

# C.A.R.E. Coaching for Multilingual Learner Success

C.A.R.E. Coaching, a professional learning program offered through the Wisconsin Center for Education Products and Services, is designed to ensure that district- and school-based educators provide equitable educational opportunities for multilingual learners. The C.A.R.E. Coaching Approach cultivates professional engagement that is: **C**ollaborative, **A**ctionable, **R**esponsive, and **E**mpowering.

## The C.A.R.E. Coaching Approach

C	A	R	E
<p style="text-align: center;"><b>Collaborative</b></p> <p>CARE coaches value a culture of collaboration within and across the school community.</p>	<p style="text-align: center;"><b>Actionable</b></p> <p>CARE coaches focus on actionable changes in practices that can quickly enhance learning.</p>	<p style="text-align: center;"><b>Responsive</b></p> <p>CARE coaches are responsive to the needs of educators and the learners they serve.</p>	<p style="text-align: center;"><b>Empowering</b></p> <p>CARE coaches empower partners to be culturally responsive, reflective &amp; self-directed.</p>

CARE Coaches foster collaborative relationships and develop partnerships that elicit the strengths and knowledge of all participants, providing growth opportunities for school leaders, teachers, and students.

<i>Supporting...</i>	<i>Empowering Them To...</i>
<b>Leaders &amp; Leadership Teams</b>	<ul style="list-style-type: none"> <li>● Analyze data to develop school-level action plans to support multilingual learners</li> <li>● Enhance organizational structures to best facilitate implementation of action plans</li> </ul>
<b>Instructional Coaches</b>	<ul style="list-style-type: none"> <li>● Promote responsive pedagogical practices by                             <ul style="list-style-type: none"> <li>○ Modeling high-leverage instructional practices</li> <li>○ Co-constructing asset-based lesson plans, and</li> <li>○ Engaging in reflective conversations with teachers</li> </ul> </li> </ul>
<b>Professional Learning Communities</b>	<ul style="list-style-type: none"> <li>● Improve learning outcomes for multilingual learners by                             <ul style="list-style-type: none"> <li>○ Analyzing classroom-based data to identify needed changes in practice</li> <li>○ Engaging in peer observations to enact changes in practice, and</li> <li>○ Reflecting on successes and next steps</li> </ul> </li> </ul>
<b>Individual Teachers</b>	<ul style="list-style-type: none"> <li>● Enact changes in practice to best meet the need of multilingual learners</li> </ul>

C.A.R.E. is a program designed and delivered by WCEPS and is not affiliated with WCER or WIDA

# CARE Coaching Professional Learning Offerings

<b>Principle 1: Share Responsibility to Support English Learner Success</b>	
<b>Foundational Principles for Mainstream Classrooms: Identification, Programs &amp; Levels</b>	
<p><b>Description:</b> This workshop provides participants opportunities to examine the different types of English proficiency level scores and how they are calculated. It offers opportunities to explore how scores may be used to inform instruction. Participants consider how students might be expected to process and produce language at each of the five levels of English proficiency and how this influences pedagogical planning.</p>	<p><b>Outcomes:</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>● Describe different types of proficiency scores</li> <li>● Explain how scores may be used to inform pedagogical practices</li> <li>● Identify how students are expected to process and produce language.</li> </ul>
<b>Foundational Principles for Mainstream Classrooms: Creating an Inclusive Learning Environment</b>	
<p><b>Description:</b> This workshop introduces foundational principles for making grade-level content accessible to students at all levels of English language proficiency.</p>	<p><b>Outcomes:</b> Participants will understand how to:</p> <ul style="list-style-type: none"> <li>● Tailor instruction to a variety of proficiency levels</li> <li>● Develop and deliver instruction that addresses readiness, especially within the context of English proficiency levels</li> <li>● Design learning opportunities that leverage learners' strengths, interests, and preferences</li> </ul>
<b>Maintaining a School-Wide Focus on English Learner Success through Collaboration</b>	
<p><b>Description:</b> This workshop explores components of a collaborative culture that support partnerships across the school community.</p>	<p><b>Outcomes:</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>● Build a common understanding of collaboration</li> <li>● Define types of educator collaboration</li> <li>● Explore collaborative practices</li> <li>● Consider challenges and explore solutions</li> </ul>

## Principle 2: Engage in Effective Pedagogical Practices

### Building Capacity to Bridge Content Learning and Language Development

**Description:** This session will support educators in exploring connections between grade-level content standards and language development standards. Participants will examine state content standards and make connections to language expectations. Educators will consider how to provide equity and access through a functional approach to language learning.

**Outcomes:** Participants will be able to:

- Describe a language development framework
- Make connections between content and language
- Use language functions and features to establish learning goals
- Design learning opportunities through a functional approach to language learning

### Designing Multi-Modal Instruction to Meet the Needs of English Learners

**Description:** The practical approach to planning and developing classroom-based differentiation presented in this session leverages Universal Design for Learning principles and scaffolding techniques to make grade-level content accessible to students at all levels of English language proficiency. Participants examine several interconnected elements to consider when planning and delivering instruction to meet the needs of all learners.

**Outcomes:** Participants will be able to:

- Describe the principles of UDL and their connection to scaffolding
- Develop and deliver instruction that addresses readiness, especially within the context of English proficiency levels
- Design learning opportunities that leverage learners' strengths, interests and preferences

### Creating Effective Plans that Integrate Content Learning and Language Development

**Description:** Through exploration of a lesson-planning sequence, participants learn how to develop instruction that promotes student engagement, ensures equitable access to grade-level concepts, and accelerates content learning and language development.

**Outcomes:** Participants will be able to:

- Describe culturally responsive instructional practices
- Articulate learning expectations through learning goals and success criteria.
- Develop activities that engage students in multiple modes of communication and purposeful language use
- Integrate appropriate and varied supports based on student needs

## Principle 2: Engage in Effective Pedagogical Practices (cont'd)

### Formative Assessment Practices to Promote Content Learning and Language Development

**Description:** Effective classroom-based formative learning cycles enable teachers to gauge student growth toward mastery based on setting goals and criteria, which students can also use to monitor their progress and self-assess. The model of formative cycles used in this session is particularly effective for English learners since they often enter the classroom environment at various educational backgrounds and proficiency levels.

**Outcomes:** Participants will be able to:

- Set goals and criteria to clarify expectations for content learning and language use.
- Engage students in meaning-making tasks that support content learning and language development.
- Foster feedback loops which promotes student agency and self-regulated learning.

## Principle 3: Enhance Professional Development to Improve Pedagogical Practices

### Promoting Equity through Reflective Professional Practice: Data Driven Instructional Practices

**Description:** To maintain a school-wide focus on English learner success, school leaders need to create structured opportunities for teachers to examine their practice and its effect on student achievement. Classroom-based action research promotes equity through reflective pedagogical practice designed to improve teaching and learning. This session enables teachers to engage in purposeful reflection to identify changes that will promote growth that will positively impact outcomes for English learners.

**Outcomes:** Participants will be able to:

- Reflect on instructional practices
- Identify a change in practice
- Determine what type of data to collect
- Develop an action plan

A follow-up workshop enables participants to:

- Analyze data to identify patterns and determine impact
- Determine next steps

### Practical Approaches to Supporting English learners in Content Classrooms: Content Specific

**Description:** This interactive session offers participants approaches to combining English language development standards and content focus classes. Participants develop a common understanding of academic language expectations in content and explore strategies to foster a language-rich environment. Through hands-on experiments and analysis of language embedded within the content and practices, participants will have a deeper understanding of how to engage language learners of a variety of proficiency levels.

**Outcomes:** Participants will be able to:

- Describe the role of collaboration in content area
- Consider student assets for learning
- Recognize the impact of race, culture, and language in the learning process
- Identify the connection between content knowledge and academic language
- Understand how a focus on genres can support academic discourse

### The Discussion Project

**Description:** This highly interactive professional learning course provides research-based techniques to design and implement equitable, inclusive, and engaging classroom discussion. The course provides in-depth learning, focused on designing, implementing, and facilitating high-quality classroom discussion.

**Outcomes:** Participants will be able to:

- Build and maintain community
- Structuring discussion and crafting questions
- Facilitate whole class interactions
- Plan and Assess discussion

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## Principle 4: Leverage a Variety of Resources to Meet the Needs of English Learners

### Building Community with Multilingual learners through Family Engagement

**Description:** This session explores the value of building community and examines the components of effective family partnerships. Content includes creating an environment that leverages families as reliable resources for engaging students and honoring culture to foster an inclusive learning community.

**Outcomes:** Participants will be able to:

- Define family engagement
- Consider research that supports family engagement
- Examine cultural proficiency
- Identify ways to extend learning

## Principle 5: Establish an Equitable & Inclusive School Learning Environment

### Culturally Responsive Instruction to Promote Equity for Multilingual Learners

**Description:** This workshop enables teachers to explore responsive pedagogical practices to meet the needs of culturally and linguistically diverse students.

**Outcomes:** Participants will be able to:

- Build a shared understanding of “equity”
- Describe impacts of culture on learning
- Identify and describe components of culturally responsive pedagogy

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