



Scope of Work

Consultant's Role: *ESL Coach/Team Leader*

Program: *ESL-Content Teachers Collaborative*
School of Teaching and Learning
College of Education and Human Ecology
The Ohio State University

The primary role of the ESL coach is to support a team of secondary teachers who are enrolled in graduate-level study at Ohio State for the teaching of English to speakers of other languages (TESOL) in the content-area classroom. Through the use of distance education technology, the coach serves as a mentor, collaborator, and resource for teachers in his/her district, as well as for teachers from five other partnering districts across Ohio.

During the winter quarter (January - March), the ESL coach participates in the TESOL methods course (T&L 640 Methods and Techniques of TESOL). In particular, the ESL coach **1)** facilitates and engages in online discussions via Ohio State's Carmen system multiple times per week, covering the required assignments and course material and **2)** takes part in other course activities as needed.

During the spring quarter (March - June) the ESL coach participates in a TESOL field experience course (T&L 887.46 Community-Based Field Experience). The ESL coach **1)** continues to facilitate and engage in online discussions, **2)** schedules and conducts SIOP-based classroom observations of teachers from his/her district team, **3)** organizes pre- and post-observation meetings with these teachers, and **4)** writes and submits reports to the course instructor about these observations.

The ESL coach is also expected to attend the ECTC's three workshops with his/her district's content teachers and to assist them as they develop a TESOL-based in-service educational program, to be implemented in the district following completion of the ECTC core program.

For successfully meeting these responsibilities, the compensation is \$500/quarter, and the hourly expectation for participation is approximately 25 hours/quarter. The ESL coach is

paid for work during the winter and the spring quarters only and needs to complete all necessary university forms in order to receive compensation and access to the Carmen system.

Throughout the scope of involvement, the ESL coach must **1)** have reliable access to a computer with Internet access and standard software applications (e.g. Word, Adobe Reader for .pdf documents, PowerPoint, etc.), **2)** participate at a graduate-school level of expectation, and **3)** be open to online learning and dialogue. Although the ESL coach is a guest in these graduate-level courses in the School of Teaching and Learning, the coach is **not** a registered student in these courses.

The ESL coach's role should be filled by an experienced ESL teacher or ESL professional who will act essentially as a group facilitator—contributing ideas and expertise, asking and answering questions, promoting collaboration between teachers and ESL professionals, and offering suggestions on how to transfer teachers' learning into practice in their classrooms. Further information may be obtained by contacting Steven Wisnor, ECTC Program Manager.

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