

**COACHING TOWARD A NEW  
STANDARD OF TEACHING: THE  
HOW, WHAT, AND WHY OF  
PREPARING TEACHERS TO WORK  
WITH ELLS**

**ARIZONA STATE UNIVERSITY: ITEACH ELLS**

# INTRODUCTIONS

## Who are we?

Wendy Farr, Project Director

Melanie Baca, Business Analyst

Malissa Chavez-Thibault, Early Childhood  
Instructional Coach

## Who is in the room?



# SESSION OVERVIEW

## Today we will:

- 1- Review the context for our work at iTeach ELLs
- 2- Simulate an experience for third grade ELL students
- 3- Reflect on coaching for opportunities for ELL students within the lesson “as is”
- 4- View a video with the enhanced lesson
- 5- Discuss Lessons Learned
- 6- Identify an Action Plan



# ITEACH ELLS PROJECT

OVERVIEW

The purpose of the **iTeachELLs** project is to integrate strategies to promote English language development and literacy skill development in all math and science methods classes for pre-service teachers in the Mary Lou Fulton Teachers College.

# Partner Districts

## IMPACT

26

district partners  
across AZ

304

school sites

935

average number  
participating  
teachers

68%

Title I

17,999

yearly average of  
students  
impacted

23%

suburban or  
rural

- From 1994 to 2010, the percentage of English Language Learners (ELLs) in the U.S. grew by over 63% and has grown steadily since then (National Clearinghouse for English Language Acquisition, 2011).
- Mary Lou Fulton Teachers College graduates approximately 1,500 new teachers each year, only 25 to 28 teachers per year graduate with BLE/ESL endorsements, representing less than 2% of our annual graduates.
- In the 2014-2015 school year only 6% of ELLs passed the elementary math AzMERIT assessment and only 2% passed the Language Arts AzMERIT assessment.
- Fourth grade Reading National Assessment of Educational Progress (NAEP) Scores indicate 1% passed



## GOAL ONE

To implement a number of key reforms in our PreK-8 certificate teacher preparation programs so our graduates will be measurably more successful in understanding and implementing strategies for teaching ELL students in math and science content areas.



## GOAL TWO

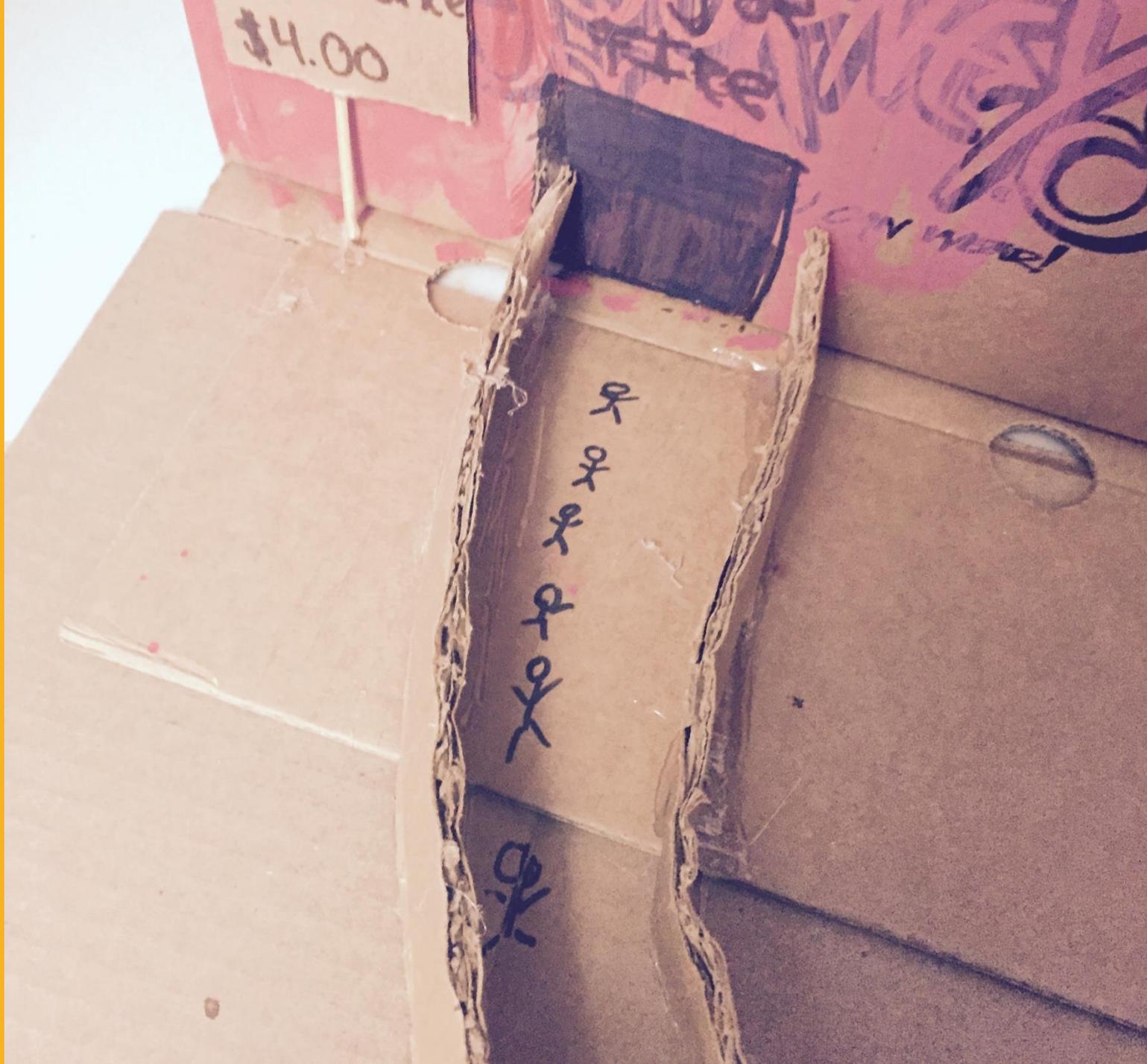
To design methods courses in math and science to include materials and instructional strategies that promote development of language (including academic language) and literacy skills.



## GOAL THREE

To use problem-based learning (PBL) pedagogy and design principles to establish knowledge and skills that teacher candidates can apply to “real world” classrooms.

**Problem-Based Learning Operational Definition:** An instructional approach where learners grapple with meaningful problems and collaboratively work toward their resolution.



## GOAL FOUR

To Integrate an understanding of evidence-based practice and scientifically- validated research related to the teaching and learning of ELL students including evidence- based assessment and data-driven decision-making within project-based learning to improve differentiated instruction.

Coaching is like air traffic control because \_\_\_\_\_.



Coaching is like air traffic control because it is a partnership with a common goal.

## DIRECTIONS

Complete the sentence on the top part of the handout.

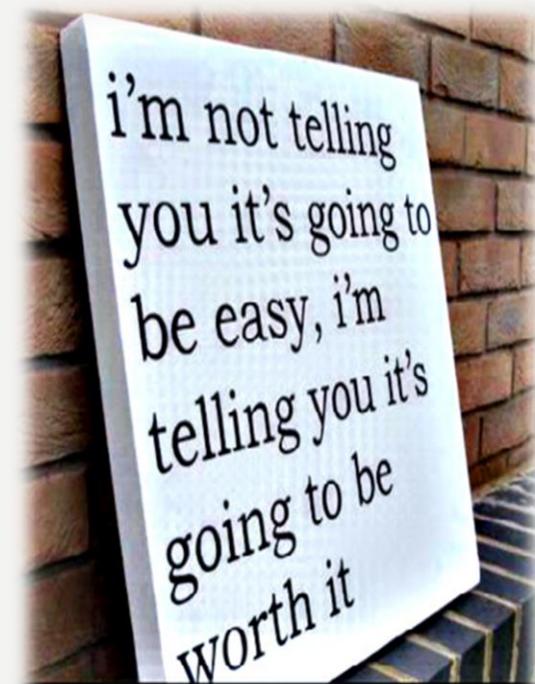
Share your sentence with the small group at your table.

Select one sentence to share out with the whole group.

# LESSONS LEARNED

## Change in practice

- Ongoing
- Intentional
- Collaborative
- Reflective
- Proactive



Create something at [LevelUpCreate.com](http://LevelUpCreate.com)

# OVERVIEW DA BEARS- A SCIENCE PROBLEM BASED LEARNING EXPERIENCE



# SIMULATION

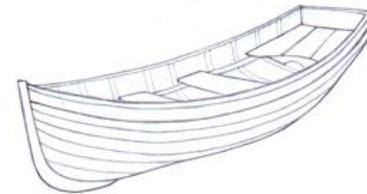
Construct a boat that can hold two bears.



**Problem:** How can your aluminum foil be made into a boat for two bears?

Aluminum Foil

Boat



Bear



# INSTRUCTIONS

1) Individually, make a boat with your square. While you make your boat discuss the following words:

**Float**

**Sink**

2) Show your boat to your group and explain why you think it will float.

3) When done, raise your hand to get two bears.

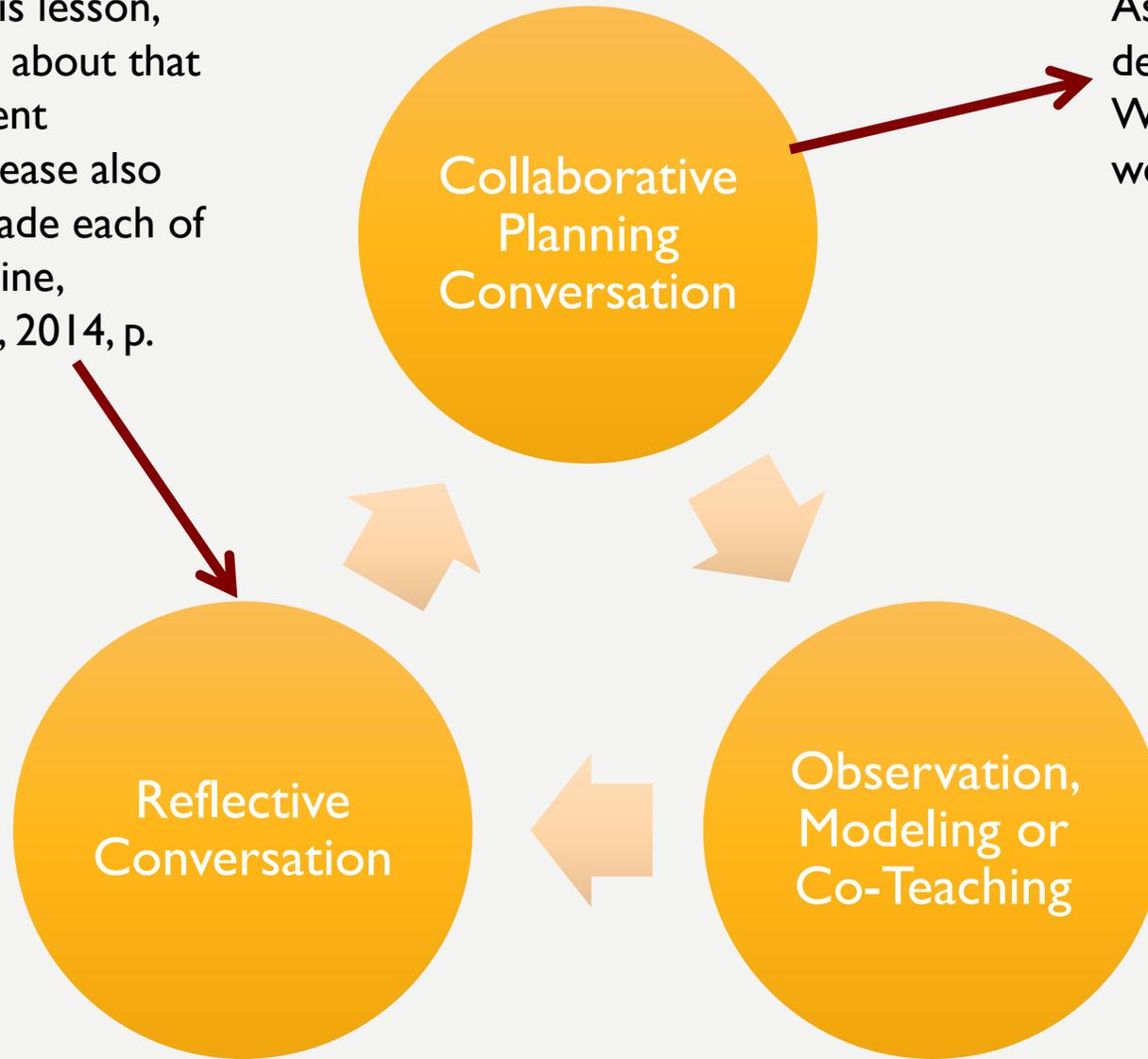
4) Test your boats in a tub.

# DEBRIEF

<b>Opportunities Present</b>	<b>Missed Opportunities</b>

# COACHING THE BEARS LESSON - HOW

While designing this lesson, what did you think about that would help emergent bilinguals learn? Please also tell me why you made each of these choices. (Levine, Howard, and Moss, 2014, p. 171)

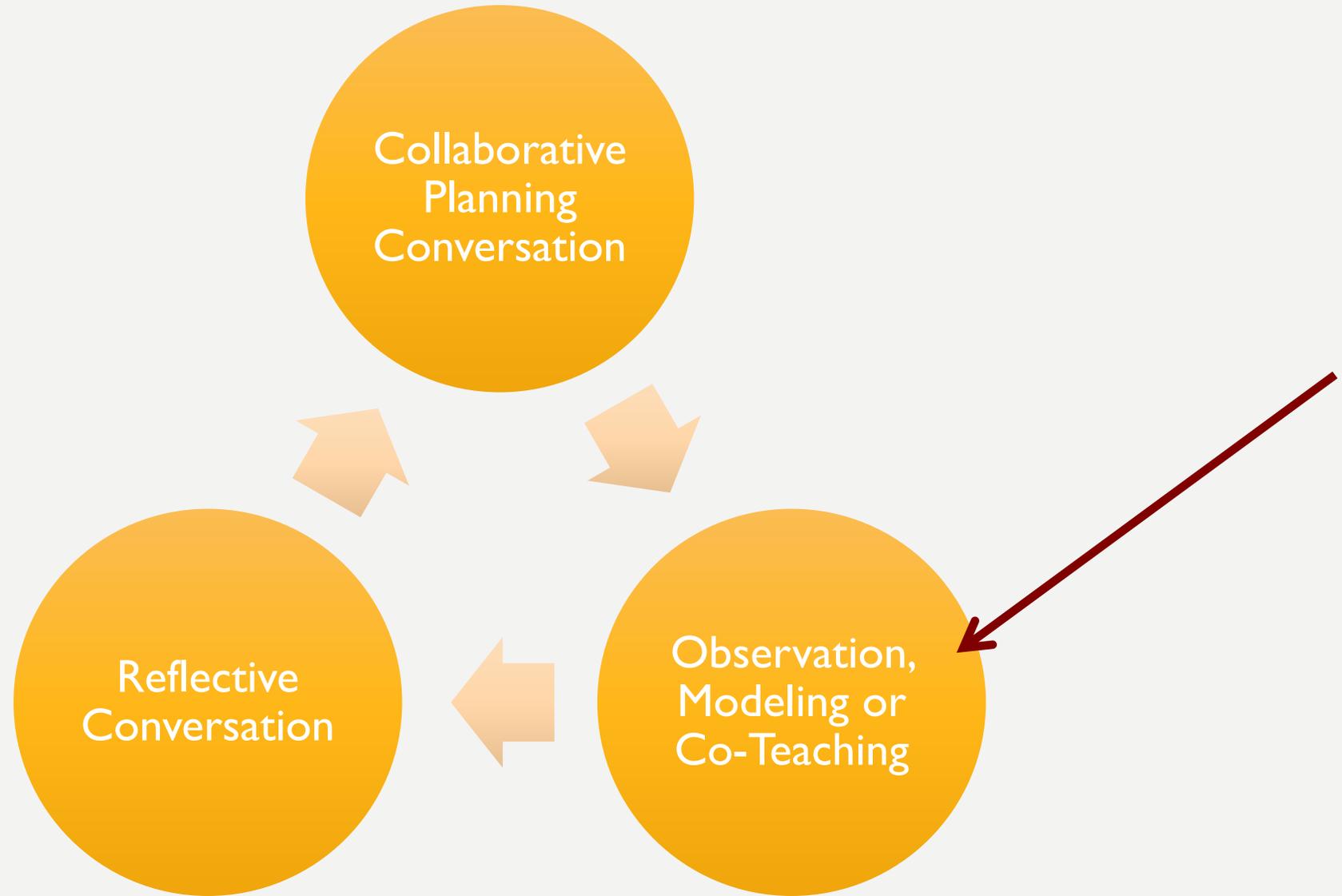


As we collaboratively design this lesson, What do you think would help ELLs learn?

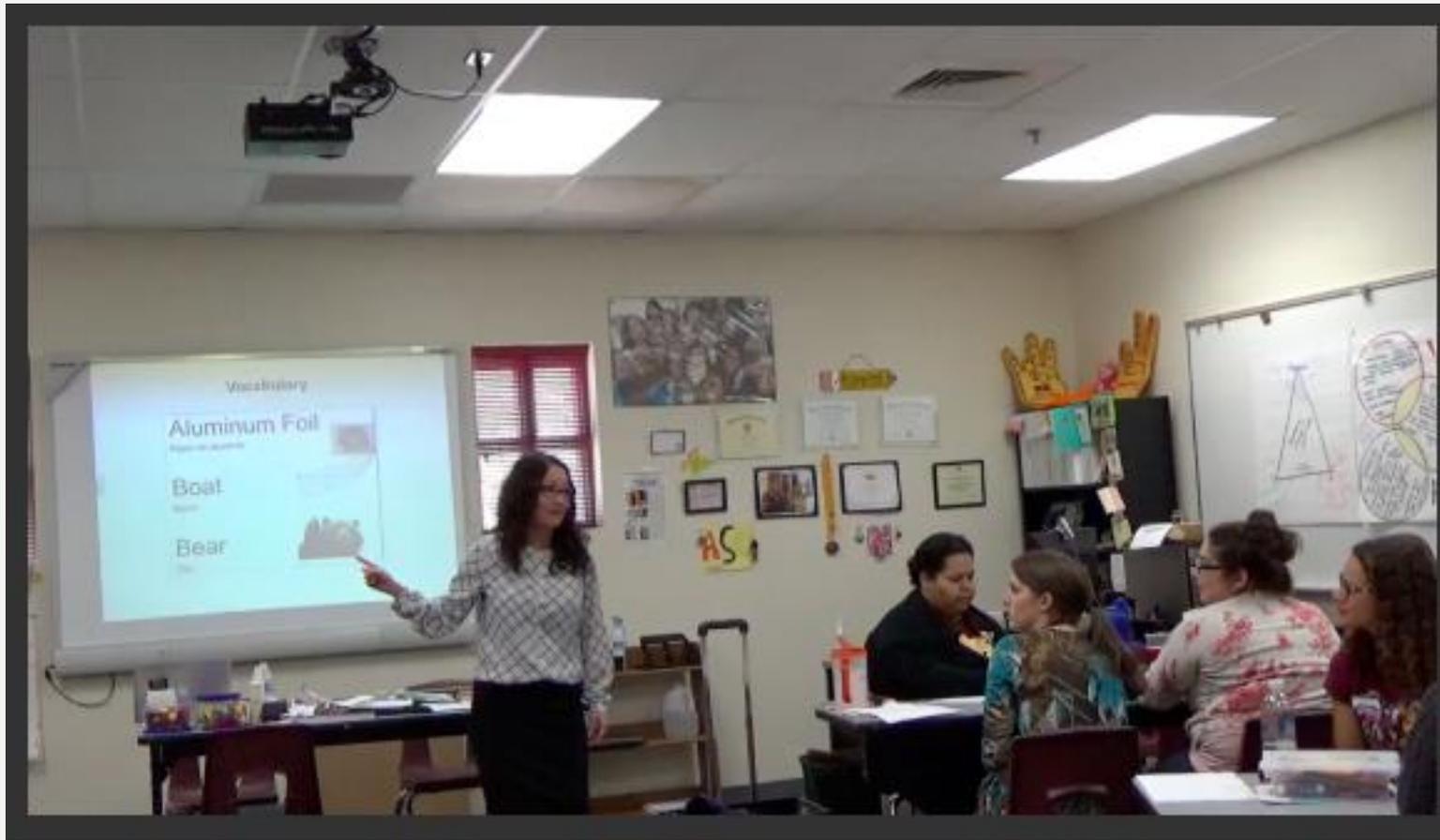
# COACHING THE BEARS LESSON - WHAT

- Remediation → Re-Mediation
- Academic Vocabulary
- Academic Syntax through Sentence Frames
- Academic Discourse
- Transitioned from Oral Language Development to Writing

# COACHING THE BEARS LESSON - HOW



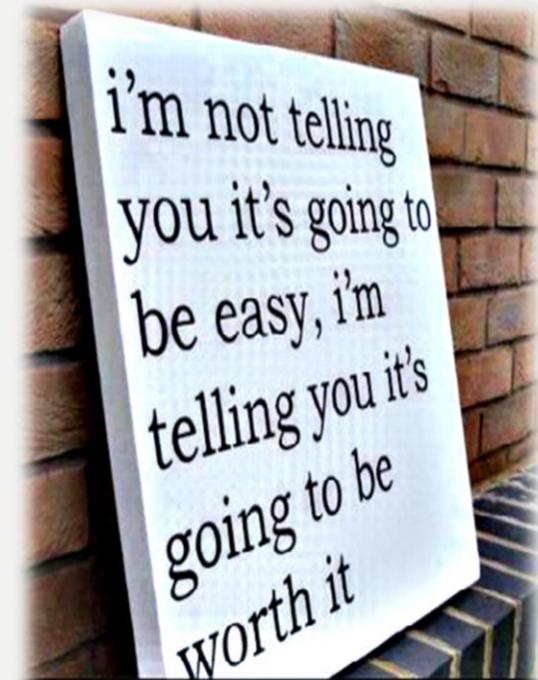
# MODELING/CO-TEACHING VIDEO



# LESSONS LEARNED

## Change in practice

- Ongoing
- Intentional
- Collaborative
- Reflective
- Proactive



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# COMMIT TO ACTION

Take this time to identify one partner teacher to participate in the collaborative coaching cycle described in today's session.

# CONTACT INFORMATION

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