

Gathering Evidence in Dual Language Classrooms – Previous Options:

- Gather evidence by scripting (or recording copious notes that aim to transcribe) what the teacher is saying and doing
- Gather evidence by scripting what the student is saying and doing
- Gather evidence by anchoring that evidence in qualitative “markers” (e.g., time during the lesson, number of students, quantity of instances, etc.)
- Gather evidence by noting and duplicating aspects of the environment (e.g., anchor charts, classroom appearance, objectives and directions on the board)

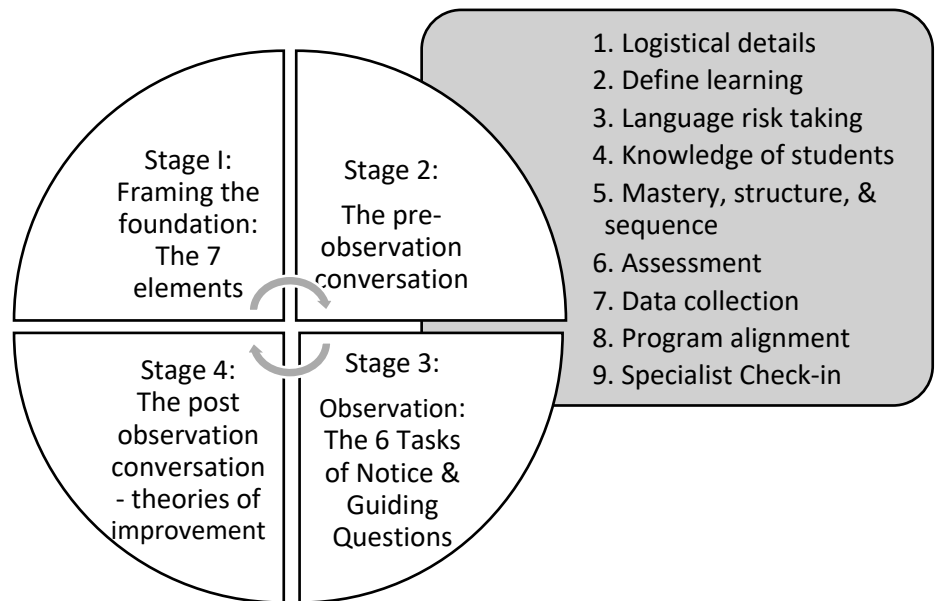
Dual Language “Feedback Foilers”:

Feedback Foiler	Feedback Trap
Give and show respect	If we are not able to name specific strengths, efforts, and progress respectfully, we cannot possibly expect teachers to buy into putting for the energy to address the opportunities to improve their practice respectfully.
Nurture the connection and relationship before you dive into the need to improve	There is no replacing authentic connections. Many dual language and bilingual have felt very offended and disrespected by coaches who are seen as jumping into telling them what to do.
Know what you want and why	If it is not in the best interest and evidence-based for language learners, it should not be in the conversation
Don’t pass on a difficult conversation	If every child matters, then we cannot avoid conversations at the kids’ expense.
Keep the options forward open unless the rights and dignities of students are at stake	Thinking that there is only way forward insults the complex work these teachers do and lessens your credibility to be able to provide well thought out feedback and options
Assess what approach you’ll need to take based on your goal, and teachers’ current skill and will	Much like a range of reading strategies, coaches must have a range of ways that they approach teachers in order to maintain a constructive conversation that leads to action and continuous improvement.
Acknowledge, advocate, and collaboratively work to remove real barriers	Teachers who serve EL/DL/TBE students constantly face barriers to equity, access, and resources.
Get feedback about the impact and success of coaching sessions	Feedback should be a two-way street.

Focus on what matters most – (the one essential question that moves the work forward – one at a time).	No one can master all things in one time. When we focus on the ‘dollops’ of feedback teachers are able to work on and master
Ask powerful questions then get out of the way and listen	If coaches own the answer to their questions they will own the results (good or bad). If they don’t ask good questions, teachers won’t discover good answers that improve learning for students.

Modified from: Kaye, B. & Jordan-Evans, S. 2003. *Love It, Don’t Leave It*, 2003.

The Observation Cycle for Dual Language Classrooms:



Using Guiding Questions to Prioritize Observations & Feedback:

