



English Learner Portal



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Meet the Founder of English Learner Portal!



Kelly Reider, Founder

Kelly has 28+ years of experience in public education settings including consultant, ESL district program coordinator, school administrator, instructional specialist, & teacher. She is an international workshop facilitator, former WIDA Certified Facilitator, a recipient of the TESOL ELT Leadership Management Certificate, and a National Board Certified Early Childhood Generalist. She provides consulting and professional development services in all aspects of instruction, language development, program evaluation, curriculum development, & system level program planning. Kelly holds a Master's degree in Instructional Systems Development & certification in Elementary Education, Spanish, ESOL, & School Administration.

Meet Our Team!

English Learner Portal's professional development team is top notch! With extensive experience in many aspects of public education, the English Learner Portal team brings the best of current research, best practices, legal requirements, program management, and practical experience. Many of the English Learner Portal team is still employed by a public school system, making their knowledge current, relevant, and responsive to the changing needs and demands of the classroom.



Katie Davis

Katie serves as Administrative Coordinator for English Learner Portal. She is your go to person for logins, passwords, digital credentials, grad credits, and enrollment questions. Katie has over 20 years administrative experience in both public and private sectors. She has supported Title I schools as well as special education students.



Adriana Brown

Adriana has 20+ years of teaching experience. She has a Master's Degree in Early Childhood Education and certifications in ESOL, Special Education, and Bilingual Special Education. Adriana is the online school facilitator, content developer, and professional development facilitator for ELP.



Amy Kines

Amy Kines brings 30+ years of experience as a classroom teacher, staff developer, and instructional specialist to her company, Ready Aim Teach, in Rockville, MD. In addition to achieving both National Board Certification and a Masters in School Administration from John's Hopkins, Amy is thrilled to be able to impact teaching and learning on a broader scale. Amy's unwavering passion for active learning and student engagement permeates every project as she supports teachers, schools, and districts across the country.



Beth Skelton

Beth has 30+ years of experience as a language educator. She has worked with early childhood, elementary, middle, high school and adult language learners in rural, urban, suburban, and international school settings. She is an active board member of CoTESOL (Colorado Teachers of English for Speakers of Other Languages). She has published materials for teaching adult English Learners with the TPRS method entitled Putting it Together. She holds a Master's Degree in Multicultural Teacher Education and certification in German and Culturally and Linguistically Diverse Education.



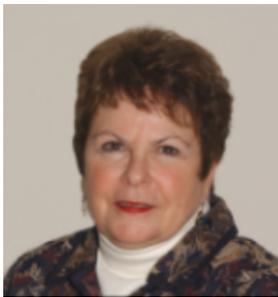
Brenda Custodio

Dr. Brenda Custodio is a former secondary ESL teacher, a district-level resource teacher, and building administrator with Columbus City Schools in Ohio. She helped to create the newcomer program and the sheltered content courses for secondary level SIFE learners for the district. She is a frequent presenter at both the state and national level on topics of literacy development, refugee resettlement, newcomer programs, trauma-informed strategies for immigrants, and SIFE. She has written three professional books.



Frank Bonkowski

Frank has over 30+ years of experience writing English language teaching materials, creating e-courses, and teaching English language at university, college, and high school levels. Frank teaches at Cégep de Saint-Laurent in Montreal, Canada. He has co-authored nine textbooks and consulted on many projects with publishers and e-learning companies. Frank is a course developer for ELP.



Judith O'Loughlin

Judith B. O'Loughlin, M.Ed., a former New Jersey K-8 ESL and special education teacher, works with K-12 teachers, providing professional development on newcomers, SIFE, sheltered differentiated instruction, and intervention tiers for students at risk. She has taught graduate-level TESOL endorsement courses. She is a frequent presenter at TESOL, NABE, CABE, and CATESOL. Her publications include the Academic Language Accelerator and chapters in three edited books.



Dr. Karen Woodson

Dr. Woodson is a retired Principal of a high-English learner enrollment Title 1 elementary school. A veteran in public education with over 35 years of service as a teacher, instructional specialist and district wide EL Program Director, Dr. Woodson focuses on creating equitable conditions for English learners in schools, English learner centered school improvement strategies, and Baldrige guided strategic planning. Dr. Woodson is the founder of Leading for School Improvement.



Laura Gardner

Laura has 20+ years of experience working in public education, refugee resettlement, and social work. While in public education, she worked as a district level manager for immigrant family and community engagement as well as a school social worker. Laura also worked for Bridging Refugee Youth and Children's Services (BRYCS) managing their national technical assistance initiative to federal Refugee School Impact Grantees. Laura holds a Master's degree in Social Work from Columbia University and a Bachelor's degree in Education. She is a course developer and professional development facilitator for ELP.



Mia Ariela Allen

Mia graduated with an EdS in Curriculum, Instruction and Assessment, focused on English Language Learning programming for new arrival students that have timed-out or dropped-out of a traditional secondary school model. Mia earned her Masters in Elementary Education with a focus on Culturally and Linguistically Diverse Students. Mia then went on to study at the University of Colorado-Boulder focused on bilingual special education. Mia is a content developer and workshop facilitator for ELP.



Rachel Ross

Rachel has 20+ years of experience working in public education in Florida & Maryland. She has worked as a teacher specialist, literacy coach, mentor teacher, elementary & ESL teacher, ELD curriculum writer K-12, model unit author for the Maryland State Department of Education both in Language Arts & STEM. Rachel holds a Master's degree in Leadership in TESOL and certification in Elementary Education, Administration, and ESL. Rachel is a workshop facilitator and content developer for ELP.



Ruslana Westerlund

Ruslana Westerlund, Ed.D., has a Master's in Teaching English as a Foreign Language from Bohdan Khmelnytskyi Cherkassy National University and Doctorate in Education. She is an associate researcher in WIDA's Research and Development Division. Previously, Ruslana worked as an ELD Specialist at K-12, teacher preparation programs at undergraduate and graduate levels and served as an ELD and refugee student specialist at the Minnesota Department of Education. She is also an adjunct faculty member teaching courses in the ESL/bilingual licensure programs in several universities. Ruslana is a course developer for ELP.



Sarah Said

Sarah is a former Director of English Learning and teacher leader in the suburbs of Chicago. She has been an advocate, writer, speaker, and constant learner about English learners for over a decade. Sarah is a course developer for ELP.



Savanna Flakes

Savanna Flakes is an international education consultant specializing in Inclusive Practices, Special Education, and Social Emotional Learning. Savanna has worked with school communities around the world to build teacher leaders and support effective instructional practices for students with exceptionalities. Savanna has served as a Division-Wide Technology Specialist, Inclusion Coach, and Professional Learning Manager. She is also a Professor at American University, training teachers on best practices to reach and teach learners with exceptionalities.



Susan Zimmerman-Orozco

While Susan has retired as an active member of our professional development team, she continues to support the English Learner Portal community. She will soon release her new adventure as an author of the young adult novel, *Hear My Words*, about a newcomer finding her voice in a new culture.



Tan Huynh

Tan (@TanKHuynh) is a career teacher, consultant, and author specializing in language acquisition and literacy development. Tan has taught students from 5th to 10th grade in public, private, charter, and international schools. He has served as a language specialist and is currently a secondary social studies teacher. Tan shares teaching strategies on his blog and podcast with the hopes of celebrating teachers who answer the call to serve multilingual learners.





Digital Credentialing

Digital Credentialing

Professional learning in just 5 hours!

Focused learning at an unbeatable price of \$75.

Our 5 hour courses give you just what you need and no added stress. Dive into one topic - get proven strategies, helpful resources, and supportive group discussions to help you learn and apply in just five hours! Take multiple courses for your own benefit or to apply for our new digital credentialing and graduate credit.

Receive recognition for your efforts with digital credentialing!

Our new digital credentialing program consists of a series of 5 hour mini-courses for professional learning. These mini-courses are organized into Pathways that guide you along a continuum of learning that meets your individual needs and interests. With the completion of each 5 hour mini-course, you receive two types of digital credentials - a digital certificate and digital badge. These digital credentials are delivered to you via an email that directs you to our digital credentialing platform. From there, you can access your credentials, print, save, share, post on your LinkedIn profile, add to your resume or professional website, send to your HR department or principal, add to your professional portfolio....to document your dedication to continuous professional learning and growth!



Enroll in individual courses for \$75 each or a full Pathway for just \$215!

The Online Learning Pathway



Online Language & Literacy Development for English Learners

In this course, you will

- explore specific research-based strategies for developing literacy, language, and content simultaneously online;
- discuss ideas for students who cannot access online classrooms;
- incorporate parent engagement in a distance learning setting; and
- take into account social and emotional wellness in a distance learning setting.



Delving Deeper

In this course, you will

- plan online read alouds;
- increase comprehensibility and interaction in the online classroom; and
- create collaborative paragraphs across content areas.



Engaging Immigrant & English Learner Families in a Virtual World

In this course, you will:

- explore tools and resources for EL and immigrant families to support their children's learning at home
- examine the benefits of partnering with refugee and immigrant organizations in the community during this time
- review federal requirements for providing parents with information in a language they understand and how those can be met during the pandemic
- share solutions for connecting with EL and immigrant families who have been hard to reach

The Leadership Pathway



Leading in High English Learner Enrollment Schools

In this course, you will:

- define English language development instruction & the role of the ESL teacher
- envision an equitable school wide approach to English language development with collaboration between ESL and general education teachers
- use gap analysis protocol to create a shared vision
- explore staffing options to create equitable conditions
- use feedback to support continuous improvement; and professional learning priorities



Setting and Monitoring English Learner Centered Goals

In this course, you will:

- explore federal, state, and local accountability requirements for English learners
- understand how to set and monitor formative and summative SMART goals in English language proficiency
- create an action plan aligned to the ELD SMART goals
- describe the characteristics of PLCs and how to lead grade level and department PLCs
- discuss how PLCs implement and monitor grade level action plans



Establishing a Culture of Teacher Led Professional Learning

In this course, you will:

- understand the impact of establishing a teacher led school improvement journey
- develop a PD plan aligned to SMART goals and aligned to action plans
- create a project charter to organize teachers into project teams that develop high quality professional development
- explore a backward design approach to identifying professional development outcomes
- use feedback to support continuous improvement



The Cultural Proficiency Pathway



Supporting Unaccompanied Immigrant Youth in U.S. Schools

In this course, you will:

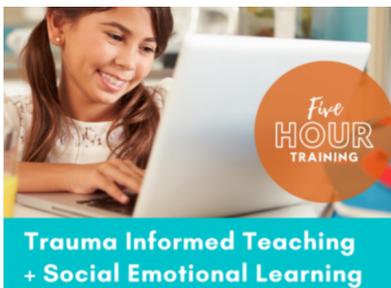
- describe who unaccompanied immigrant youth are
- examine the Flores agreement and the role of the Department of Homeland Security and the Office of Refugee Resettlement (ORR)
- analyze what happens to your children between the border and your classroom
- explore the social-emotional, educational, and legal experiences of these youth as they reunify with family members and enroll in and adjust to school; and
- develop strategies for supporting unaccompanied immigrant students in your classroom and school



Understanding the Backgrounds of Refugee Students & Families

In this course, you will:

- discuss the U.S. Refugee Program as well as the Refugee School Impact Program
- examine best practices and strategies for refugee family and community engagement, addressing social-emotional concerns, and supporting refugee students in school; and
- identify the primary refugee populations being resettled by the U.S. government as well as sociocultural and educational characteristics of each.



Trauma Informed Teaching + Social Emotional Learning

In this course, you will:

- create more self-awareness, relationship building skills, and insights on responsibly managing your students
- discover multiple trauma-informed practices to be more sensitive to students impacted by trauma
- experience evidence-based practices such as restorative practices, SEL strategies, and mindfulness approaches
- have practical ways you can help students enhance their capacity to engage in the learning process; and
- feel more prepared to work with students impacted by trauma.

The Active Learning Pathway



Visible Thinking with Foldables

In this course, you will:

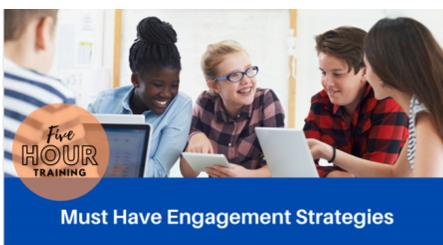
- select and use Foldables® to help students organize, explain, and retain complex information
- connect critical thinking, student discourse and Foldables® to everyday instruction for English learners.



Deepening Learning with Foldables

In this course, you will:

- use a variety of Foldables® to make learning come alive for students as they deepen their thinking in such a hands-on, kinesthetic experience.
- help students make connections, extend their thinking, and cement their learning through the use of Foldables®.



Must Have Engagement Strategies

In this course, you will:

- foster a learning environment of active, authentic engagement and deep thinking.
- develop meaningful interactive experiences that support the learning target and allow English Learners to both participate and to demonstrate their learning.

Enroll in the individual courses or the full Pathways!

The Language of Math Pathway



In this course, you will:

- explore English proficiency levels & the language acquisition process.
- consider the academic language needed for math success.
- include language supports in math lessons.
- practice various strategies for making meaning in math.
- consider various approaches to successfully tackling word problems.
- analyze math lessons for successful language supports.



In this course, you will:

- consider the research behind increasing discourse and higher order thinking in mathematics
- explore strategies for increasing discourse in math instruction
- include supports that enable all students to fully participate in higher order thinking and discourse.



In this course, you will:

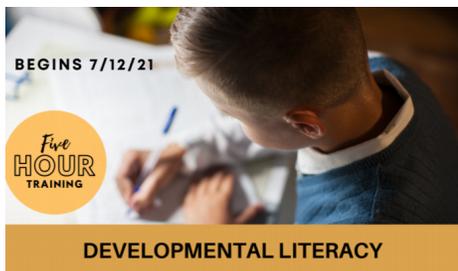
- analyze the linguistic demand of math materials and activities;
- consider how systemic functional linguistics applies in math; and
- explore how culture and math intersect.

The Interrupted Education Pathway



In this course, you will:

- explore some of the causes of education disruption for students with interrupted schooling
- describe the diversity found within this student group
- consider challenges faced by students with interrupted education and how these challenges impact instructional decisions; and
- discuss which academic and non-academic supports meet the needs of various learners



In this course, you will:

- explain the difference between strategies for reading instruction in a student's first and second languages.
- select vocabulary for instruction which impacts passage comprehension and provide students with strategies for understanding new words.
- select appropriate, culturally relevant literature, both fiction and non-fiction, for language arts and content classrooms.



In this course, you will:

- describe the challenges that SIFE face in secondary content classes.
- develop lessons that focus on language and content simultaneously
- select resources that best meet the needs of SIFE learners in their content classrooms; and
- apply strategies provided to create lessons that match student needs.

The Family Engagement Pathway



In this course, you will:

- acquire information on the Dual Capacity-Building Framework & other theories from the field of family engagement
- gain awareness of the journeys, strengths, & challenges of immigrant families, particularly in regards to their interactions with schools; and
- increase knowledge of how to welcome & provide language access for immigrant families.



In this course, you will:

- increase knowledge of how to orient English learner & immigrant families to the U.S. educational system
- discover strategies for increasing the capacity of immigrant families & school staff for engaging in partnerships; and
- apply the Dual Capacity-Building Framework specifically to English learner/immigrant family engagement.



In this course, you will:

- increase knowledge of the importance of refugee & immigrant parent leadership in discussions around staffing & the school board budget, as well as committees on equity, bullying & more
- gain awareness of programs being used in school districts to develop the capacity of refugee & immigrant parent leaders; and
- learn about the relationship between family engagement initiatives & community organizing, particularly for refugee & immigrant families.

The Long-Term English Learner Pathway



In this course, you will:

- understand the students who are considered long term English learners
- discover the assets long term English learners bring to the classroom
- experience reading strategies specially designed to develop complex reading skills for long term English learners; and
- consider programming recommendations



In this course, you will:

- plan lessons with a focus on developing writing across the curriculum
- implement language objectives that specifically support long term English learners
- develop students metalinguistic awareness and ability to edit their own writing; and
- analyze and assess student writing to determine next steps in instruction



In this course, you will:

- understand the importance of oracy development for long-term English learners;
- implement strategies to improve listening comprehension and support academic discussions
- plan for students' oral presentations; and
- assess students' proficiency in oracy

The Teacher Collaboration Pathway



Co-Planning & Co-Assessing

In this course, you will:

- describe the collaborative instructional cycle and explain how co-planning and co-assessing are intertwined;
- co-design a content-based assessment and rubric; and
- co-plan to differentiate an assessment



Co-Teaching & Co-Reflecting

In this course, you will:

- write integrated content and language objectives;
- identify different co-teaching models and their functions; and
- co-teach and co-reflect to gather formative data



Cultivating Co-Teacher Relationships

In this course, you will:

- describe a framework for positive relationship building;
- identify assets and needs of your colleague; and
- develop trust through teaching deliverables

The Secondary Learner Pathway



SCAFFOLDING LEARNING FOR SECONDARY ENGLISH LEARNERS

In this course, you will:

- Analyze how Multilingual learners can learn grade-level content if the instruction is intentionally scaffolded with language in mind; and
- Add proven strategies to back your commitment to multilingual students learning content.



ACADEMIC DISCOURSE IN THE SECONDARY CONTENT AREAS

In this course, you will:

- Learn how students must use the language to learn the language;
- Explore how processing, discussing, justifying, and explaining the academic content of each course can help students understand the concepts; and
- Gain ideas for structuring quality academic discourse in any context.



SECONDARY EARLY LITERACY

In this course, you will:

- Discuss how English Learners in secondary courses often enter the classroom at the beginning literacy stages; and
- Explore strategies for developing literacy skills and confidence in a time efficient manner.

The Legal Journey Pathway



In this course, you will:

- gain an understanding of the U.S. immigration legal system and enforcement agencies;
- learn about the types of immigration detention and immigration relief;
- discuss the legal protections for children;
- explore where to find community resources & legal services for immigrant students and families; and
- develop strategies for supporting immigrant students and their families as they go through the immigration process.



In this course, you will:

- learn about immigration trends & how current events impact students' legal journeys;
- analyze federal policies impacting unaccompanied youth & immigrant students;
- examine policies impacting immigrant students' access to higher education (DACA and the DREAM act) and;
- explore the rights of immigrant students in public schools & best practices ensuring immigrant students' rights are protected.



In this course, you will:

- learn about the impact of immigration enforcement on children;
- analyze school and district policies impacting immigrant students;
- discuss how to create a welcoming environment for immigrant students;
- examine best practices in preventing the school to deportation pipeline; and
- develop strategies for supporting immigrant students in their legal journey in your classroom and school.

The Dual Identified Pathway



In this course, you will:

- identify characteristics of English learners and students with disabilities;
- review and examine misconceptions about English learners and students with disabilities; and
- review and examine practices to address misconceptions from both programming and procedural lenses.



In this course, you will:

- examine language and learning needs;
- evaluate data trends leading to over-identification or under-identification of English learners;
- identify barriers to equitable access and learning; and
- evaluate learning preferences and learning needs for both effective instructional planning and instructional delivery.



In this course, you will:

- examine high impact practices for special education;
- identify and evaluate high leverage practices for dual-identified learners; and
- identify strategic connections between the MTSS framework, tier 1 practices for special education and English learner evidence based practices.



Graduate Credit Courses



Online professional learning designed to make
your teaching easier and more effective

Check out the online courses available to you. Start and finish at your own pace with the guidance of a dedicated course facilitator. Optional graduate credit available through Brandman University for an additional \$75 per credit.



Our foundational course and teacher favorite!

A Content Teacher's Guide to English Learner Success

Strengthen your understanding of proficiency levels and how to differentiate instruction accordingly. Explore strategies that give students access to content and develop language simultaneously. \$350/pp

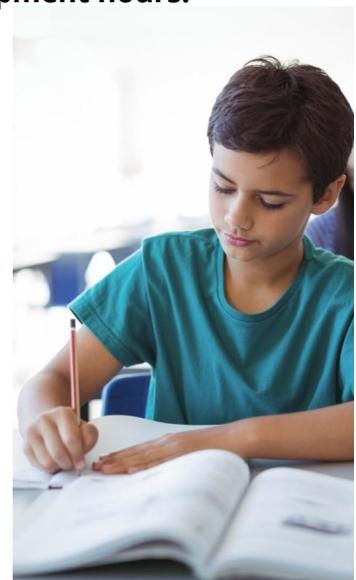
Earn three graduate credits or 45 professional development hours.

Learn the foundational why, what,
and how, of writing instruction

Writing Across Disciplines

Learn how to break writing instruction down into manageable, actionable, logical steps for your English learners in a way that helps improve the writing skills of ALL students without exhausting yourself. \$350/pp

Earn three graduate credits or 45 professional development hours.





Understand the link between language and literacy

Whole to Part - Early Literacy for English Learners

Watch your English learners blossom as they begin to build literacy skills faster as you are able to create lessons that connect language development with literacy skills in an engaging way. \$350/pp

Earn three graduate credits or 45 professional development hours.

Understand critical issues in teaching academic writing

Teaching Writing to Intermediate and Advanced English Learners

After we address the challenges of teaching academic writing, you'll learn best practices for helping your intermediate and advanced English learners thrive. \$350/pp

Earn three graduate credits or 45 professional development hours.



Group/cohort enrollment rates are available.

- 1 - 20 participants = full price
- 21 - 40 participants = 15% discount
- 41 + participants = 20% discount

Consulting Services



Program Development

- Curriculum Design & Development including integrated language and content development, aligned with content and ELD standards STEM and project based learning embedded
- Newcomer program design
- Secondary course scheduling
- Program audits and action plans
- English Language Development (ELD) program design and scheduling including pull-out, embedded in the content classroom, and co-teach programs
- Title III and Migrant Grant management
- Academic Language focused School Improvement Plan goals and action plans
- Resource development, differentiated district assessments

Modeling and Coaching

- Model lessons in ELD and content classrooms
- Discourse development, early literacy, language enhanced content, differentiation, etc.
- ELD teacher, content teacher, and administrator coaching with look fors and feedback
- Team and individual planning support

Professional Learning (online, face to face, hybrid, live, asynchronous models - customized modules)

Developing ELD teacher expertise

- Developing academic language in the content areas
- Analyzing content for language goals and targeted instruction
- Co-teaching role and content teacher support
- Advanced writing development
- Oral language and early literacy
- Students with interrupted/limited formal education
- Long term English learners
- Family and community engagement

Developing content teacher expertise

- Understanding Title III laws
- Developing academic language in the content areas
- Analyzing content for embedded language needs
- Differentiating content, process, and product
- Collaborative literacy development
- Developing discourse (math/science focus)
- Family & community engagement



Contact Us!

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Follow us on Social Media!

facebook.com/englishlearnerportal



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@englishlearnerportal

