

 LwL Project goals

- Facilitating learning that integrates discussions, reading and writing
- Engaging students in positive and culturally and linguistically responsive learning
- Supporting students to learn about how language works to make meaning
- Scaffolding deeper learning and academic language development

Powerful Coaching for Deeper Content and Language Learning



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Supporting Teachers Through Coaching

The Leading with Learning approach has really supported the English learners here in Sacramento because it's helping teachers guide students to focus on language and structure when they're reading. When students really understand the language and the structure of the texts they're reading, this understanding not only supports their reading comprehension, it also supports students' writing and helps them engage in collaborative conversations with their peers.

As a result of my work with Leading with Learning, I've been able to refine my coaching with teachers so that I am able to support them in reflecting on what to include in each lesson. For example, we make sure students are engaging in collaborative conversations, using academic language, learning with a purpose, and pushing each other's learning. By providing teachers with keystone pedagogies and collaboratively analyzing lessons, I've been able to create a meta-language with teachers for effectively planning lessons.

Learning Science Content and Disciplinary Learning Simultaneously

I recently used a Leading with Learning "collaborative group work in science and literacy" lesson with a special education teacher who taught fourth, fifth, and sixth grade students. The teacher decided to combine the lesson on owls

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with an informational unit they were working on. First, we taught students the content knowledge – we really honed in on learning about owls and the language that goes into learning about owls. Then we unpacked the language features of an informational book, which is what students were going to write as their culminating task. Because the students had so much knowledge of what they were going to write about, their approach to attacking this really tough task of writing an informational book – which includes a table of contents, a glossary, index, sections of text and information – was amazing. They just wanted to pick up their pencils and write every day, which is something I had not seen in a really long time. It was really exciting to see that this work was really effective for all students.

Applying instructional strategies across the content areas

The learning process for some of my teachers was challenging at first because they had a difficult time seeing how some of these keystone pedagogies could be used in other content areas of their classrooms. For some teachers, initially they thought it was just, “I’m going to teach this lesson, and that’s it.” But really, there were strategies embedded within these lessons that could be applied in any lesson. These strategies, such as deconstructing and discussing complex sentences, are super effective in getting students engaging in collaborative group work and taking ownership of their learning.

The best part about being involved in this project has been the amount of knowledge that I have gained from this whole experience. It was wonderful how we dove into the California ELA/ELD Framework and vignettes as a resource to guide our work with teachers. The keystone pedagogies and the vignettes that came from the Framework were very useful across content areas. It also was amazing to watch teachers take this work back to their sites and work with their students and see the level of engagement in the classroom. Teachers were so engaged in the planning and execution of everything that they learned, it was really great to see.

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