Teaching English Learners: Instructional Strategies and Resources for Mainstream Classrooms

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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?

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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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**Program Quality Review**

**What? So What? Now What?**
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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The Program Quality Review process allows us to move from:

- perceptions and
- judgments based on perceptions

to, “What Is.”
Program Quality Review - How?

- Interviews
- Observations
- Document Review

Findings

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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

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**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.

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What do our teachers need?

How do we deliver it?
“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.

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

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Adaptable Learning for all

Stay or Go?

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

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Standard PD

Stay or Go?

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

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Self Directed

Stay or Go?

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

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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.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Legal Obligations</td>
</tr>
<tr>
<td>Asynchronous</td>
<td>Trauma Informed Instruction - Canvas Course</td>
</tr>
<tr>
<td>Self-directed</td>
<td>Resource Share through newsletters and walkthrough feedback</td>
</tr>
<tr>
<td>Job Embedded</td>
<td>Instructional Coaching for teachers of ELs</td>
</tr>
</tbody>
</table>

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Year Long PD Plan
Findings

<table>
<thead>
<tr>
<th>Areas of Strength</th>
<th>Areas of Additional Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent communication</td>
<td>Teacher understanding of Can-Do Statements</td>
</tr>
<tr>
<td>Instruction of academic vocabulary</td>
<td>Supporting social emotional learning</td>
</tr>
<tr>
<td>Modification of daily instruction</td>
<td>Use of listening and speaking activities</td>
</tr>
</tbody>
</table>

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Collection of Instructional Strategies for Teachers
Reference list