

1 **SEI Coaching for CATs**

The implications for teachers in the wake of the RETELL initiative

2 **Agenda**

- Who needs coaching and who are the “coaches”?
- The role of SEI courses
- The Impact:
 - Teachers
 - Students

3 **Who can benefit from coaching?**

4 **Who can benefit from coaching?**

- Content Area Teachers with no SEI training, limited or no category training
- Content Teachers with no SEI training and some category training
- Content Teachers with SEI training*

5 **Why is coaching beneficial/necessary?**

- Teachers need:
 - support
 - guidance
 - conferencing
 - classroom contact
 - information about SEI strategies and techniques

6 **Why do SEI endorsed teachers need coaching?**

- SEI course is great- first step
- Strategies and techniques presented in the course provide great opportunities for teachers to make sound instructional decisions
- Varied exposure of information and experience for teachers in the SEI courses (full, long bridge, short bridge)

7 **Who are the coaches?**8 **'Coaches' are....**

- Administrators who have taken the SEI course
- Teachers who have taken the SEI course
- SEI instructors who work in the district
- ESL or ELD teachers/tutors

9 **Administrators**

- SEI Administrative course training helps to provide the framework for important conversations
- Administrators can facilitate instructional decisions
- Programmatic needs

10 **Teachers**

- Teachers who are SEI endorsed can provide the support and collaboration necessary to fully implement the strategies and techniques in the best possible manner
- Share insight, materials, and benefit from different perspectives when making instructional decisions for ELLs within the SEI classroom

11 **SEI instructors**

- SEI instructors have first hand knowledge about the strategies and techniques that are presented in the course- so they can support, guide, and/or inform
- Visit classrooms and offer the needed perspective of the ELL
- Teachers can be supported with specific strategies for vocabulary, reading, and writing

12 **ESL/ELD teachers**

- Knowledge of teaching ELLs
- Although this group is not participating in the SEI training courses, the information is available and teachers must be familiar with the content
- Opportunity to build a relationship that will lead to collaboration and trust

13 **Coaching**

- Various forms of support
 - instructional modeling: reiterating the techniques as they are presented in the training (ex. 7 step process for vocabulary)
 - demonstrating the reciprocity of the “write around” and the “cut and grow”

14 **Non SEI trained teachers**

- Perspective of the ELL
- General information about teaching ELLs
- Specific strategies and techniques that can be beneficial and immediately implemented
- Increase interest in the course and therefore enroll participants in order to complete training

15 **Need to know...**

- sharing of information
 - information about student (background, proficiency level, cultural information)
 - connecting all of the teachers of the student
- test scores

16 **Classroom visits (observations)**

direct conversations
 embedded professional development

opportunity to bring the instructional strategies and techniques to the teachers, especially those who

have not been trained
visits provide an opportunity to share the
perspective of a non-evaluating observer

- 17 **Impact of SEI on the need for coaching for CATS**
- How does the SEI training affect the decisions that teachers make after training is complete?
- 18 **Initial observations**
- Teachers are responsive to the strategies
 - Teachers work to implement the strategies
 - Overwhelming amount of information
 - Partial strategy implementation for some of the strategies
 - Avoidance of some strategies
- 19 **Impact of SEI courses on instruction**
- Do teachers who earn the SEI endorsement in one of the courses, change the instructional decisions they make in their classrooms?
 - Do teachers maintain the integrity of the instructional strategies that they were taught in the SEI class?
 - What is observed in the classrooms?
- 20 **Implications for coaching**
- Teachers want to use the strategies from the SEI course....and...information overload
 - 7th grade science teacher
 - Kindergarten teachers
 - 2nd grade teacher
- 21 **7th grade Science teacher**
- At the second class students in the groups were given “term cards” (each card represented one of the vocabulary words) and were arranged in an order to “show the relationship of the concepts.” This direction alone for the student needs to

be simplified. Out loud, each student then had to describe to the next person how they were connected until all words were covered. For the majority of students this was achievable, but not to the ELL's.

- Next, students completed a word wheel for the word "contains". I didn't think that word required as much attention while key vocabulary (Tier 3 words were not given the attention to meaning). *I found that I, myself, failed to have a clean definition of each word separately, and most of my understanding was based on prior knowledge.*
- My best recommendation would be to focus on an understanding of the vocabulary with the Level 2 student and keep things simple, directions and tasks. Careful placement in groups or working with an adult in the classroom, (there is an aide in the room) would be beneficial for the student and for the teacher to assess the understanding of the simple before moving to the complex task of writing a paragraph that describes the relationships between abstract vocabulary. The use of Sentence Frames (I found some designed for use in the content area) would also help structure the writing, by providing a format.
- Additionally, attention needs to be paid in the choice of words used in giving directions. Frequent check-ins with the student is necessary to determine his understanding of the task. I liked the use of the diagram as for science content this is very helpful because observation is such an important part of gathering data.

22 Kindergarten Teachers

- Some kindergarten teachers are plagued with the notion that their students do not know enough to be able to complete the activities
- Consistently seek opportunities to work with kindergarten teachers and their students
- Exploit the risk taking that those Kindergarten teachers who employ the strategies take and use them as exemplars....it

can be done!

23 **2nd grade teachers**

- 3 second grade teachers in the same school took the same course
- Varying levels of implementation
- Content and language objectives: always posted, “just for the purpose of the class...only pertain to the ELL”
- Motivation for teaching affects the level of implementation

24 **Impact for students**

- Students have increased access to the content
- Students’ needs are better addressed allowing the opportunity to improve skills
- Other students benefit from the instructional strategies as well

25 **Summary**

- Coaching provides:
 - Opportunities for support and feedback when implementing SEI strategies
 - Opportunities for information about SEI strategies for teachers who are not yet trained
 - Opportunities to foster professional learning communities
 - Opportunities to foster positive relationships between administrators and teachers with respect to ELLs and their needs

26 **Questions/Comments?**