Today our objective is to create past tense sentences with -ed at the end of the verb, not -ing."
Answer a teacher's question if asked.	Teacher: "What do I do next?" Coach: "Write the sentence on the chart with students' help."
If students are independently writing, walk around and talk to the teacher about your observations.	"Eight students are using the past tense verbs but with present tense time words."

Co-Plan Co-Teach Template

Planning Date/ Date of Lesson	
Method	
Targeted Grammar Concept (s)	

The Lesson Plan

<i>Steps to Organizing the lesson plan</i>	<i>Co-teach plan. (Who teaches which part?)</i>	<i>Coach's targeted skill during lesson (principle, questions, pacing, etc.)</i>
<u>Step 1:</u> Write the objective.		
<u>Step 2:</u> Sketch out the chart.		

<p><u>Step 3:</u> Write the instructional steps to the method.</p>		
<p><u>Step 4:</u> Write down how students will practice during the lesson.</p>		
<p><u>Step 5:</u> Write down how you will check for understanding.</p>		
<p><u>Step 6:</u> Write down a closing statement that relates to the objective.</p>		
<p><u>Step 7:</u> What will students do for independent practice?</p>		

Direct Instruction Plan for Coaches

Teacher's name/site:

Coach:

<i>What is the targeted objective/goal?</i>	
<i>Which coaching strategy will you use to show/explain the targeted goal?</i>	
<i>In which part of the lesson will this goal take place?</i>	
<i>What will you have the teacher do to demonstrate an understanding of the goal?</i>	
<i>What physical reminder can you leave to have the teacher remember the goal?</i>	
<i>How can this achievement be checked?</i>	

ELD Coaching Monitoring Form
Weekly Status Report

Date:

Coach:

Classroom Teacher: (Name)

	Teacher coached	Targeted Method	Targeted Key Language Principle	Pacing with Daily Schedule	Coaching Strategy
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Accomplishments with this week's targeted goals (pacing, schedule, steps, lesson prep, teaching skills, principles, etc.)

Monday
Tuesday
Wednesday
Thursday
Friday

Plan for next week

--

Current Obstacle

--

Observer's Tracking Form for Verb Tense Study Lesson

Tally coach's intervention

Coach's suggestion

Teacher response

Notes