

**Classroom Inventory (Visual Assessment)**

* Environment reflects theme of ELLM book or unit of study
* Materials are prepared and placed in Letter Center, Listening Center, and Writing Center to reflect ELLM book or unit of study
* Word Wall reflects ELLM books or units of study
* Soup bowl reflects current letter cluster

**Whole Group Instruction/Read Aloud (15 minutes)**

* Model or observe instructional learning format
	+ - Gather and Focus (Props, Poem, Song)
		- State purpose and learning objective
		- Model and demonstrate activity
		- Differentiate and scaffold instruction
		- Encourage participation, provide choice, foster independence
		- Ask a variety of questions (open-ended, 5W’s, cloze, connection)
		- Provide specific feedback and prompt students to explain their thinking
		- Build vocabulary (Word Wall, Concept Words)
		- Review purpose and learning objective

**Center Transition Time (5 minutes)**

* Model and explain activities in each ELLM center
* Model or observe a poem, song, or learning activity (Transition Activity ring)

**Small Group Instruction/Literacy Center Time (20 minutes)**

* Independent literacy centers and activities reflect ELLM book or unit of study
* Children are grouped according to current data
* Model or observe small group instruction
	+ - Gather and Focus (Props, Poem, Song)
		- State purpose and learning objective
		- Model and demonstrate activity
		- Differentiate and scaffold instruction
		- Encourage participation, provide choice, foster independence
		- Ask a variety of open-ended and connection questions
		- Provide specific feedback and prompt students to explain their thinking
		- Build vocabulary
		- Review purpose and learning objective
* Assistant facilitates an ELLM small group

**Coach and Teacher Conferences (20 minutes)**

* Reflect on instructional strategies that were modeled or observed
* Determine instructional strategies to support student learning using the ELLM model
* Collaborate in planning curriculum and instruction
* Provide and review resources
* Analyze student data and learning outcomes
* Develop action plan based on student data, self-assessment, CLASS observation…
* Schedule and plan next focused observation

**Professional Development**

**Instructional Coaching Model**

* Teachers are tiered based on experience, CLASS observations, and student data to determine frequency of coaching visits. (weekly, bi-weekly, monthly)
* Coaching framework, including observations and modeling, is differentiated to meet the individual needs of the teachers and students.
* Teacher and coach collaboratively reflect on observations, strategies modeled, and student learning during scheduled feedback sessions.
* Teacher and coach partner to plan and schedule next focused observation.

**Adobe Connect Online Trainings**

* Online trainings are developed to present current research and educational trends.
* Teachers are invited to attend these 15-minute trainings during naptime.
* Recorded trainings are posted on Angel and SharePoint.

**ELLM Teacher Trainings**

* Trainings are developed in collaboration with site directors to meet the needs of their individual programs.

**Professional Resources**

* Share current research and publications in Early Childhood Education.
* Develop resources and materials to support professional development and student learning.