

Teaching English Learners: Instructional Strategies and Resources for Mainstream Classrooms



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Camera Roll

Look at your camera roll.

Find an image that is a metaphor for equity.

Share your metaphor with a partner or your table group.



Essential Question

How do we build and sustain an understanding of the social, academic, and interpersonal needs of English Learners and typical developmental processes involved in learning an additional language?



Program Quality Review

Process for Creation: Needs Assessment

- A “snapshot” of school district programs
- A review of programs, not individuals
- A report from gathered data:
 - *Interviews
 - *Observation
 - *Document reviews
 - *Consensus data - not individual opinions



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What? So What? Now What?



Program Quality Review -Who?

- District Staff:
 - Set the scope of the review.
 - Determine areas of inquiry.
 - Generate BIG Questions.
- Collection and analysis of data:
 - local professors
 - local teachers & administrators (from outside the district)
 - county and state experts in the field



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Program Quality Review - Why?

The Program Quality Review process allows us to move from:

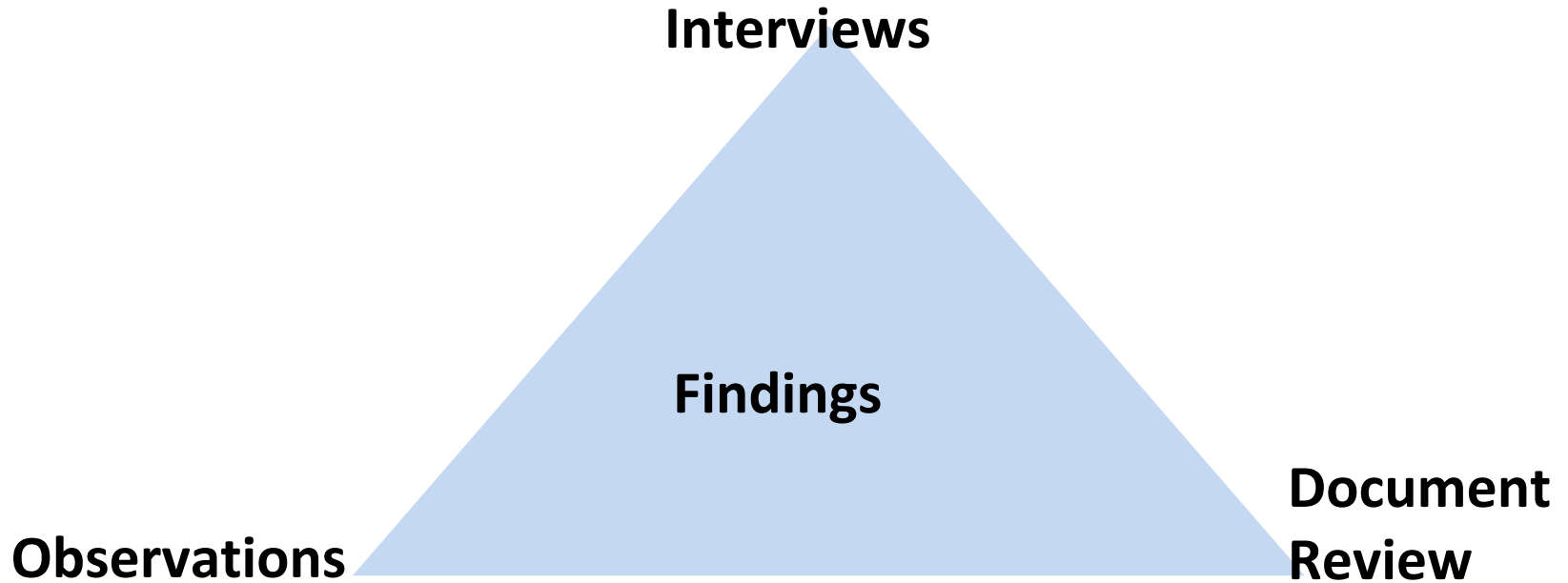
- perceptions *and*
- judgments based on perceptions
to, “**What Is.**”



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Program Quality Review - How?



Program Quality Review: Final Report

- Strengths, needs and recommendations
- Questions were answered for all areas of inquiry
- Draft may be reviewed by the school district for inaccuracies
- Final report sent to the district and team members



Program Quality Review: Final Report

Need #1: To establish a baseline understanding of the social, academic, and interpersonal needs of English Learners and typical developmental processes involved in learning an additional language.

Need #2: To ensure the written and taught curricula for all content areas have appropriate instructional strategies and resources to support the needs of English Learners.



Now what?

What do our
teachers need?

How do we
deliver it?

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Content

“If there was one thing a mainstream teacher could know/do to help English Learners, it would be ___.”



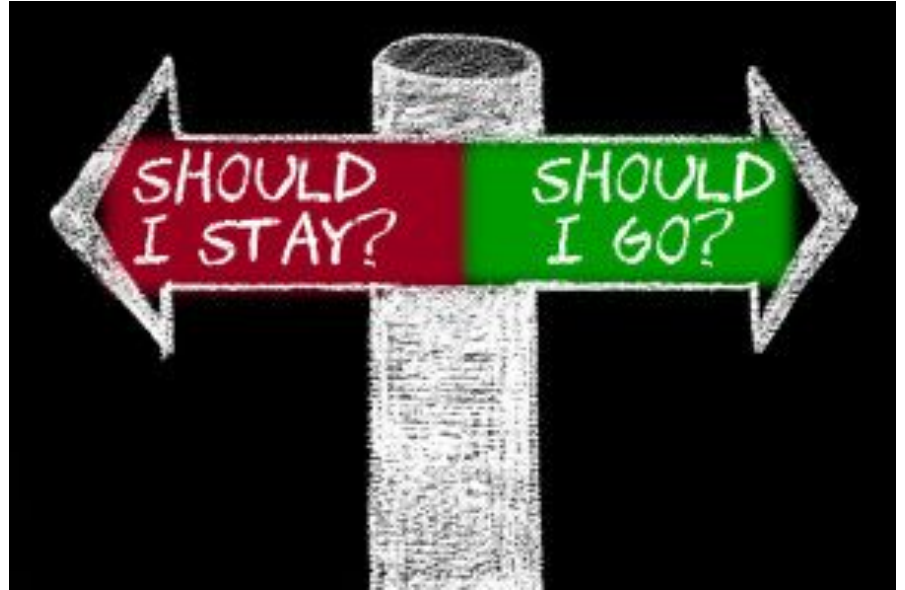
Adult Learning: Stop and Jot

- Is personal
- Is competency based
- Happens anywhere, anytime
- Involves teachers taking ownership over their own learning.



Stay or Go

What is worth holding onto and what should we let go of?



Adaptable Learning for all

Stay or Go?

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Asynchronous
(online/face to face) PD
on topics aligned to
areas of interest and
need.



Standard PD

Stay or Go?



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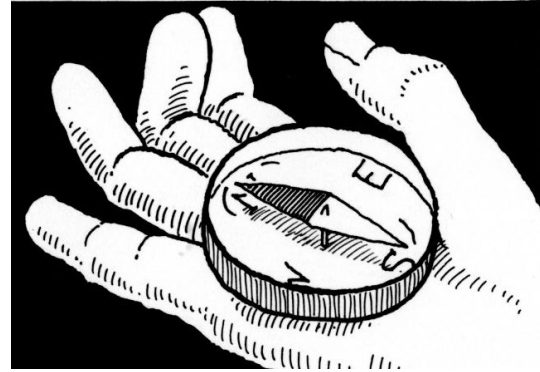
Rapid dissemination of specific skills and content in a face to face model.



Self Directed

Stay or Go?

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Teachers will participate in ongoing, self-motivated learning, and self-directed activities.



Job Embedded

Stay or Go?



Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice.

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QCSD PD Plan

Created collaboratively with ELD teachers utilizing backward design.

TYPE	EXAMPLE
Standard	Legal Obligations
Asynchronous	Trauma Informed Instruction - Canvas Course
Self-directed	Resource Share through newsletters and walkthrough feedback
Job Embedded	Instructional Coaching for teachers of ELs

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[Year Long PD Plan](#)



Findings

Areas of Strength	Areas of Additional Need
Parent communication	Teacher understanding of Can-Do Statements
Instruction of academic vocabulary	Supporting social emotional learning
Modification of daily instruction	Use of listening and speaking activities



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[Collection of Instructional Strategies for Teachers](#)
[Reference list](#)

