

# **COACHING FOR MULTILINGUAL EXCELLENCE**

## DEDICATION

*To my loved ones: Luis Mauricio, Hollis, Danica, and Pacman.*

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# COACHING FOR MULTILINGUAL EXCELLENCE

Strategies for **Vocabulary, Reading,**  
and **Writing Across Disciplines**

Margarita Espino  
**CALDERÓN**

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Thousand Oaks, California 91320  
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www.corwin.com

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London EC1Y 1SP  
United Kingdom

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Unit No 323-333, Third Floor, F-Block  
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Printed in the United States of America

*Library of Congress Cataloging-in-Publication Data*

Names: Calderón, Margarita, author.

Title: Coaching for multilingual excellence : strategies for vocabulary, reading, and writing across disciplines / Margarita Espino Calderón.

Description: Thousand Oaks, California : Corwin, 2025. | Includes bibliographical references and index.

Identifiers: LCCN 2024028865 | ISBN 9781071936429 (paperback) | ISBN 9781071936436 (epub) | ISBN 9781071936443 (epub) | ISBN 9781071936467 (pdf)

Subjects: LCSH: Multilingual education—United States. | Linguistic minorities—Education—United States. | Language arts—Social aspects—United States. | English language—Study and teaching—United States—Foreign speakers. | Mentoring in education—United States.

Classification: LCC LC3731 .C2895 2025 | DDC 370.117/50973—dc23/eng/20240729

LC record available at <https://lccn.loc.gov/2024028865>

This book is printed on acid-free paper.

24 25 26 27 28 10 9 8 7 6 5 4 3 2 1

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# Preface

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## Coaching All Teachers With Multilingual Learners

*Coaching is a powerful professional development process that benefits all teachers, even the most experienced teachers.*

—Dan Alpert (2023)

### A Little Bit of History Through My Story and Why I've Wanted to Write This Book

Many, many years ago, by a twist of fate, I became an English learner (EL), but was one of the lucky ones. My parents and grandparents were educators in Juárez, México, so it was easy for me to learn a second language. I would cross the border every day to go to high school and college in El Paso. Yet, I wondered why other students struggled. About a handful of my classmates made it to the University of Texas at El Paso with me, but sadly, we didn't get to take the same courses. They were sent to remedial mathematics and English as a second language (ESL) classes. This separation from my friends stayed with me throughout the years.

I loved literature, so I decided to major in 19th-century British literature. I completed my BA with a major in English, a minor in French, and a second minor in journalism. When my former high school asked me to teach ESL, I jumped at the opportunity.

### My First Encounter With Peer Coaching

After the first two weeks of teaching ESL, I realized that the curriculum was older than me and the students were quietly suffering through it. Because they saw me as someone who was only a couple of years older and more of an equal than a distant adult, we were able to team up as peer coaches and started inventing teaching/learning strategies. I thought we had invented cooperative learning because my students loved to work together to learn and solve their language problems. Later I found out that Robert Slavin had been writing about the benefits of cooperative learning and had invented key instructional strategies (Slavin, 1975). After a few mistakes I now regret, we kept working at it. I learned to listen

to my students; they learned to listen to each other and coach each other, and at the end of the year when we saw their growth, we knew we had all benefited from those peer interactions.

## Coaching, Mentoring, and Role Models

During a span of five decades, coaches and mentors propelled my work. I enrolled in college full time so I could keep my student visa and work as an ESL teacher. Therefore, pursuing a master's in linguistics seemed perfect. I fell in love with linguistics! Dr. Lurline Coltharp was a brilliant professor. She taught contrastive linguistics, applied linguistics, phonology, phonemics, analyzing the language of the Tirilones (popular gang jargon), and onomastics. I took them all. She became my mentor and role model. I admired her elegance, sophisticated hairstyle, taste in clothes, and flawless instructional delivery. All these courses enriched my teaching, and she took me to my first TESOL International Association (then Teachers of English to Speakers of Other Languages) conference! After that, I started presenting at conferences. I had something to offer, thanks to my students. I obtained my master's degree and my residence visa the same day.

By a twist of fate and a few detours, those conference presentations took me to the San Diego State University (SDSU) Multicultural Resource Center as a professional development coordinator assigned to work with teachers in San Bernardino, Riverside, and Indio Counties. That's where I started putting together a framework for multilingual learners (MLs were called language-minority students or English language learners in those days). I invited the greatest minds of that time (Jim Cummins, Russell Stauffer, Steve Krashen, Jana Echevarria, Luis Moll, Esteban Díaz, Barbara Flores, Bruce Joyce, Beverly Showers, and others mentioned in some of these chapters) to present and work with us. With a fellowship for a joint doctoral program between SDSU and Claremont Graduate University, I sought to learn more about staff development (an appropriate term in those days), but that was not available. Consequently, in addition to the coursework from the two universities, I decided to audit organizational development courses at the school of business at Claremont.

## Collective Creativity: A Community of Learners

Those organizational development courses made a lot of sense to me. I designed a professional development institute and began to offer it out of SDSU in the Riverside, San Bernardino, Palm Springs, and Indio County Offices of Education. I called it the Multidistrict Trainer of Trainers



Institute (MTTI). MTTIs were soon replicated throughout California's county offices of education. I wanted a practical mechanism to spread knowledge as quickly as possible. Many EL teachers and coordinators who attended the MTTIs advanced in their positions and were able to spread the word in the next few years across the state and even the country (Calderón & Marsh, 1989; Calderón & Spiegel-Coleman, 1985).

The staff members of the California State Department of Education in Sacramento were putting together *Schooling and Language Minority Students: A Theoretical Framework* (1981) and participated in the MTTIs to have access to the guest researchers. During the one-week institutes, the researchers presented in the morning while my colleagues and I worked with the MTTI participants in the afternoon to convert theory into practice. The concept of cognitive academic language proficiency (CALP) was fine-tuned as Jim Cummins and Roger Shy (personal communication, October 1980) connected at the institutes. Other researchers presented on language development to enhance ESL instruction. Additionally, sheltered instruction intended to make any subject comprehensible more easily began to emerge. Pieces of a framework began to surface in my mind.

## What Was Missing? Integrating More Literacy Into Language Development and More Language Development Into Literacy

After the first year, I felt that we needed more rigor, particularly when it came to teaching reading and writing. I invited several reading and writing proponents to present their knowledge and praxis, but their strategies seemed quite limited. How did I learn to read? I only remember my mom reading to me from *Las mil y una noches* (*One Thousand and One Nights*, or the *Tales of Arabian Nights*) every night. I was a reader in Spanish when I went to kindergarten. I wish I could recall transferring my Spanish reading skills into English reading. Was learning to read in Spanish a major factor in my insouciant transfer to English?

But I digress. I still wanted to reach all core content teachers in a school and create more challenging but meaningful literacy, language, and content learning for MLs in their classrooms. That's when I turned my interest to Bruce Joyce and Marsha Weil's (1980) models of teaching (*Inquiry, Concept Attainment, Concept Development, Direct Instruction, Group Investigation, Synectics, Problem Solving, Role Playing, Simulation, and Games*). The perfect CALP! Dr. Joyce and Dr. Beverly Showers came to the MTTIs to present those models. They would present in the morning, and in the afternoon we would add the second-language strategies that the teachers had volunteered to test in their classrooms the following week.

From Drs. Joyce and Showers, I also learned about the *concept of transfer*, key to the quality implementation of a comprehensive professional development approach that includes coaching. So, I focused on a coaching study for my dissertation by enacting the transfer trail from the MTTI into the teachers' repertoire and subsequently into the MLs' academic achievement. I randomly divided twenty-four teachers who attended the one-week MTTI into two groups—one group had coaching while another (control) group did not. Dr. Joyce became my coach, mentor, and ex officio dissertation committee member. The implementation study had great outcomes. By the end of the year, the teachers in the experimental group implemented with frequency and “creative fidelity,” and their students outperformed the control students by large margins. The results are in my doctoral dissertation, *Training Bilingual Trainers: A Quantitative and Ethnographic Study of Coaching and Its Impact on the Transfer of Training* (Calderón, 1984).

## From a Process to a Content Delivery Model to More Coaches and Mentors

I had the structure and process for training and coaching, with content that was still missing pieces. As I visited a variety of classrooms beyond the purview of the study, I saw that MLs were not reading enough. Teachers read to them, or they would be off in a corner pretending to read.

What's more, by another fantastic twist of fate, one day while I was observing ESL teachers in a school, I saw a presenter from Johns Hopkins University (JHU) training elementary teachers (but not ESL teachers) with Cooperative Integrated Reading and Composition (CIRC), and I loved it! I wrote to Dr. Slavin at JHU, and we decided to meet at the American Educational Research Association (AERA) conference that month. He would tell me all about CIRC, and I would tell him all about my dissertation on professional development and coaching, and how we were quickly reaching broad audiences beyond California. He was getting ready to scale up Success for All (SFA). Dr. Slavin is a renowned researcher who empirically studied reading and cooperative learning and developed the SFA program to teach reading foundations (phonemic awareness, phonics, vocabulary, fluency, and comprehension) from prekindergarten to the sixth grade (Slavin & Madden, 2001). This program is still widely used. When I met Dr. Slavin, he expressed interest in learning more about MLs and asked if I would contribute to his proposal for an Institute of Education Sciences (IES) grant.

That semester, I finished my dissertation and went to teach at the University of California at Santa Barbara. I taught at UCSB for four years, but I couldn't do the type of research I wanted because there were hardly any MLs in the schools at that time. I was already receiving funds from JHU because Dr. Slavin's Center for Research on the Education of

Students Placed at Risk (CRESPAR) had been funded by IES. As much as I hated to leave lovely Santa Barbara, I decided to go to El Paso, Texas, where I knew there were many MLs, and I could conduct a formal study.

In Ysleta Independent School District, I was able to conduct a comprehensive five-year study on reading for MLs in five experimental and control schools. Dr. Slavin became my coach and mentor along with Rachel Hertz-Lazarowitz from Haifa University. We published “Effects of Bilingual Cooperative Integrated Reading and Composition on Students Making the Transition From Spanish to English Reading” (Calderón et al., 1998). Since 1998, Bilingual Cooperative Integrated Reading and Composition (BCIRC) is the only comprehensive bilingual reading study in the What Works Clearinghouse. This study helped me to see how students can use both languages for learning.

Somewhere along that lovely part of the journey, I took some parallel twists to participate in a joint JHU/Harvard/Center for Applied Linguistics (CAL)/Miami University research project on the transfer from reading in Spanish to reading in English. The study took place in experimental and control schools in El Paso, Chicago, and Massachusetts. It was most insightful working with Catherine Snow, Diane August, Maria Carlo, and some young researchers. The seven-year study was funded by the National Institute of Child Health and Human Development (August et al., 2001).

When I served on the National Literacy Panel on Language-Minority Children and Youth (August & Shanahan, 2006), I learned more about reading for MLs in the early grades and the cross-linguistic features that enhance or delay learning a second language. I contributed to professional learning and coaching when I co-authored Chapter 8, “Instruction and Professional Development” (August et al., 2008), in the panel’s follow-up practitioner’s book *Developing Reading and Writing in Second-Language Learners: Lessons From the Report of the National Literacy Panel on Language-Minority Children and Youth* (August & Shanahan, 2008).

While in El Paso, I was invited to join the faculty at the University of Texas at El Paso’s Department of Educational Leadership. During those class interactions, I learned about the perils and successes principals experience as they attempt to implement a whole-school approach for ML success. I also worked with El Paso Independent School District on a study (Calderón & Carreón, 2001) funded by JHU and published by Corwin, *Designing and Implementing Two-Way Bilingual Programs* (Calderón & Minaya-Rowe, 2003). Oh, and I became a U.S. citizen then.

## Mentored for Research on Reading for MLs

I look back to the reading models that Dr. Slavin started in the 1990s and were included in the National Reading Panel (2000) report. His K–5

programs had all the features and the sequence that most publishers and state departments of education are currently attempting to implement as the Science of Reading. Way ahead of the reading debates and perplexity, Dr. Slavin soon developed two versions of SFA that were designed for MLs—*SFA ESL Reading* and the *Éxito Para Todos* version in Spanish.

At the end of the fourth year of my BCIRC study, we decided it was time for me to be part of the JHU faculty of education. The Carnegie Corporation of New York had asked me to develop and test a BCIRC-type model for middle and high schools—grade levels that had been my first love and experience! With the new title of professor/senior research scientist at JHU, I set about designing another longitudinal study to test in four New York City and Kauai experimental and control schools. Students in the experimental schools outperformed those in the control schools again. That study became *Expediting Comprehension for English Language Learners (ExC-ELL)* (Calderón, 2007; see also [exc-ell.com/publications](http://exc-ell.com/publications)).

When I began to replicate both BCIRC and ExC-ELL, I learned new nomenclature for the skills that students develop through cooperative learning. These are currently called social-emotional competencies. Other ideas soon emerged in schools such as translanguaging, multiliteracies, multimodalities, and building on students' assets. Hence, I continue to learn new terminology; to build on the evidence-based features of language and literacy instruction; and, as we coach teachers across the country, to learn more about coaching for transfer from teacher delivery to the students' academic learning. Since 1984, transfer from training remains the pillar of quality implementation, as evidenced by visible and quantifiable improved student gains when compared to non-transfer-enactments schools.

## Empirical Testing of the Whole-School Learning and Coaching Model

Recently, with a U.S. Department of Education National Professional Development grant, the ExC-ELL model was studied as a whole-school professional learning and coaching approach in Virginia's middle and high schools. Although intended to be a descriptive study, the systems approach to implementation was quantifiably substantiated by data from my coaching observations, district coaches' protocols and reports, student scores, and interviews (Calderón & Tartaglia, 2023; Zacarian et al., 2021). With this study, the ExC-ELL whole-school approach was tested and refined further. ExC-ELL continues to be implemented in hundreds of schools in the United States and abroad. The chapters to come describe its academic language, reading comprehension, writing components, supportive instructional strategies, and techniques (social-emotional learning, cooperative learning, metacognition, and student tools) for coaching each component.

## The Evolution of This Professional Learning and Coaching Model

This has been a long journey. There have been many victories, mistakes, disappointments, heartbreaks, and great insights and successes derived from these milestones:

1980—Collaboration by Bruce Joyce and Beverly Showers with our teachers

1984—The study of coaching in experimental and control bilingual classrooms

1998—BCIRC study of (1) transfer from Spanish into English, (2) the professional development model, (3) teacher learning communities (TLCs), and (4) coaching bilingual and ESL teachers

2001—Collaborative randomized study of transfer of reading skills from Spanish to English, by JHU, Harvard, CAL, and Miami University

2007—Empirical study of ExC-ELL vocabulary, reading, and writing integrated into core content subjects in New York and Kauai experimental and control secondary schools; refinement of coaching, TLCs, and how low-performing schools moved quickly to exemplary status

2017—Ethnographic study of the whole-school approach to the ExC-ELL components, professional development, coaching, and TLC approaches in middle and high schools

2019—A rapid switch and adaptation to online teacher professional development and coaching for supporting thousands of educators

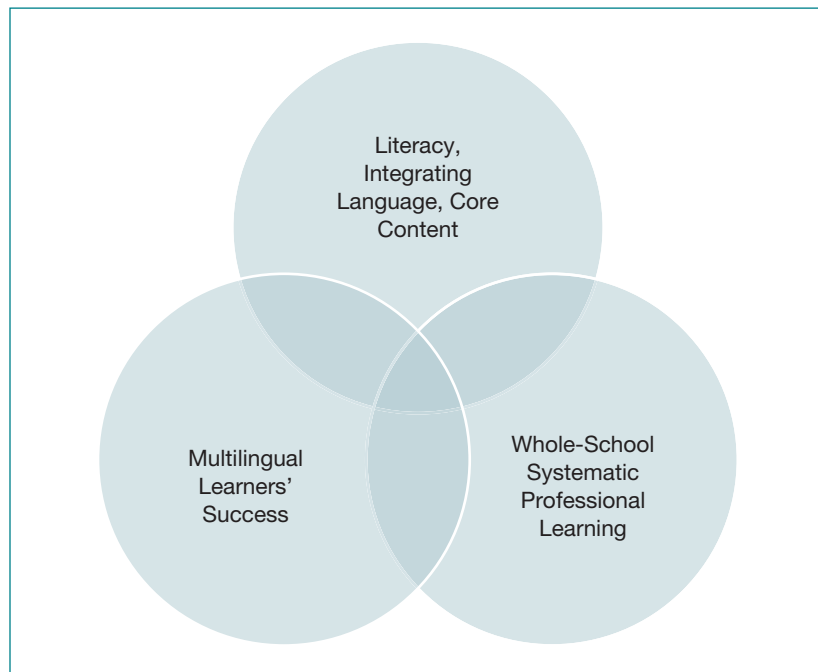
2023—A hybrid adaptation (in-person and online) for teacher development, TLCs, and coaching

Most “innovations” in the field of teaching and learning build on existing trajectories of research and practice. As one might surmise from this outline, my approach to both coaching and instruction has been built on a distinguished legacy of empirical research as well as practical application. I reference seminal research studies because these older studies were and still are the foundation of more current research and practice. For instance, what we now call the Science of Reading stems

from studies published in the year 2000 (National Reading Panel, 2000) and for English learners in 2006 and 2008 (August et al., 2008; August & Shanahan, 2006, 2008). Most contemporary studies on coaching cite Joyce and Showers's (1982, 2002) pioneering studies or those who cited them. Now, many contemporary researchers of literacy and/or coaching continue to build on these rocks.

One of my goals has been to bridge coaching and effective instruction for MLs. My research has shown great outcomes in the past and continues to evolve to meet the contemporary needs of MLs, their teachers, and their schools.

Despite all the evidence-based studies, my concept of a whole-school approach to preparing everyone at the school and improving systems for MLs often falls on rocky ground or thorns. Maybe I push too hard or not hard enough. The concept of comprehensive professional development for the whole school that includes coaching is accepted only by the best and the brightest. The goodwill of others is often squashed by a shortage of funds or a fear of leaving the status quo. Still, decades of studies and encounters with schools have contributed to the continued refinement of this professional learning framework. We see the tremendous results when schools recognize and enact the concept of transfer and the impact it can have on MLs and all other students in the school. In this book, I try to highlight features that can be replicated in your school and steps for quality implementation of this or any professional learning and coaching design.



# Acknowledgments

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## All My Coaches

I am so grateful to Dan Alpert for being such an amazing champion of equity for multilingual multicultural students and their educators! Dan's ideas have greatly enriched the writing of the Corwin multilingual, dual-language, equity team. He has made our writing a delightful and pleasant endeavor. So many of my colleagues and I will miss him so much! He was my first editor for my first Corwin book and launched me into the love of writing.

Now, I am grateful to Megan Bedell, Mia Rodriguez, Tori Mirsadjadi, and Melinda Masson, who inherited this book and immediately took it to heart. With their expertise, we didn't have to skip a beat.

I asked the following amazing team of trainers, facilitators, and coaches who work with me to contribute their recommendations for other coaches: Lisa Tartaglia, Hector Montenegro, Leticia Trower, Karen Solis, Lillian Ardell, Cristina Zakis, Giulianna J. Lewis, Alyson Reilly, and Rebecca Upchurch. After so many years of coaching and training educators with me, I wanted to highlight their expertise and the contributions they have made to our professional development process and products. Leticia also contributed the art summaries and the virtual version tools for coaching online. Nanci Esparza provided artwork as well, and her assistance with the references was invaluable.

I also asked several of my colleagues, the ones I call rock stars, to contribute their insights on coaching for the readers: Margo Gottlieb, Andrea Honigsfeld, Mariana Castro, Karen Brock, Debbie Zacarian, and Rubi Flores. I am most grateful for their words of wisdom that bring up critical issues we need to keep in mind.

Of course, we all need friends-as-readers: Rebecca Fitch, Amy Anderson, Kris McLaughlin, and Luis Palomares provided wonderful feedback. Luis was kind enough to go through the text meticulously and edit out many of the blunders we English-as-a-second-language learners still carry around.

## **Publisher's Acknowledgments**

Corwin gratefully acknowledges the contributions of the following reviewers:

Altagracia H. Delgado  
Executive Director of Multilingual Services  
Aldine ISD  
Houston, TX

Michelle Strom  
Grade 5–8 Teacher  
DoDEA, Europe South  
Vicenza, Italy



# About the Author

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**Dr. Margarita Espino Calderón**, born and raised in Juárez, México, is a professor emerita/senior research scientist at Johns Hopkins University. Her research and development projects have been funded by the U.S. Department of Education, the National Institutes of Health, the U.S. Department of Labor, the Carnegie Corporation of New York, and various state offices of education.

One of her empirical studies, *Bilingual Cooperative Integrated Reading and Composition (BCIRC)*, is featured in the *What Works Clearinghouse*. The Carnegie Corporation of New York funded her five-year study to develop *Expediting Comprehension for English Language Learners (ExC-ELL)* to train mathematics, science, social studies, language arts, and English as a second language (ESL) teachers on integrating language, reading, and content in core content middle and high school classrooms. With a Title III National Professional Development grant, she implemented a whole-school approach to professional development with ExC-ELL in Loudoun County, Virginia. She replicated this approach in twenty-nine schools in Texas and North Carolina. She served on the National Literacy Panel on Language-Minority Children and Youth, the Carnegie Corporation of New York English Language Adolescent Literacy Panel, and other panels and national committees. She has over one hundred publications on language, literacy, and professional development. Her latest Corwin publications include the following:

- Calderón, M. E., & Slakk, S. (2020). From language to language, literacy, and content. In M. E. Calderón, M. Dove, D. S. Fenner, M. Gottlieb, A. Honigsfeld, T. W. Singer, S. Slakk, I. Soto, & D. Zacarian (Ed.), *Breaking down the wall: Essential shifts for English learners' success* (pp. 111–134). Corwin.
- Soto, I., Snyder, S., Calderón, E. M., Gottlieb, M., Honigsfeld, A., Lachance, J., Marshal, M., Nungaray, D., Flores, R., & Scott, L. (2023). *Breaking down the monolingual wall: Essential shifts for multilingual learners' success*. Corwin.
- Zacarian, D., Calderón, M. E., & Gottlieb, M. (2021). *Beyond crises: Overcoming linguistic and cultural inequities in communities, schools and classrooms*. Corwin.



# Introduction

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## Coaching Teachers With Multilingual Learners in Their Classrooms



**EXTRA, EXTRA, READ ALL ABOUT IT!**

### ExC-ELL DAILY NEWS

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- Approximately 5.3 million English learners are in our schools.
- Schools may have between 25% and 75% long-term English learners.
- Nearly a million new migrants came to the United States in 2021–2022, many of whom are children.
- There is a critical English-as-a-second-language and bilingual teacher shortage.

*Graphic created with Canva by Leticia M. Trower.*

*Sources:* Batalova (2024), National Center for Education Statistics (2024), Regional Educational Laboratory West (2016), and Williams (2023).

***These days, coaches must have the background knowledge and skills to address the diverse linguistic, cultural, academic, and social-emotional needs of multilingual learners who are now in practically every school in the United States.***

This book is written specifically for coaches who have the exciting opportunity of coaching teachers in schools that already are serving or will soon serve the needs of multilingual learners.

The abbreviation *MLs* will be used to represent all the categories or terms applied across the country to English learners and/or multilingual learners. Chapter 2 presents the diversity in detail.

As MLs continue to arrive, all teachers in every school will need coaches who have second-language instructional strategies and philosophies among their extensive knowledge base. Coaches who have this base will be highly sought after. For instance, the newly arrived multilingual students in elementary schools must have support from a language specialist (English as a second language [ESL] or English language development [ELD] teacher) as required by state and federal legislature. The ESL/ELD teacher helps the general education teacher usually during language arts by working with the newcomer for a specified time. However, due to ESL and bilingual teacher shortages, the ESL/ELD specialist will most likely need to assist four or more teachers in the school and will not be able to stay long in one classroom. This means that the general education teachers will be left on their own for the rest of the day after the ESL/ELD teacher leaves. This is when the coach will be most welcome!

In secondary schools, core content teachers are too many and the subjects too diverse for there to be adequate language assistance from specialists in every classroom all day long as recommended by the U.S. Department of Justice Civil Rights Division and U.S. Department of Education Office for Civil Rights (2015) and the U.S. Department of Education Office of English Language Acquisition (2023). Therefore, middle and high school teachers will benefit greatly from a coach who is learning or has learned about second-language acquisition for integrating principles and practices into all subjects.

**Core content teachers do not want to water down their expectations. They want to know how to reach MLs with the appropriate evidence-based scaffolds.**

All teachers benefit from coaching that specializes in second-language acquisition, including knowing how to integrate academic language, reading comprehension, and writing skills into the content area being taught. Additionally, given the setback from the COVID-19 pandemic that stifled language development and affected national reading and social studies scores (mathematics could also stand improvement) for all students, every teacher wants to know what to do to help students.

When teachers and coaches receive quality preparation to enhance instructional practices that can integrate subject knowledge with academic language, reading, and writing skills, all students will benefit, not just MLs. In the following chapters, I will discuss how to better respond to the social-emotional needs of students, particularly new arrivals to the

country, and how culturally responsive knowledge by their teachers also plays a big role in coaching.

**The way we've done teaching and coaching since 2020 does not meet our current needs.**

Coaches continue to ask us for new observational protocols and a better process of support. They feel that existing observation protocols and checklists for coaches of teachers with MLs need considerable adaptation. Coaches and teachers can systematically strengthen their knowledge of theories and evidence-based research that undergirds the development of MLs' language, literacy, and content areas with new research and practices. These new practices can also help develop cultural understanding and sensitivity to the assets students bring. This view of students will fortify a coach's feedback during student engagement, the detailed perceptions of teacher and student talk, and the use of social-emotional competencies by both teachers and students.

## How We Can Adapt Coaching

In the past ten years, there have been many books and articles on coaching (Aguilar, 2013; Bright Morning, 2024; Costa & Garmston, 2015; Hattie, 2009, 2012; Knight, 2019, 2021) and randomized studies (Garet et al., 2001; Hill et al., 2018; Kelcey et al., 2019; Kraft & Hill, 2020) that affirm the value of coaching. We can all learn from the valuable ideas in these resources that apply to multilingual multiliteracy coaching.

**The term *multilingual/multiliteracy coaches (ML coaches)* is used to represent the coaches who support teachers teaching MLs.**

For example, Edwards's (2024) synthesis of school-based studies on Cognitive Coaching (Costa & Garmston, 2015) lists studies that describe teacher satisfaction and benefits to teachers, how Cognitive Coaching built strength and ability in teachers and principals, and how teachers changed their views and practices about teaching students. Some studies mention multilingual students, and a handful of studies mention evidence-based student growth (Edwards, 2024).

The value of Cognitive Coaching for multilingual coaches is the goal of producing self-directed persons to be self-managing, self-monitoring, and self-modifying (Edwards, 2024). This goal applies to the efforts

coaches will be making as they manage, monitor, and modify their current practices to fit the new student populations and new requests for help from a different type of teacher whom they are unaccustomed to supporting.

There is one issue to consider from all these studies: Empirical experimental and control studies on coaching that measure effects on MLs specifically are yet to emerge and be disseminated. Just as with the National Reading Panel (2000) report, the authors only mention that MLs were part of the studies, but the data were not desegregated.

We can assume that Cognitive Coaching and other coaching programs have been effective with MLs, but why are so many long-term MLs, those who have been in our schools for many years, still underachieving? Why does it take so long for newcomers to learn English? Why aren't more schools adopting the type of coaching that yields outstanding outcomes for MLs?

Fortunately, there are some studies and theories of practice that we can apply or adapt to prepare ML coaches—particularly those who focus squarely on instructional practice. Knight (2021) tells us how coaches can partner with teachers to (1) establish a clear picture of reality; (2) set emotionally compelling, student-focused goals; and (3) learn, adapt, and integrate teaching practices that help teachers and students hit goals (Knight, 2022, Preface). Knight's ideas relate to coaching teachers with MLs because educators need a clearer picture of (1) what quality instruction looks like in multilingual classrooms; (2) how to focus on MLs' strengths and assets instead of deficits, removing past biases and misconceptions as the first step to setting appropriate goals; and (3) how all core content teachers need to learn, adapt, and integrate into their core content lessons language, social-emotional competencies, and literacy practices.

Knight's (2022) seven success factors for instructional coaching (partnership, communication, leadership, coaching process, data, instructional playbook, and system support) that must be in place for coaches to flourish apply to ML coaches. Discussion on these factors will be woven into the instructional chapters and the final chapter.

## The Prevalent Process of Coaching

Coaching in multilingual/multicultural classrooms can take the form of the *prevalent or familiar coaching* cycle, demonstrated in Figure I.1: planning the observation and data collection, conducting the observation, teacher and coach analyzing the data from the observation, teacher and coach reflecting on the results of the analysis, and planning the next steps. The communication techniques, the process, and the

responsibilities of the participant are basically the same in most coaching approaches used today. *It is the content or focus of the observation and feedback that changes.*

**Figure I.1** The Familiar Coaching Process



## The Proposed Focus of Coaching in Multilingual Classrooms

Impact on learning and excelling in academic language and literacy is the content target for coaching in classrooms with MLs. As shown in Figure I.2, teachers of MLs simultaneously address language, literacy, and content development. Instruction stems from an assets-based mindset about MLs. Observations, data collection, and feedback are specific to improving language, as well as literacy integrated into content development and outcomes. This specificity is what has been missing from most existing types of coaching.

**Figure I.2** Content for Coaching in Today’s Schools



Source: Graphic by Leticia M. Trower



Available for download at <http://resources.corwin.com/CMLExcellence>

## The Purpose of This Book

The purpose of this book is to provide a language, literacy, and content framework with the comprehensive instructional strategies that teachers of MLs can implement to help MLs succeed, and the strategies and coaching protocols that coaches can use to actuate teachers’ quality implementation. This comprehensive example of a framework is not one-size-fits-all. For instruction to be effective for MLs, a whole-school framework must put these students at the center. Ways of ensuring a quality implementation supported by coaches are the focus.

We want to highlight the areas where coaches can adjust their preparation to effectively work with general education teachers. Due to the high demand to provide effective coaching for middle and high schools, many of the suggestions and examples here are dedicated to Grade 6–12 teachers of mathematics, science, social studies, language arts, and all other subjects who have one, a handful, or a classroom full of MLs. Teachers will realize that the instructional strategies described here apply to every subject because students need to discuss, read, and write in every subject. Moreover, most state tests now require reading and written explanations that are dependent on a rich vocabulary repertoire.



Coaches who work with ESL/ELD teachers within self-contained classrooms or who team-teach with K–12 teachers will also find this extremely useful, including for coaching dual-language teachers or sheltered instruction teachers at K–12 schools.

Processes and strategies were tested in different coaching situations, conditions, and contexts: expert external ML coaches, site-based coaches, peer/collegial coaches, co-teachers as coaches, students as peer coaches, and administrators/supervisors as coaches. Administrators go through the same professional learning sessions to provide support for teachers.

In the upcoming chapters you will see all of the following:

- Instructional strategies focused on the language domains: listening, speaking, reading, writing, and thinking
- Teacher and coach discourse woven into vignettes
- Social-emotional strategies that can be easily taught during each domain
- Ways to prepare students to work in pairs or teams to accelerate language interaction, increase depth of reading comprehension, and improve writing
- Contributions by nationally known coaches and experienced multilingual/multicultural coaches working in or with multilingual/multicultural schools that include their views, experiences, successes, challenges, and resiliency tips
- In-chapter instructional strategies followed by suggestions for “what coaches do”
- Reflection questions with space for notes, offered for collegial discussions, problem solutions, and contemplating next steps
- End-of-chapter graphic summaries highlighting the main points and/or practical checklists
- End-of-chapter comments from teachers, coaches, and principals for you and your colleagues to discuss and begin to build a road map toward student, teacher, coach, and whole-school success

## Chapter 1: Coaching—What It Is and What It Is Yet to Be

Elaborating on “why” it is time to enhance coaching practices in all the schools, Chapter 1 describes and builds upon extensive prior and current research on the benefits of coaching as described in the Preface. It lays out the process for transfer from the workshop/learning event into a teacher’s instructional repertoire, the administrator’s implementation responsibility, and a student’s learning accountability. Perhaps *the most important why of coaching is the transfer and impact on MLs’ learning*. Connections to MLs’ academic success in middle and high school are made.

Transfer is typically overlooked in most professional development initiatives.

## Chapter 2: What Do Instructional Coaches Need to Know to Coach Teachers With Multilingual Learners?

Chapter 2 describes the diversity of MLs and their needs. According to the U.S. Department of Education, there were approximately 5.3 million English learners (ELs) in American public schools in the fall of 2021 (National Center for Education Statistics, 2024). *English learner* is still the official term used by the Departments of Education and Justice, although the terms *multilingual learner* and *emergent bilingual* are now preferred by educators. Not surprisingly, there are other terms to consider as well. Some categories, moreover, are not included in the formal count.

The ever-growing number of MLs is compounded by students who have not yet been identified as MLs. Requirements from the U.S. Department of Justice Civil Rights Division and U.S. Department of Education Office for Civil Rights (2023) call for state education agencies to monitor local schools and districts to make sure the following occurs:

- MLs are promptly and properly identified.
- MLs have meaningful access to grade-level content.
- All ML teachers are well prepared.
- Programs include English proficiency benchmarks to ensure that MLs are making progress in learning English and that steps are taken if they are not.
- MLs who exit the EL category and no longer need ESL support must be monitored for two years after demonstrating the capacity to do ordinary work in English, and remedies must be provided when needed.

In addition to the compliance requirements, there is a moral commitment to help all students excel in school.

## Chapter 3: Coaching Reading Teaching and Learning

Reading is a student's most valuable tool. Students in middle and high school need good reading skills to succeed in mathematics, science, social studies, language arts, and other classes. Vocabulary/academic

language is a subcomponent of reading comprehension that undergirds information processing, critical thinking, and rich discussions about what students read. We know that MLs are not reading enough. They can accelerate their reading skills with specific strategies that were developed for and tested with MLs. In Chapter 3, we address these questions:

- What does the research say about reading for MLs?
- Why do these reading strategies work for all students?
- What reading strategies work in all subject areas?
- How do we coach teaching reading? Are there sentence stems or discussion starters for coaches to use?
- How do we observe MLs and collect what type of data to know if they are becoming proficient readers?
- How do we collect data for coaching on student interaction during reading activities?
- What social-emotional discourse can we look for during reading practice?
- What observation protocols, processes, and tools in English and other languages can teachers and coaches use?

## Chapter 4: Coaching Vocabulary and Discourse

Vocabulary is a huge part of literacy. Because it is a subcomponent of reading, it behooves teachers and coaches to be well versed in the features of language and the most effective and efficient instructional strategies for teaching vocabulary. Teachers introduce key vocabulary from the text or projects that students are about to encounter in class to help them comprehend and master the content.

We have been hit hard by surprising results from the national mathematics, social studies, and reading outcomes. Yet, we are also dealing with years of injustice because the achievement gaps between whites, Latinos, and Blacks existed long before COVID-19. Changes that need to be made are difficult. Perhaps this is the time to coalesce changes that have evidence of being effective with MLs and other striving readers that can be implemented easily with the professional development process described in Chapters 1 and 6.

MLs have always been left behind due to not enough language instruction being connected to content texts or reading strategies for the diverse expository texts used in secondary schools. Sharing the research, premises, and tested strategies used with MLs in longitudinal studies, this chapter is organized around some questions we are typically asked:

- Why is preteaching vocabulary before every lesson critically important for MLs?

- How do we help teachers recognize the language demands of standards-based lessons and units?
- How can we be more deliberate, explicit, and methodical about teaching vocabulary, academic language, and academic discourse?
- Which words should we select to preteach?
- How do we teach a word/phrase?
- How do we coach vocabulary teaching strategies? Are there sentence stems or talking points for coaching this?
- How do we observe MLs and know if they are learning vocabulary?
- How do we coach student conversations?
- What is the role of native language instruction and translanguaging?
- What social-emotional discourse can we look for during vocabulary practice?
- What observation protocols, processes, and tools can be used by English and bilingual/dual-language teachers and coaches?

## Chapter 5: Coaching Writing

Language is the basis of powerful writing. Once students have learned vocabulary from a mentor text and practiced using it before reading, during reading, and after reading, they can feel confident and properly toolled to do content-based writing. Chapter 5 addresses the following questions:

- What does the research tell us about writing for MLs?
- What writing strategies tap cultural appreciation as well as creativity, originality, and talents?
- How do we observe writing?
- How do we coach peer interactions during writing?
- What social-emotional discourse can we look for during vocabulary practice?
- How do we coach writing instruction and give feedback on assessing student writing? Are there sentence stems or discussion points for coaching?
- What observation protocols, processes, and tools can be used by English and bilingual/dual-language teachers and coaches?

## Chapter 6: Creating a Whole-School Approach to Coaching

It takes a whole-school effort to plan and ensure the implementation of teachers' and coaches' new knowledge, skills, and dispositions. No school can afford to think that one ESL teacher and one coach will make a difference by themselves.

Topics in Chapter 6 concentrate on the transfer of learning into the classroom and the impact it can have on MLs and all other students:

- ▶ Professional development for teachers and coaches—together
- ▶ Types of teams for peer coaching
- ▶ Bracing for resistance and ways to deal with it
- ▶ In-person and virtual coaching options—and the benefits of each
- ▶ What works and what is doable
- ▶ Acknowledging precious time and ways of scheduling
- ▶ Assessing and addressing to what extent coaches and teachers are involved in this endeavor
- ▶ Data to gauge transfer from training and quality of implementation
- ▶ A summary of linguistically and culturally proficient coaching

Linguistically and culturally responsive coaching entails frequent analysis of implementation. To what extent are teachers implementing this model? How effective is the relationship between teacher and coach? Research shows that program implementation supported by comprehensive professional development is much more successful than buying a packaged program (Calderón, 2007; Short & Fitzsimmons, 2007). This book provides a content and process framework for coaches and teachers to learn in situ. It begins with a joint professional development program, followed by the application of their new knowledge in the classroom. Mistakes will be necessary to move forward together. Without taking risks and knowing mistakes are useful, we sustain the status quo.

*More than ever, there's a great urgency to examine critically our attitudes, skills, and practices when working with MLs to improve teaching and learning.* The goal of this book is to help coaches and teachers make that shift—perhaps you have been wanting to make these changes but need a little nudge and a couple of practical tools to help you and your colleagues look at diversity in new ways and enact what you already know can close those gaps. I celebrate the coaches who continue to make a powerful impact on multilingual students and classroom peers.



# Coaching— What It Is and What It Is Yet to Be



## ***From One Coach to Another: Tips for Coaches of Teachers With Multilingual Learners***

*It's important to meet teachers where they are, being mindful not to overwhelm them with too many things at once. Start with one new strategy or idea, then make sure the teacher understands it fully, including how it can benefit students and what it might look like in their classroom context (considering the student population, content area, lesson topic, classroom structure, etc.). If your role allows, offer to support the teacher with their implementation as needed, whether that's modeling the strategy, co-delivering the lesson, or observing the teacher while they try it out. Then, be sure to debrief how it goes, using the debrief as an opportunity to highlight and celebrate successes as well as make any suggestions regarding possible adjustments or address any questions. Finally, identify concrete next steps that support the teacher in further supporting their students. Even for the best teachers, implementing new strategies and approaches can feel overwhelming. The best thing you can do as a coach is to help teachers (and their students!) have a low-risk, high-reward experience.*

**—Rebecca Upchurch, Instructional Coach,  
Loudoun County Public Schools;  
CEO and Clarity and Mindset Coach,  
Higher Good Coaching**

**M**any schools and districts have been employing or describing coaching practices for many years (Aguilar, 2013; Bright Morning, 2024; Calderón, 1984, 2007; Calderón & Tartaglia, 2023; Costa & Garmston, 2015; Edwards, 2024; Fullan, 2001; Instructional Coaching Group, n.d.; Joyce & Showers, 1982a, 1982b; Killion et al., 2020; Knight, 2007, 2019, 2022; Lieberman, 1995). Although coaching takes many forms and interpretations, it is typically characterized by a one-on-one relationship between a coach and a teacher. The relationship focuses on supporting a teacher's instructional improvement. Coaches typically support teachers by modeling *classroom practices*, *observing teachers' instruction*,

*facilitating critical self-reflection, providing direct feedback, and facilitating school-based learning communities.* Teachers and coaches work together in this reciprocal relationship to improve teacher efficacy and student learning while focusing on equity (Aguilar, 2020; Darling-Hammond & McLaughlin, 1995; Joyce & Showers, 2002; Knight, 2007).

Coaching can be a powerful tool to help teachers who are new to teaching multicultural students with diverse language and literacy levels. While research is scarce on how coaching helps secondary-level core content teachers integrate language and literacy into their teaching repertoire, there is enough proof that coaching can work effectively (Calderón, 2007; Calderón & Tartaglia, 2023; Zacarian et al., 2021).

## Theoretical and Research Basis for Coaching Teachers With Multilingual Learners

Findings for multilingual learners (MLs) and multicultural classrooms and programs from the National Literacy Panel on Language-Minority Children and Youth (August & Shanahan, 2006, 2008) are summarized here:

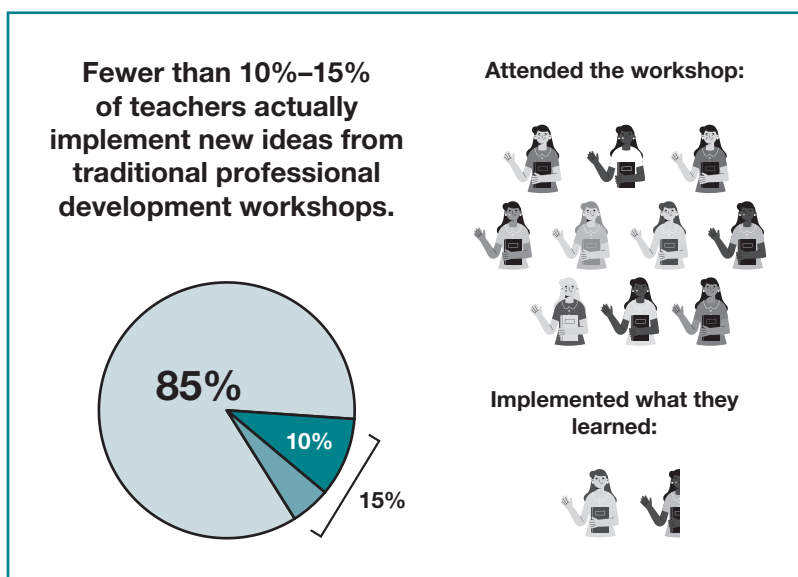
- Well-trained coaches and teachers make a difference in teacher and student outcomes.
- Regardless of the program (structured English immersion, transitional bilingual, dual-language, two-way bilingual, or general classroom), what matters most is teacher quality and the quality of the professional development programs.
- There are features unique to the professional development of teachers who work with MLs.
- Creating change in teachers is a time-consuming process and involves an outside collaborator.
- Professional development on MLs must be continuous for several years.
- Practices and beliefs change with training and application in the classroom.

Research has suggested that the transfer of ideas from traditional professional development into actual instructional change and an increase in student learning is extremely limited (e.g., Garet et al., 2001). Most professional development in multilingual settings has been the proverbial one-shot workshop on theories about second-language acquisition or a medley of strategies usually attended by volunteer English as a second language (ESL) teachers who often already have that knowledge.



They are sent to workshops and conferences to learn and turnkey those learnings with other teachers in the schools in one-hour workshops. Coaching in those instances is very rare, and that leads to little transfer into the classroom and dismal impact on MLs.

**Figure 1.1** Transfer From Workshop to Quality Implementation



Source: Graphic by Leticia M. Trower



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Joyce and Showers (1982a, 1982b, 2002) found that only 10–15 percent of teachers actually implement new ideas from traditional professional development workshops because they lack the knowledge needed for implementation and lack support and feedback to guide their implementation (see Figure 1.1). As schools respond to mounting pressures to adopt policies that improve teaching and learning, they are often tasked with connecting state- and district-level policies with teacher practice (Woulfin & Jones, 2018). For example, administrators move from one reading curriculum model to another without giving teachers enough time to embrace it and adapt it to their students. When coaching is part of the model, coaches experience the same time limitations for proper implementation.

We know that multilingual learners should be provided with opportunities to observe, discuss, and reflect with others; practice application of new ideas; and receive feedback from a more capable peer (Tharp & Gallimore, 1988). Teachers learning new skills also need modeling and practice with feedback that leads to quality implementation of new

instructional practices (Instructional Coaching Group, n.d.). Research affirms that coaches can have a significant impact on teachers' skills (August & Shanahan, 2006, 2008; Garet et al., 2001; Instructional Coaching Group, n.d.; Joyce & Showers, 1982a, 1982b, 2002; Tharp & Gallimore, 1988; Woulfin & Jones, 2018). However, navigating varying school and district contexts, coaches must also navigate different policy environments. In some instances, coaches are assigned to tasks that distract from their primary role—to support and enhance teachers' quality instructional delivery and student learning.

During a series of workshops—the Multidistrict Trainer of Trainers Institutes (MTTIs) conducted in Southern California between 1981 and 1982—Bruce Joyce, Beverly Showers, and Rachel Hertz-Lazarowitz forecasted what would happen after the workshops if coaching was not implemented. Their previous studies (Hertz-Lazarowitz et al., 1980; Joyce & Showers, 2002; Showers et al., 1980) indicated that the transfer of knowledge and skill into the classroom could have a high impact (from 1.0 to 1.69 effect sizes) or barely an impact on student academic attainment, depending on the frequency, fidelity, or adaptation of implementation. When we work with a school, we can easily forecast the quality of the outcomes at the end of the year after a couple of visits to the classrooms.

## Transfer From Training Into the Active Teaching Repertoire

*When a professional development institute or workshop combines (1) theory, research, and basic principles, (2) modeling of instructional strategies by facilitators, and (3) practice by participants, the majority of the participants are prepared to implement the innovation. However, without coaching after the workshop, most of the teachers stop using the new strategies in a few weeks. Worse yet, there is minimal impact on the intended students.*

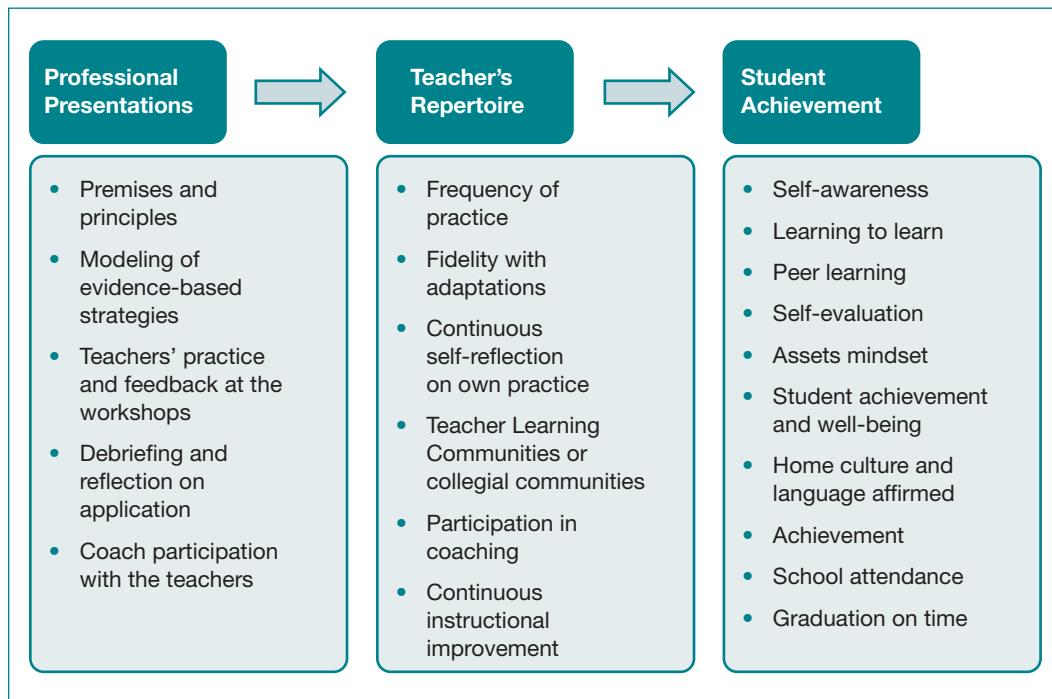
Transfer from a teacher's professional learning →  
 to the teacher's daily planning and teaching repertoire →  
 to the impact on students' language, literacy, and content knowledge ★


On the other hand, when Hertz-Lazarowitz and colleagues (1980) trained Arab and Hebrew teachers and followed their set of workshops with systematic coaching, the results were overwhelmingly positive. Eighty-five percent of the teachers sustained the innovation to the end of the year, and the student growth was twice as large as they had expected (Hertz-Lazarowitz et al., 1980).

## Replication of the Studies in California

In the 1984 study (Calderón, 1984), we began to map out the transfer from the professional development workshops to the teachers' active teaching repertoire and then to the student gains (see Figure 1.2).

**Figure 1.2** Tracking Transfer



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As described in the Preface, the two-year study in bilingual/ESL classrooms in Southern California consisted of a three-week professional development institute on second-language acquisition, models of teaching, and reading with follow-up coaching for the experimental teachers (Calderón, 1984; Calderón & Marsh, 1989; Calderón & Spiegel-Coleman, 1985).

Twenty-four teachers who participated in the workshops were selected and randomly separated into two groups: Group A was coached once a month, and Group B was not coached. By the end of the year, 80 percent of Group A teachers were still implementing the strategies with frequency, fidelity to the key components, and creativity. Only 30 percent of Group B teachers were implementing the strategies. Twice as many students in Cohort A were able to transition out of limited English proficient status as compared to Cohort B.

Thus, a powerful model was designed where not only first-class content was delivered but—just as important—the follow-up coaching proved to be the most powerful instrument in ensuring impact on multilingual students’ language, literacy, and content learning (Calderón, 1984; Calderón & Marsh, 1989; Calderón & Spiegel-Coleman, 1985).

Since then, other schools have used the same comprehensive professional development plus coaching model (Calderón, 2007, 2016; Calderón & Tartaglia, 2023). Unfortunately, since 1984, we continue to see the chasm between professional development activities with coaching, which have an impact on MLs’ learning, and those schools without follow-up coaching. Perhaps that is one of the reasons there are such large numbers of long-term MLs across the country and an ever-growing achievement gap for minoritized students on the yearly National Assessment of Educational Progress (National Center for Education Statistics, 2023).



Coaches guide and support teachers as they integrate rigorous language and literacy into core content instruction.

In our implementation of coaching, we<sup>1</sup> found that when implemented systematically, coaching provides high-quality, ongoing professional learning if it is grounded on research-based instructional strategies, such as the ones described in this book, that make sense to teachers. Coaches guide and support teachers as they implement purposeful and rigorous language and literacy instruction side by side with core content matter.

Today, we regard coaching as a necessary part of any professional development workshop or comprehensive institute we offer. Having designed virtual coaching, schools now have options for implementing coaching. The *benefits of virtual coaching* are that (a) it doesn’t disrupt the students in the classroom (the teachers place the camera in a strategic place or carry it when they want coaches to listen to their students’ discourse), (b) it saves transition time for coaches and teachers, (c) the teacher and coach have more flexible locations for the feedback session, and (d) it saves schools money by reducing travel to workshops or institutes. What is captured by the camera is as close to an objective rendering of what actually transpires during the observation as one can achieve. The goals of both virtual and in-person coaching for teachers with MLs remain fundamentally the same.

<sup>1</sup>“We” refers to the fourteen independent consultants who are part of Margarita Calderón & Associates.

## The Roles and Goals of Coaching

Coaching roles and the tasks assigned to multilingual/multiliteracy coaches (ML coaches) vary widely even in the same district. Some coaches support the implementation of multilingual instructional models or curricula, while others also must work to improve general instructional practices such as discipline and time on task. Some programs employ part-time coaches who work in one or more schools, while other full-time coaches might be placed in a single school. School districts sometimes employ full-time coaches to work with several schools.

The role of ML coaches has not been clearly defined in many cases. They might coach teachers who have MLs and others who do not. The lack of clearly defined roles and responsibilities for coaches can be a significant challenge. For example, often they are pulled away to assist with administrative tasks or for substitute teaching (Brown et al., 2006).

Killion et al. (2020) identify the roles for a typical coach shown in Figure 1.3. The brief descriptions in the right-hand column are my adaptations that align with ML coaches' roles.

**Figure 1.3** Multilingual/Multiliteracy Coaches' Roles

KILLION'S ROLES OF COACHES	SAME ROLES ADAPTED BY MULTILINGUAL/MULTILITERACY COACHES
1. Data coach	The ML coach collects ethnographic and quantitative data with protocols for each component (vocabulary, discourse, reading, writing, social-emotional learning, content processing), shows data to teachers, and helps to analyze student performance and learning progressions to enact necessary adjustments.
2. Resource provider	The ML coach brings ancillary materials that relate to the component the teacher will teach for the observation.
3. Mentor	The ML coach mentors new school coaches.
4. Curriculum specialist	The ML coach meets with teachers in teacher learning communities to review and enhance curriculum.
5. Instructional specialist	The ML coach helps to adapt and integrate language, literacy, and social-emotional learning into lessons and to scaffold strategies for students with different levels of English proficiencies.
6. Classroom supporter	The ML coach models multilingual strategies and co-teaches with content, ESL, and special education teachers. The ML coach also monitors MLs while the teacher is teaching and helps MLs when necessary.
7. Learning facilitator	The ML coach facilitates learning by the ten roles listed here and by coaching teachers. The ML coach participates in teacher learning communities and conducts professional learning workshops.

*(Continued)*

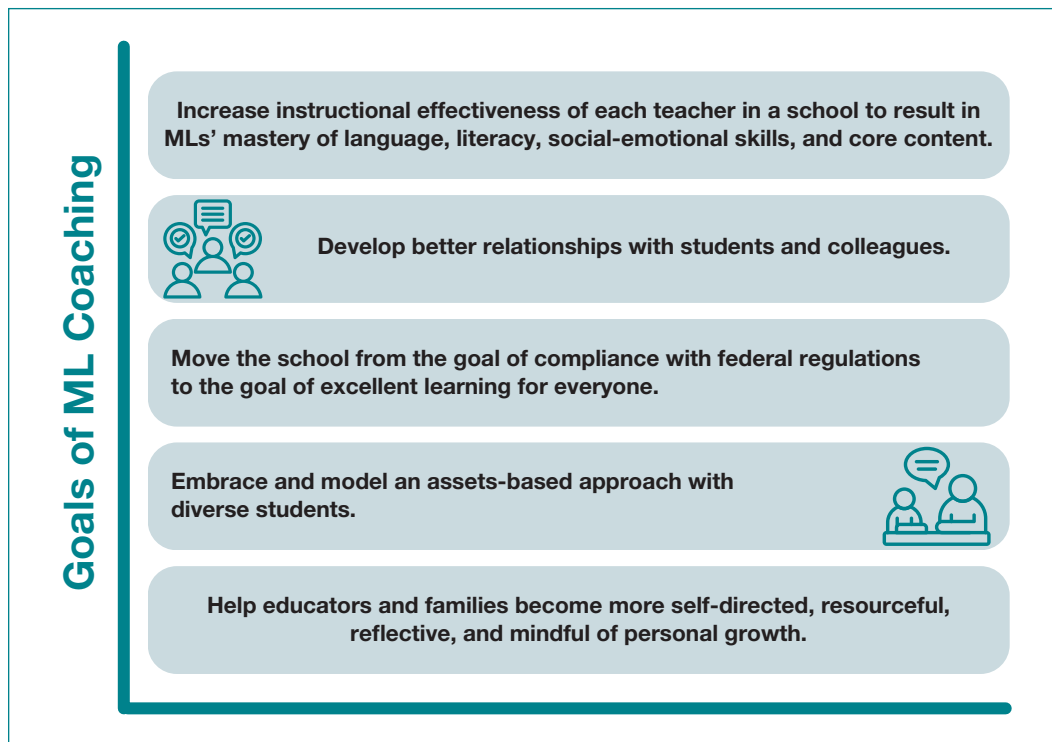
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KILLION'S ROLES OF COACHES	SAME ROLES ADAPTED BY MULTILINGUAL/MULTILITERACY COACHES
8. School leader	The ML coach is part of the leadership team in most schools and/or with the district administration and helps make important decisions for the multilingual program or makes recommendations.
9. Catalyst for change	The ML coach participates in leadership committees and contributes multilingual information and ideas for school plans and individual student plans. The ML coach strives to sustain the program quality and enhance attention, commitment, and knowledge on MLs.
10. Learner	ML coaches had to learn or amplify their knowledge, disposition, and skills to take on the role. Subsequently, continuous, intensive learning takes place when working with a diverse group of teachers, administrators, assessment specialists, psychologist, and others who are also learning about MLs.
	Some ML coaches assist with language proficiency testing of MLs once a year. They do or assist with data analyses and compliance reports for the school leadership, district, state, and federal agencies.
	ML coaches meet with other schools' coaches and expert coaches to reflect and continue to improve their practice.
	If ML coaches are bilingual, they are often called to translate for the families.
	See all features with the "What Coaches Do" label throughout this publication.

## ESL Teachers as ML Coaches

Some ESL-trained coaches work directly with ESL teachers. At times, ESL teachers become the ESL coaches for other teachers. ESL coaches and ML coaches carry a double load. They support ESL teachers and their content co-teachers by helping articulate lesson designs, planning, and providing mini-workshops; organizing and managing the distribution of ML materials; administering language proficiency assessments to MLs; analyzing and maintaining data; meeting with and advising administrators; preparing compliance reports; and coaching if there is time. They have been known to do substantial substitute teaching. Additionally, they may be the official or unofficial translators in a school and/or the family liaisons. The ESL coaches deserve a medal! And a trophy! And a raise! At minimum, they merit the reduction of duties that do not pertain to the task of coaching teachers.

Figure 1.4 Goals of ML Coaching



Source: Graphic by Nanci Esparza



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## Similarities and Differences Between Coaching Models

Although most coaching programs share similar goals (Figure 1.4) and observation cycles, the philosophical approach varies. The ML coaching that we refer to in this book is different from other types of general classroom coaching. For example, Cognitive Coaching (Costa & Garmston, 2015) is different from the multilingual model of coaching, which is more similar to what Knight (2018) and Aguilar (2016; Bright Morning, 2024) propose.

As you will perceive in this book, the ML coaching cycle allows teachers to self-direct their learning by choosing a specific practice for vocabulary, reading, and/or writing instruction. The distributive leadership role of the ML coach is a combination of (1) supporting implementation of a second-language model, (2) improving one-on-one instructional practices, and (3) helping to meet compliance or attain excellence with multilingual assessments, recordkeeping, and reporting to local, state, and federal agencies.

## Types of Coaching in Multilingual Schools

Excellent coaching relationships can develop between school-based coaches and outside-of-school *expert ML coaches* who specialize in second-language acquisition and multiple-literacies pedagogy. They are usually the trainers who provide the training for the school. They develop rapport with the teachers and future ML coaches at the workshops and discuss what the coaching will look like for the remainder of the year. Our expert coaches will be sharing their insights at the beginning or end of each chapter. One of the goals of the expert coach is to build capacity in a school by preparing and mentoring *school-based coaches*. School-based coaches are pivotal in sustaining the enthusiasm, refinement, and continuous implementation of innovations.

Coaching can also occur in *co-teaching situations* between the language specialist (often called ESL coach, English language development [ELD] coach, or language coach) and classroom teacher as they work toward a mutual goal for their students. Some schools/districts are assigning language coaches or *literacy coaches* to work with classroom teachers to support the teacher's instruction directed to MLs or to work with the MLs in those classrooms. Content teachers who are going through professional development workshops on integrating language, literacy, and content can also engage in *peer coaching* to support each other as they strive to learn and implement new teaching skills. Peer coaching is often called *collegial coaching*, which occurs in teacher learning communities (TLCs), first designed during the implementation of a dual-language program (Calderón, 1991). TLCs are similar to any collegial teams or DuFour and DuFour's (2012) professional learning communities (PLCs) in that they are places and spaces where after a workshop, book study, or conference teachers get together to make meaning, share ideas and strategies, solve problems of implementation, and celebrate student successes. Chapter 6 provides more specifics on TLCs. *Administrators as coaches* embrace a similar process. Despite being controversial, maneuvering differing opinions, and facing difficulties of implementation, administrators as coaches of teachers with MLs have been beneficial because administrators learn to apply ML coaching strategies in ML classrooms (Calderón, 2011). Students can also become *student peer coaches* as they work in project-based learning such as science, technology, engineering, the arts, and mathematics (STEAM) or even during smaller endeavors such as mastery of a word, clarifying a reading passage, or summarizing a paragraph.

Some coaching models offer teachers more autonomy while others are more directive. Some look for a balance between accountability and autonomy (Aguilar, 2018; Knight, 2018). Coaching in multilingual multicultural classrooms calls for a balance between the two. This balance will be visited in each chapter with the observation protocol and further



details. We will give examples of how the model balances teacher choice and accountability.

## What Multilingual Coaches Can Do

At a micro level, multilingual coaching programs are more structured than general education coaching programs due to the nature of the topics: observing language development in the context of discourse, the application of reading comprehension and text-based writing strategies, and social-emotional learning (SEL) integrated into the subjects that teachers are teaching. For example, a coach uses an observation protocol focusing only on the subcomponents that were presented at the workshop.

The observation protocols for each component are concise summaries of the key instructional strategies. These serve not only for the coaches to zoom in on their observations and give valuable feedback but also for teachers to remember the sequence and key pieces of a strategy as they plan a lesson. Thus, the teacher selects and informs the coach of the type of feedback desired. This will be better illustrated in each of the chapters as the instructional steps and the observation protocol are described.

## Accountability and Support

After a quality professional development program, the transfer of that learning must be made visible so everyone can see what is being implemented, what is working, and what needs to be fixed. Coaches have a caring gentle way of observing and moving a project forward through four phases and purposes for coaching:

1. Quality preparation for coaching
2. Implementation of the innovation and coaching of that innovation
3. Support as teachers develop efficacy
4. Data analysis of MLs' learning progress

## Coaching Systematic Content With Systematic Observations

Hattie and Timperley (2007) assert that there have been few studies about coaching, yet that feedback is one of the most powerful influences on learning and achievement. They point out that this impact can be either positive or negative. It depends on the circumstances that make it effective. We find this to be true when generic coaching is used to attempt to give feedback to teachers and the checklist they use is designed for

things irrelevant to the model being implemented. *This might be the reason that many teachers are reluctant to participate in coaching: They find it irrelevant.* On the other hand, it becomes a positive experience when they see coaches participating with them in the workshops. This reassures them that they will speak the same language as they set up their preconference and when they discuss the data collected during the observation.

## Why Your Current Coaching Model Might Not Work

Generic lists or any type of coaching that is not specific to teaching/learning academic vocabulary, reading comprehension, student interaction around the reading selection, and text-based writing *will not work* in classrooms with MLs. The observations and feedback must be distinctly focused on the integration of language and literacy with content and how that affects student learning. The diverse levels of English proficiencies in a classroom are one of the greatest challenges for unprepared coaches.

**Unsystematic content.** Along with the one-shot workshop, there is another trend that persists. The trend is to invite entertaining and motivating presenters. Motivation is good and necessary, but beyond that, teachers can apply very little in their classrooms. Unless the participants walk away knowing how to convert those emotions into instructional enhancements, they won't be able to apply them. In addition to excitable and renewal workshops, teachers need ideas and strategies that are explicitly described and modeled for a powerful implementation. The coaches attending such one-shot sessions will be nonplussed as to how to coach that. Follow-up workshops where modeling of strategies and discussions surround application will enhance the initial excitement.

**Leadership messaging.** Changing instructional practices to fit in vocabulary and reading comprehension is difficult enough; adding coaching duties on top of this becomes almost unbearable for some teachers, who end up avoiding both in order to cope. This is when the principal of the school should reinforce the message that (1) coaching carries benefits for all teachers, both seasoned and new; (2) accommodating practices to promote vocabulary development and reading comprehension are “not just another thing to pile on your plate,” but essential bridges to content mastery; and (3) engaging in these practices is not just the responsibility of a select few but an expectation for everyone at the school.

**Systematic content.** Knight and colleagues (2020) affirmed that an instructional playbook makes learning real. Instructional playbooks are organizational tools that professional developers use to “(1) identify high-impact teaching strategies and (2) explain those strategies to teachers so they and their students can meet powerful goals” (Knight et al., 2020, p. 141). The bulleted list under the “Coaches Address Context and Components” heading (page 00) gives a glimpse into an evidence-based instructional playbook for coaches and teachers working with MLs. Each

high-impact component is based on the ExC-ELL model and described in Chapters 3, 4, and 5.

An instructional playbook must be part of the professional development workshops. Additionally, another playbook for site administrators is a way to have all the messages, roles, commitments, teacher support systems, and goals always on hand.

**A playbook for ML coaches** is necessary since they may be new to instruction of MLs and lack sufficient background knowledge and skills to address the diverse social-emotional, academic, linguistic, and cultural needs of MLs. This book was written to be such a playbook for coaches.

1. What main differences do you see between a coaching model used at your school and classroom coaching of MLs?
2. What will be your first step in this personal rewarding journey?

## What Coaches Do to Prepare for What Could Be Excellence

ML coaches want to prepare for continuous learning and be recognized as professional learning leaders. If they can influence not just participants' professional practice but participants' sense of agency about changing their practice, they can cultivate habits that lead to a continuous learning culture that will impact MLs for the rest of their lives.

The following twelve ExC-ELL components and pedagogical supports are used as examples of evidence-based instruction tested with MLs. Each is described throughout the chapters to serve as examples of what your school/district might want to adopt.

### What Is ExC-ELL?

**Expediting Comprehension for English Language Learners (ExC-ELL)** is an evidence-based whole-school professional learning model for K–12 teachers, coaches, and administrators.

The process consists of several days of professional learning that combine (1) evidence-based research and framework presentation; (2) modeling and practice of instructional strategies for vocabulary,

*(Continued)*

(Continued)

discourse, reading, and writing integrated into content areas; (3) peer practice with strategies; (4) lesson application; (5) follow-up coaching; and (6) teacher learning communities (TLCs).

As an ExC-ELL coach, you will assist, facilitate, model, observe, collect data, give feedback, and jointly plan for the twelve components:

1. Teaching of vocabulary
2. Knowledge building
3. Oral discourse throughout the lesson
4. Modeling reading comprehension strategies
5. Partner reading + summarizing
6. Depth of word study
7. Close reading
8. Cooperative learning strategies
9. Drafting
10. Editing and revising
11. Conclusions and titles
12. Multimodal assessment practices

Undergirding the twelve components are the sociocultural and student-centered ways to leverage students' linguistic and cultural capital. Social-emotional competencies are taught in the context of a learning event/activity.

## Coaches Address Context and Components

- ▶ Create a safe context for MLs to listen, speak, read, verbally analyze and synthesize, and write.
- ▶ Simultaneously support and challenge teachers.

- ▶ Leverage students' cultural capital.
- ▶ Foster learning of social-emotional competencies—self-management, self-awareness, social-awareness, relationship skills, and responsible decision making.
- ▶ Coach vocabulary as a precursor to reading, for processing information, for intentional incidental word teaching, and for writing.
- ▶ Coach discourse, encouraging frequency and quality of interaction and continuous use of new words and sentence structures by MLs.
- ▶ Coach reading—fluency and comprehension, applying critical thinking, content mastery, and connections to students' own lives and others.
- ▶ Coach writing—drafting, editing, revising strategies for MLs, and helping the teacher to reflect on final student products.
- ▶ Coach performance assessment—assessing use of vocabulary in the context of interaction during partner practice; partner reading; partner summaries; cooperative learning; project-based learning; science, technology, engineering, and mathematics (STEM); presentations; and reading comprehension and composition.
- ▶ Assist in the development of social-emotional competencies, linguistically and culturally responsive teaching and learning integrated into each subcomponent, and the classroom management that values student background, languages, and literacies.
- ▶ Have courageous conversations around bias, stereotyping, trauma, relationship building, and classroom and school structures that accelerate success for MLs and their classroom peers.

## What Coaches Do to Address All Components



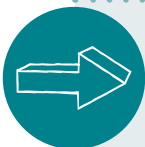
We break up learning into small chunks for better student processing. We can do the same for teachers.

Since the list of twelve ExC-ELL components is a comprehensive language and literacy model for core content classrooms, a strong recommendation is to break up the list for implementation.

For example, after a workshop on selecting and teaching vocabulary, teachers and coaches can concentrate solely on the implementation of vocabulary. Parsing (Figure 1.5) helps to better analyze what works and where more work is needed on each component. It might take several months to complete the twelve-component cycle and attend to all teachers. It is understood that some teachers might need more assistance than others.

After conquering vocabulary, the next cycle would consist of a professional development session on discourse and reading. Coaching would be on discourse and reading comprehension strategies only for at least a semester. The reading component is the most challenging for content teachers. That might need revisiting with another workshop or more coaching.

Lesson preparation for reading means not only selecting words that will be most useful for MLs to enter that text but also selecting sentence structures that are inherent to that subject area. The way we speak and write in mathematics is very different from the way we do so in science or in English language arts. Social-emotional competencies and norms of interaction can be learned concomitantly with each component and each instructional routine and strategy. Performance assessment would also be part of each component as the teacher observes, annotates, and analyzes student discourse and products. The observation protocol is also chunked into each component.



## MYTH

High school teachers are not reading teachers.

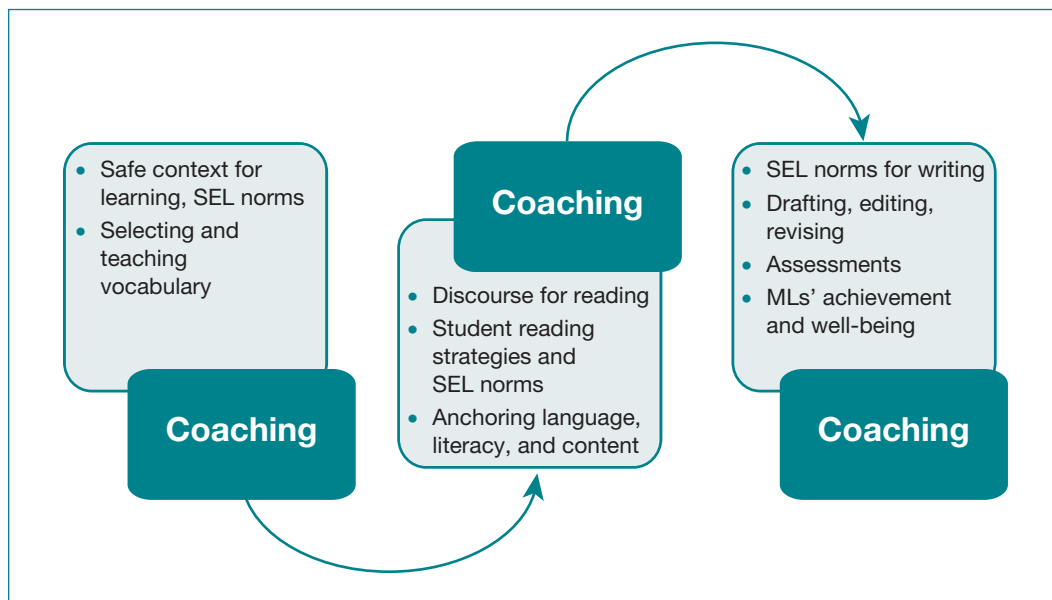
## Key Roles and Soft Skills



Coaching offers a safe place to think, to reflect, to speak truthfully, and to ask questions—about self and others (Kee et al., 2010).

**The role of school administrators.** Principals can make or break a coaching program. Principals, assistant principals, coordinators, family facilitators, and psychologists must attend all workshops with the

Figure 1.5 Parsing the Professional Development Delivery



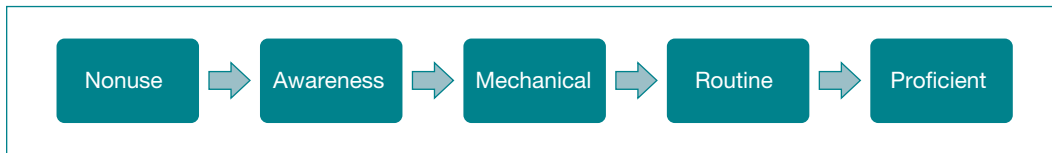
Source: Adapted from Zacarian et al. (2021).



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teachers and participate in a special session on how to support the teachers as they go through the implementation's highs and lows. Principals are also invited to use the observation protocol and practice coaching teachers. An exciting offshoot is that they often use those strategies to ascertain a more accurate picture when it's time to evaluate teachers.

**Teacher autonomy and accountability.** Teachers want to be self-directed and free to make their own decisions and choices. Yet, teachers are being asked to shift in ways where they might not have much of a say-so. When teachers resist innovations, there can be many reasons. One of those is feeling they have no say in the coaching relationship. Transformation for individuals and organizations remains a daunting and complex proposition (Costa & Garmston, 2015). Bringing languages and cultures into an already complex situation becomes quite challenging for the coach who has not experienced such a context before. *Coaches will need special skills to work with the diversity of teacher dispositions, beliefs, biases, and values about multilingual diversity.* Coaches demonstrate to teachers they are on the same page when they attend workshops with the teachers where they learn more about MLs' diversity and assets. As they learn together at the workshops, coaches also begin to develop relationships with the teachers. Knight (2021) discusses five stages of teacher implementation as seen in Figure 1.6. The teacher-coach relationship acknowledges these stages as a normal path to success and to map out their plan.

**Figure 1.6** Five Stages of Teacher Implementation

We can assume that you will run into a diversity of teaching skills and dispositions. These stages imply levels of skill, fears, and willingness to try. You will encounter teachers whose beliefs, biases, and uninformed misconceptions about language and cultural diversity are deep. Bruce Joyce used to say that there will always be the 10 percent who resist; therefore, it is better to concentrate on the 90 percent (Calderón & Marsh, 1989). For many, it is merely helping to overcome fears—once they are identified!



Coaches partner with teachers to identify, explain, model, and adapt teaching strategies so teachers and students can meet their goals (Knight, 2022).

**Having faith in all teachers.** We believe that all teachers have the desire to be their best and have the capacity to learn throughout their professional lifespans. We believe that once teachers begin to see the changes in students, they become believers in the innovation. Hence, this is the reason to gently stay with them. When the whole school is participating, the students are the first to embrace and appreciate the changes. They will ask teachers to use the strategy that “our science teacher is using for vocabulary” or ask to “read with a buddy the way we do in social studies.”

**Coaches’ well-being.** Coaches need coaches. The district must enact coaches’ learning communities (CLCs) where they can exchange ideas, successes, and problem solving. All coaches will also be learning the new instructional strategies and how to observe, document, and give feedback based on objective data. This shared learning will accelerate quality implementation and success for everyone.

Here are some ideas for a coach new to multilingual/multicultural observations:

- ▶ Attend the workshops with the teachers to better understand how coaching this innovation works best.
- ▶ View videos of the training to review and delve deeper.
- ▶ Video record yourself during feedback sessions. Study your spoken language and body language.



- ▶ Reread this book. Share this book with colleagues to study with you.
- ▶ Visit a seasoned ESL/ELD teacher to practice observing and giving feedback.
- ▶ Have ongoing conversations about how the innovation or implementation meets individual teachers' and students' needs, and where adaptations are necessary.
- ▶ Create a psychologically safe place for your coaching conversations.
- ▶ Value your relationship with all teachers.
- ▶ Never lose sight that teachers need you and appreciate your support.



Effort is a factor that has to be consistent with one's personal motivation and committed goals. Further, it is tied to one's self-efficacy level or confidence that we can succeed (Hattie & Yates, 2014).

## Flexible Delivery and Scheduling Are a Must

Coaches conduct instructional coaching cycles through observations, reflection on data gathered, actionable feedback, and jointly determining the next steps. They avoid looking for unrelated features to the component being observed and concentrate on the agreed-upon feature and time frame requested by the teacher.

Coaching doesn't have to be only in person anymore. More schools are preferring virtual coaching. There are two ways to do virtual coaching. For instance, a teacher can upload a video to a Swivl Cloud where a coach can provide feedback on that site. Swivl provides a reflectivity device that can hold a camera, phone, or tablet situated in the back of the room to follow the teacher's movement. The teacher wears a microphone to record themselves and students close by. The video can be shared with the coach during the feedback/analysis session or on a cloud for the coach or teacher to review before they meet. The teacher has the option to make the site private or share.

Virtual coaching can be implemented by using Zoom or Google Meet to observe a teacher for fifteen minutes. During another fifteen minutes, the coach presents the data to the teacher, helps reflect on the data, and gives feedback. The teacher and coach plan immediate action steps, selecting one or two ways in which the teacher can enhance practice and prepare for the next coaching observation.

The following tips and tools are scripts that the ExC-ELL professional development program consultants send to their schools to prepare for each observation.

## What Coaches Do to Support Scheduling

Coaches can help set up the best configuration for the school. Since there are benefits to both in-person and virtual coaching, the coach and administration should consult with teachers for the final decision. Here are some tools that coaches use for either in-person or virtual ExC-ELL coaching.

### In-Person Coaching Options

Several options for in-person coaching situations are available for schools or teachers to choose. The following email is an example of how to inform principals and teachers about their options.

#### Example of the Email Sent to the Principal

Since we will soon visit your school, we would like to offer the following coaching options for your teachers to select one and inform us ahead of time which one they select. Some of these options require more preparation on our part; therefore, it is crucial that we have the information outlined as follows.

##### Options for 30-Minute Blocks of In-Person Coaching

1. An ExC-ELL coach observes a teacher implementing a strategy, selected by the teacher (e.g., partner reading, Numbered Heads Together, a roundtable, or a Cut 'n' Grow [see Chapter 5; Calderón, 1984, 1986, 1990, 1994, 1996]), and gives feedback afterward. The teacher selects the focus of the observation.
2. The teacher introduces a lesson, and an ExC-ELL coach demonstrates a strategy with the students. They debrief the lesson afterward.
3. An ExC-ELL coach observes students applying a strategy as the teacher conducts a lesson (e.g., seven-step vocabulary, partner

reading, or summarization [Calderón, 1984, 1986, 1990, 1994, 1996]), and then the coach observes and collects information on the students' application.

4. During a 30-minute ExC-ELL team meeting, one or two teachers share a 5-minute strategy that has worked for them, and three or four other teachers ask questions or add other success stories.
5. An ExC-ELL coach helps a teacher develop or refine a lesson.
6. Instructional walk-throughs occur where classrooms are visited for 10 minutes by a team of five or six teachers and the ExC-ELL coach. The focus can be on an ExC-ELL strategy, classroom management, or student interaction.
7. Peer coaching: If two teachers want to observe each other and give each other feedback, an ExC-ELL coach will show them the protocol for peer coaching, giving constructive feedback, and setting goals.
8. The coach attends a TLC/PLC if teachers invite the coach to attend to answer questions or model a strategy.
9. Action research occurs where a teacher studies an aspect of the students' learning by recording their performance over a certain period. The ExC-ELL coach can provide guidelines or research suggestions for this study.

#### **Logistical Information to Help the Coaches Prepare**

- ▶ Please submit the schedule for observations/coaching options and time for debriefing/planning with the teacher.
- ▶ We can typically observe five or six teachers during 20- to 30-minute intervals (5 minutes to get to the next classroom). We will need at least 20 minutes to debrief or plan with each teacher afterward.
- ▶ If there is time at the end of the day or another convenient time for us to do a "Refresher Workshop" for 45 to 60 minutes, please indicate on the schedule.
- ▶ If co-teaching of a lesson has been selected, please send copies of the portion of the text the students will be reading and the intended lesson plan.

*(Continued)*

(Continued)

- ▶ If instructional rounds have been selected by five or six teachers, make sure you identify the classrooms these teachers will visit for 10 minutes. We can meet with the group first thing in the morning to plan the focus of the rounds.
- ▶ Please send us the completed “Day Schedule” a week before, using an organizer such as the following [see Figure 1.7]:

Figure 1.7 Coaching Day Schedule

TIME (BY 30-MINUTE INTERVALS)	TEACHER	GRADE, SUBJECT, AND ROOM NUMBER	COACHING OPTION SELECTED	TEACHING AND LEARNING GOAL



Available for download at <http://resources.corwin.com/CMLExcellence>

### Example of Flexible Virtual Coaching

Using a cloud-based platform like Google Drive or Microsoft OneDrive, a principal can share a sign-up sheet for virtual coaching to which teachers can add their names in real time (see Figure 1.8). The sign-up sheet can also include a hotlink to a Tips for Coaching Day document for teachers to review as they prepare for their observation. Once they have selected the time for their observation, the coaches will place a link to their virtual meeting space (using Zoom, Google Meet, or a similar service) directly onto the coaching sign-up sheet as well. This provides teachers, coaches, and the principal with a one-stop document where they can find all the information they need for a coaching day.

On the coaching day, the coach will check the sign-up sheet for any adjustments. Both teachers and coaches will know exactly what to expect. For example, after a workshop on preteaching vocabulary, fifteen-minute observations are sufficient to observe a teacher teach five words using the seven-step strategy described in Chapter 4. Another fifteen minutes afterward will be sufficient for reflection, feedback, and jointly determining goals for enhancement.

## Example of Form Sent to Principals for Planning Virtual Visits

Hello again,

Let's get ready for your school's coaching day on writing strategies! Below please find the link to the sign-up sheet for your ExC-ELL coaching day for writing on April 11. Each teacher will sign up for *two* time slots: a 15-minute observation and a 15-minute feedback session with the same coach later in the day.

You are free to assign teachers to participate in coaching, or to let teachers volunteer; either way, though, we do ask that you ensure that no more than 16 teachers total sign up: up to 8 with each coach.

We also encourage you to let teachers know about the Tips for Coaching Day document that can be found on the sign-up sheet. This short document answers most teachers' questions about coaching and can be very helpful as teachers prepare to be observed.

Finally, we look forward to your teachers participating in coaching! We receive a lot of positive feedback about ExC-ELL professional development, but the *most positive* feedback we receive is from teachers who received one-on-one support from one of our coaches. It is a powerful experience!

Please let me know if you have any questions or if there is anything else I can do for you!

Here's the link to your coaching sign-up sheet for April 11.

:) Leticia

**Figure 1.8** Example Coaching Sign-Up Sheet for Virtual Coaching

TIMES	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
	ADD your name, grade level, or subject area in TWO places.	CHOOSE observation or feedback. (Make sure to sign up for both!)	READ the "Tips for Coaching Day." Have a plan for how you will share your classroom virtually (laptop, webcam, etc.).	CHECK that you read the "Tips for Coaching Day."	On coaching day, JOIN the Zoom link below.
8:00		▼	Tips for Coaching Day		[link]

(Continued)

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TIMES	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
8:15		▼	Tips for Coaching Day		[link]
8:30		▼	Tips for Coaching Day		[link]
8:45		▼	Tips for Coaching Day		[link]
9:00		▼	Tips for Coaching Day		[link]
9:15		▼	Tips for Coaching Day		[link]

## Options for Reporting

Reports can be valuable or quite controversial. Teachers need to know if the coaching information will be shared with the administration. They do not want surprises or to feel that “Big Brother” is out to get them. Three options for reporting or not reporting feedback results to the administration after a coaching session can be explained at the joint professional workshop, and the administration must be explicit as to which they will embrace: (1) Some school administrators request reports after every coaching visit for each teacher as a summary of what was observed, what was working, and next steps for the school. This option is usually preferred when a school is out of compliance with the Office for Civil Rights. (2) On the other hand, many administrators do not request reports because they feel that coaching and feedback are private explorations/conversations between coach and teacher. (3) Still others, with the teacher’s permission, request the results of the observation protocol and notes for filing purposes but not as reports or evaluations. The files serve as part of a teacher’s portfolio for advancement or stipends as part of their continuous on-the-job learning.

## What Coaches Do to Change Schools for Better ML Outcomes

Hargreaves and Fullan (2012) discuss the importance of teacher development to effect change in schools. Change is to be expected when professional development and coaching are systematic and the whole school participates. We delight in schools that are willing to implement a comprehensive model. Due to the COVID-19 slowdown, many schools are actively seeking changes. When your school is ready to embrace change, it will become much easier to integrate evidence-based instructional practices for MLs.

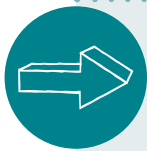
Barth (1990) proposed that everyone can be learning simultaneously—teachers, students, administrators. A school where everyone learns also wins because it becomes an ecology of reflection, growth, and refinement of practice. It builds the type of mindsets necessary for change. When we contemplate what has happened since the onset of the COVID-19 pandemic, and the disappointing results from reading, mathematics, and social studies national tests, it is easier to agree that change is necessary. When we think of the increase of multilingual students and other newcomers arriving in every school, it is easier to consider what changes need to take place.



“Coaching that’s aligned to a comprehensive professional development plan enables the learner to go deep and wide into a content area, instructional practice, or particular aspect of teaching. And it facilitates alignment between everyone responsible for building a teacher’s capacity” (Aguilar, 2014).

## What Is Yet to Be in Every School

A whole-school approach to professional development and coaching builds capacity and positive attitudes toward all students and ensures school improvement.



### MYTH

MLs are the responsibility of ESL teachers.

Moving away from “those are the ESL teacher’s students” to “all students are my responsibility, and I will learn” is a strong indicator of whole-school commitment and improvement. The social organization of “us and them” shifts to “we’re in the same boat, and we won’t let it sink.”

## What Coaches Do to Sustain Momentum: Teacher Learning Communities

As a complementary follow-up to coaching, teachers and coaches meet once a week for ongoing inquiry, collaboration, and reflective dialogue in teacher learning communities (TLCs). The teacher participants become collegial coaches in TLCs. When a teacher wants feedback on a strategy

that worked or needs fine-tuning, the others act as coaches and give specific feedback. TLCs are similar to PLCs but concentrate on MLs' progress and success. Modeling and conversations are key to clarifying and negotiating quality implementation. Sometimes just having opportunities to talk with peers results in great ideas for anchoring implementation. Participating teachers assess students' artifacts, adjust lessons, and refine the internalization process to achieve the desired literacy outcomes to meet the needs of all MLs (Calderón, 1991). Coaches can be on hand when teachers request additional assistance.

## What Coaches Do to Help Whole-School Implementation

Why help enact comprehensive professional development with follow-up coaching? There are many benefits.

1. Everyone in the school (expert and novice; ESL/ELD and general education teachers) is in the same boat learning something new.
2. All work toward the same goal.
3. Reduces isolation.
4. Builds a common language.
5. Forges respect for diversity.
6. Refined as it continues to be implemented.
7. Helps to make decisions that will affect everyone positively.
8. Mindsets shift to examine own attitudes, beliefs, biases, and practices.
9. Everyone is a staff developer for everyone else.
10. Helps everyone discover their own talents and strengths.

## Barriers to Anticipate for a Quality Coaching Implementation

1. Time constraints
2. Complexity of the subject matter
3. Fear of change
4. Personal beliefs about MLs
5. The problem of generalizing versus differentiating
6. Interpersonal and school political problems
7. Legal compliance





We all fall short of being who we want to be at times. We think/say things about others that are dehumanizing. We don't listen. We ask leading questions. We stumble through feedback. All this is normal. What is exceptional is our desire and commitment to do better (Bright Morning, 2024; accessed June 5, 2023).

For a coach and teacher to arrive at their goals, good conditions for adult learning must be established. The foundation is the professional development program design and implementation.

There are too many times when a quality professional development program doesn't work. Large amounts of money, time, and effort are spent to initiate, but there is little of all that in the follow-up to the initial workshops. In terms of cost, the follow-up coaching is approximately 75 percent of a professional learning program. It is the school site coaching and collegial continuation of refinement after expert coaches leave that makes a difference for teachers and for students. Figures 1.9 and 1.10 compare what works and what doesn't. They are reminders for planning a comprehensive approach versus "just workshops" that do not make a difference.

**Figure 1.9** Professional Learning: What It Is and What It Isn't

WHAT PROFESSIONAL LEARNING IS NOT	WHAT PROFESSIONAL LEARNING IS
Only one workshop is held on the topic.	Workshops occur throughout the year as part of a three-year plan.
No coaching follows on what was presented in the workshop(s).	Coaching is provided after each component that was presented at workshops.
Workshops are on the flavor-of-the-month topics or one-shot events from popular presenters.	Systematic cohesive sessions address each component in depth.
Feelgood workshops motivate but leave little to implement and have no impact on student achievement.	Each workshop presents theory, research, demonstrations of the strategies, and ways to apply and integrate them into existing requirements and lessons.
Only a small percentage of the instructional staff attend, and they are expected to share with the rest of the school staff (which rarely occurs).	The whole teaching staff, coordinators, counselors, directors, assistant principals, and principals attend all sessions.
Instructional programs/strategies are deemed ineffective because they were not implemented, and another instructional model is brought in to try instead.	Teachers participate in weekly teacher learning communities (TLCs) for collaborative learning and quality adaptation.

*(Continued)*

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WHAT PROFESSIONAL LEARNING IS <i>NOT</i>	WHAT PROFESSIONAL LEARNING <i>IS</i>
Only a small percentage of the budget is spent on professional learning—and it is mostly for going to conferences.	A large percentage of the budget is spent on site-based professional workshops, TLCs, and coaching every teacher after each component that builds upon the other and teacher incentives.
Instead of professional development, teachers opt for learning communities where knowledge remains stagnant.	Teachers in learning communities are avid searchers of evidence-based knowledge to enhance their practices.

Source: Adapted from Calderón & Tartaglia (2023).

 Available for download at <http://resources.corwin.com/CMLExcellence>

**Figure 1.10** Systematic Coaching

WHAT COACHING IS <i>NOT</i>	WHAT COACHING <i>IS</i>
A one-shot for each teacher	Consistent coaching is provided on each chunk of a comprehensive framework.
Using a generic observation checklist with many items to check	Each observation has a specific observation protocol.
Using an observation protocol that has not been empirically tested for validity and reliability with MLs	The observation protocol was tested for validity and reliability including teams of central and school administrators, ESL/ELD teachers, and general education/core content teachers.
Walking into a classroom unannounced	The coaching session involves either a teacher-selected component or a preconference with a teacher, based on an understanding and agreement of what is to be observed for 15 minutes.
Staying in a classroom for long periods of time to catch something “good” or “useful for giving advice”	An agreed-upon 15-minute observation focuses on teacher and student performance on a particular strategy.
Submitting feedback days later when its impact is no longer as useful	Coaches submit to teachers (and their principal if that is the agreement) written reports of each observation and the school’s progress by the next day.

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Recently, there has been a push to move from offering professional development workshops to only instituting PLCs (Brock, 2023), but the comparative research with outcomes between professional development–coaching–TLCs and PLCs only has yet to emerge. Professional development has had a bad rap because it usually doesn’t include coaching or TLCs/PLCs. Professional development or professional learning can still work if some trends that render it unsatisfactory can be done away with and it becomes a comprehensive approach with extensive follow-up. Here are some tips to help sustain that comprehensiveness.

### Reflections

1. How many “What Learning *Is*” and how many “What Learning *Is Not*” components (Figure 1.9) are prevalent in your school?
2. How many “What Coaching *Is*” and how many “What Coaching *Is Not*” components (Figure 1.10) undergird the dominant tradition in your school?
3. How much of the budget is allocated to coaching?
4. How often can you, as a coach, organize a meeting with the school leadership to discuss some next steps?

Figure 1.11 is a tool for leadership teams to discuss the enactment of the professional development model and to gauge what is in place, what is in progress, and what has been accomplished.

**Figure 1.11** Coaches Help to Guide the Conversations in Collegial Teams

QUALITY FEATURES OF OUR PROFESSIONAL DEVELOPMENT	IN PLACE	WE ARE WORKING ON:	WE NEED TO:
Coaching is provided after each component that was presented at workshops.			
Systematic cohesive sessions address each component in depth.			

(Continued)

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QUALITY FEATURES OF OUR PROFESSIONAL DEVELOPMENT	IN PLACE	WE ARE WORKING ON:	WE NEED TO:
Each workshop presents research, modeling of the strategies, and ways to apply and integrate them into existing requirements and lessons.			
The whole teaching staff, coordinators, counselors, directors, assistant principals, and principals attend all sessions.			
Teachers participate in weekly teacher learning communities (TLCs) for quality adaptation and more collegial learning.			
A large percentage of the budget is spent on site-based professional workshops, TLCs, and coaching every teacher after each component.			
Consistent coaching is provided on each chunk of a comprehensive framework.			

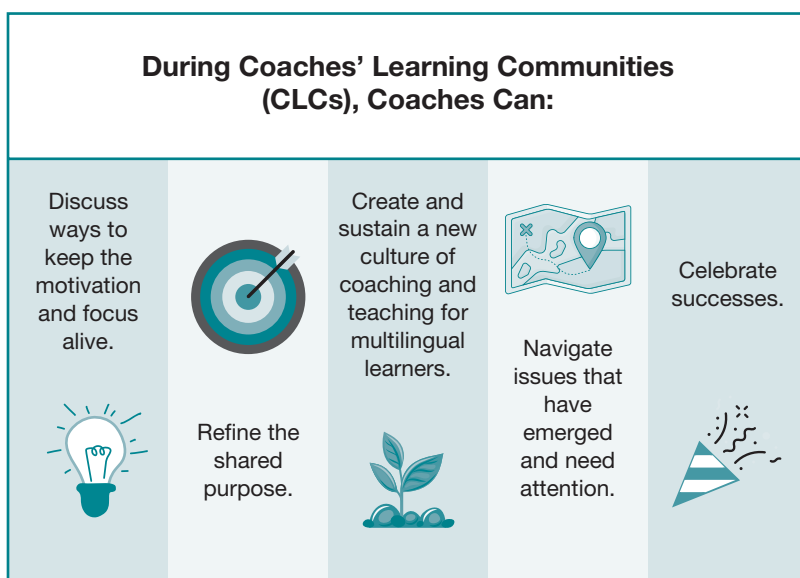


Available for download at <http://resources.corwin.com/CMLExcellence>

## What Coaches Do for Coaches

**Coaches' Learning Communities (CLCs).** Having opportunities to discuss with other coaches what's going on and new ideas and to reflect is important because individuals clarify and negotiate meaning during conversations. These conversations are very important for students and teachers, as previously mentioned, but more so for coaches. Coaches also need opportunities to reflect, plan, renew enthusiasm, and celebrate with peers (see Figure 1.12). Ideally, the school district includes in their plans opportunities for coaches to study their craft with peer coaches.

**Figure 1.12** Coaches' Learning Communities



Source: Graphic by Leticia M. Trower

 Available for download at <http://resources.corwin.com/CMLExcellence>

When possible, coaches might want to visit Jim Knight's instructional coaching site (<https://www.instructionalcoaching.com>) or attend workshops such as "The Art of Coaching" by Elena Aguilar, about which you can find more information on her website (<https://www.brightmornningteam.com>) for additional learning. Coaches might also want to explore websites on teaching MLs such as [www.exc-ell.com](http://www.exc-ell.com) for resources and listings of ongoing workshops for whole-school professional development and coaching.

## Message From a Special Guest: Data Coaches

By Margo Gottlieb

Coaching focuses on the development of knowledge and practice through a range of possible relational dynamics (Teemant & Sherman, 2022). Data coaching is a specialty that involves relationship building in the handling of student and school information to improve teaching and learning. That's where I come in . . . as an educator who has been dedicated to sharing equitable assessment practices for MLs with others her entire professional career.

Data coaches in schools and districts with MLs realize the importance of relationships as teachers, students, and families work together to spearhead change in assessment practices. As conveyers of a positive vision and advocates for this growing heterogeneous student population, these ambassadors guide teachers or PLCs in co-creating shared learning goals based on students' evidence for learning gathered from multiple sources.

For MLs, robust evidence for learning should represent assessment within a linguistic and culturally responsive curriculum. Easier said than done, right? That's where a data coach can be helpful. For example, for the last decade, I have been advocating for a comprehensive model for classroom assessment *as, for, and of* learning to replace the formative–summative dichotomy. Why? Because this model relies on the humanistic side of assessment—relationships—emphasizing the interaction among students, among students and teachers, as well as among teachers and school leaders rather than decontextualized scores, numbers, or levels generated from tests.

Aware of comprehensive and balanced assessment models that center on multilingual learners, data coaches must be sensitive and often ready to counteract policies and decisions that are predicated on large-scale standardized measures with often skewed results that carry negative consequences for MLs. Data coaches have the expertise to rely on relevant and useful information to inform teaching and learning.

Although data coaches may not be able to change the assessment landscape, they are positioned to make it more attractive and navigable for teachers and school leaders. Together data coaches and educators of MLs must keep all of the following in mind:

- Classroom data from MLs and MLs with exceptionalities along with their families and teachers should be systematically collected, analyzed, reported, and archived to serve as evidence for informing local decision making.

- Classroom data should stimulate teacher conversations on sensitive topics, such as the lived experiences and trauma of MLs, bias/stereotyping, and linguistic/cultural factors that contribute to student identities, to shape the context for interpretation.
- Classroom data, in conjunction with data from standardized measures with valid inferences for multilingual learners, when enacted in a linguistic and culturally responsive learning environment, should serve to accelerate student growth and goal attainment.
- Classroom data should spur ongoing actionable feedback to and from students and, when based on sound assessment practices coupled with guidance, move student learning forward.
- Classroom data should contribute to a data-informed school culture built around relationships and shared values—one in which both teachers and students can thrive. While not all schools or districts are fortunate enough to have data coaches, you can form a data team to collaborate in processing and communicating information across classrooms. As coaches of MLs, it is paramount that you act on what really counts—the relationships formed with students—to offer more equitable access, increased opportunities, and sound evidence to ensure their success.

**Margo Gottlieb, PhD, is co-founder and lead developer of WIDA at the University of Wisconsin–Madison. Margo has multiple books on assessment and presents at national and international conferences.**

## From One Coach to Another

*As I walked nervously into the fifth-grade classroom of Ms. K., I looked around the room and pictured all the students who would soon be sitting in the desks. I thought about all the laughs, the tears, and of course the learning. I glanced up behind Ms. K.'s desk and saw a huge 5K on the wall. I would later learn that she would explain to her class that she was like their coach alongside them as they learned and grew during their fifth-grade year. I instantly knew that she and I shared the same philosophy of teaching. As the year began, I was once again reminded of the deep level of grade-level content that MLs are expected to learn all while gaining English language proficiency. As a coach, I have the amazing opportunity to be a stakeholder in this process and work with both the teachers and the students. Coaching provides the opportunity for all teachers of MLs to understand, implement, and be supported in using*

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*the strategies that are essential for MLs to meet the challenging content demands and develop English skills. Together coaches and teachers can also help MLs recognize that they are valued and welcomed in the classroom and in the entire school community. Walking alongside a teacher throughout this process provides a way for teachers to collaborate, advocate, and support our MLs, not only in the classroom, but also in society as they are becoming our future leaders.*

**—Alyson Reilly, Lead English for Speakers  
of Other Languages (ESOL) Teacher**