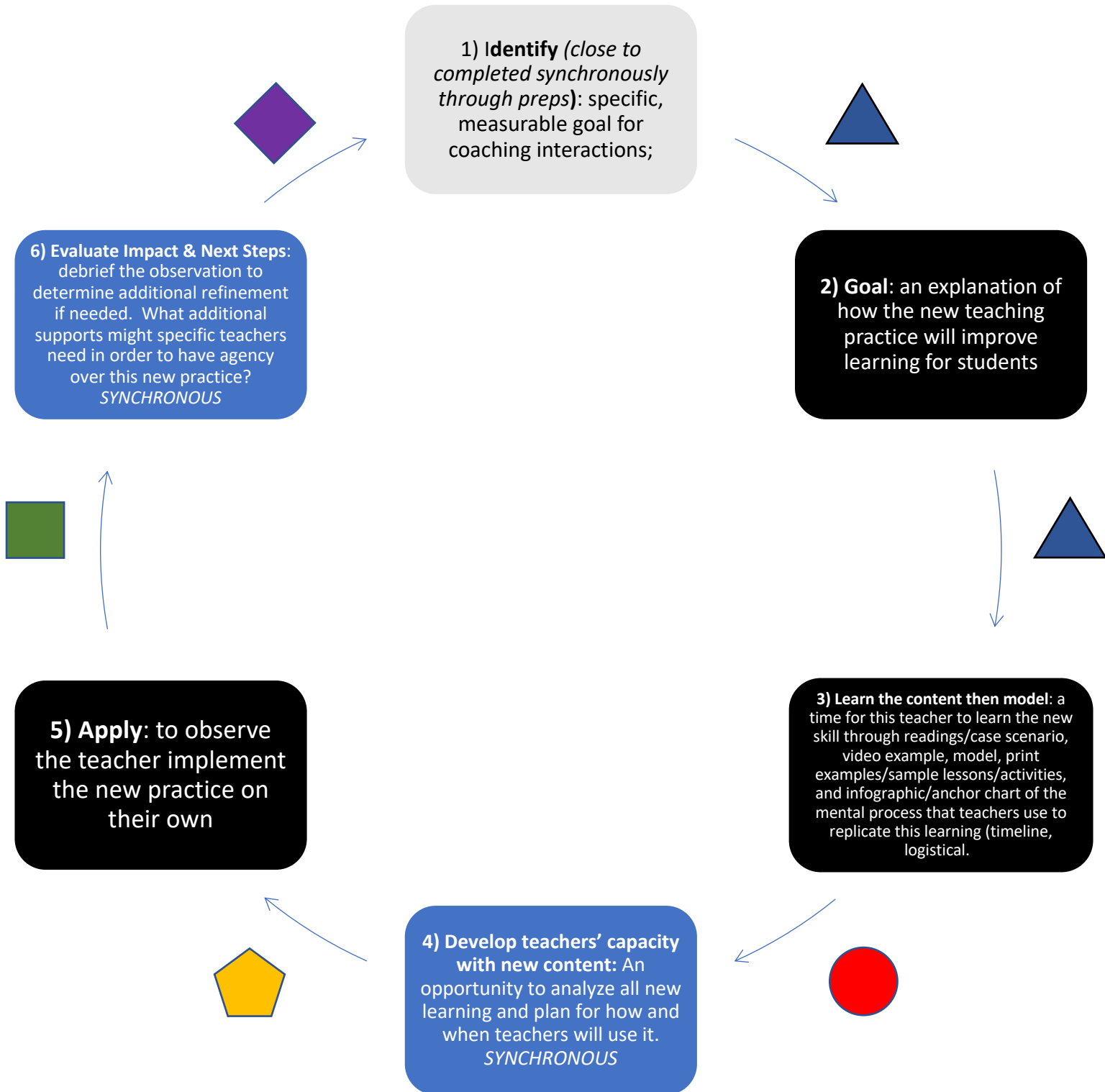


Virtual/Remote Coaching of Teachers in Bilingual & Dual Language Classrooms



Step 1 – Identify a need for a measurable coaching interaction

- Observation
- Data analysis
- Interview/survey
- Previous coaching cycle

Step 2 – New leadership and/or teaching practice goal (Asynchronous)

- Curriculum map implementation
- Scheduling/breakdown of planning

Step 3 - They have to learn... (Asynchronous multimodal content – sample below)

- Schedule/breakdown of planning
- Planning routines and structures for (implementation of curriculum map versus resources)
- Key strategies for teaching & assessing language development, cross-linguistic connections, and foundational literacy in grades 1 & above
- Whole group vs. Small groups
- Sample lesson

Step 4 - Develop teachers capacity... (Synchronous Meeting in Canvas)

- Process and probing questions
- break out rooms - work with a partner to modify their daily schedule
- submit a joint lesson plan to teach across same grade-level partners (lesson study)

Step 5 - Apply the new learning (Asynchronous collaboration)

- teachers will try out the co-planned lesson
- invite TaJu coach to observe the lesson in action
- teachers send TaJu coach student work samples/pictures of student learning impact

Step 6 - Evaluate the impact and next steps (Synchronous looking at student work protocol - schedule below)

- teachers send student work/pictures of student impact ahead of time
- teachers collaborate to analyze student work/learning to determine next steps