

Kiva Process: Chicago, February 10, 2011

Round 1:

What should we **stop** doing in EL Education?

What current classroom/school practices and policies are disadvantaging EL students and getting in the way of their academic progress?

What ought to be eliminated?

- Children are at a severe disadvantage if they enter school as an EL. Past 3rd grades and state expectations don't account for that.
- We don't spend enough time in pre-service education on EL strategies.
- We need to stop the over assessment, especially with tools that are not adaptable or relevant. Better support for teachers after the assessment so they can address students where they are and help them succeed.
- Stop corny generalizations such as because you are a teacher you are able to teach English and ask to recognize the process of language acquisition.
- We should have more accountability in program development and implementation for ELs and stop just serving ELs as we see fit instead of what has to be done.
- LEP subgroups that are revolving doors of different students. AYP is extremely difficult because of the way the current law is in place.
- Inappropriate assessments for ELs tied to AYP.
- Allowing teachers to not have any training on EL education as a teacher.
- One size fits all evaluations of ELLs much stop.
- ISAT testing for ELL students who aren't ready.
- Projecting the myth that a mono-lingual society is the best society.
- Could we have ppt or pdf files of the collection of slides that illustrate the various demographic data (such as states with fastest growing EL population, etc)?
- In addition to a summary document of these days of conversation, could you also send a list of the representatives present here today from the various offices (OELA, Civil Rights, Att'y's, etc)? It would be very helpful and appreciated. Thank you.
- Stop standardized testing in a language in which the student is not yet proficient.
- Stop allowing government funded programs that do not offer equitable services to ELLs across schools and districts (e.g. SES).
- Stop allowing individuals who do not have a background in bilingual education and second language acquisition to make high stakes decisions for ELLs.
- Stop:
 - The use of invalid, unreliable and inappropriate assessments with ELLs; especially use of measures not designed for, or normed for, ELLs.
 - Program design that is based on ideology, not research in the ESL/bilingual field.
 - Granting certification to general education teachers without requiring them to take a basic three hour course on educating ELLs at pre-service level.
 - Relegating ELLs to an after thought in policy/practice decisions.
- Stop:
 - Leaving ELLs as an after thought.
 - The disparity of resource allocation between EL and general education classrooms.

- Allowing administrators who lack the fundamentals on language acquisition continue to make program decisions, program decision and student programming.
 - The lack of rigor in our ESL/bilingual classrooms due to mediocrity in teaching skills.
- Stop unreliable and invalid testing with high stakes for schools, faculty, administration and faculty.
- Stop lowering status of native language.
- Stop ELLs being an after thought in initiatives.
- Local level – stop funding based on property taxes – it leads to inequitable and unjust funding.
- National, State, District – stop policy making based on political agendas rather than sound research.
- Stop limited PD for teachers and administrators in the bilingual/ESL research, approaches, methods, etc.
- Stop squeezing the day for teachers so there is not time for collaboration, assessment, analysis and planning.
- Stop taking away instructional time to administer invalid and unreliable assessments.
- Stop rhetoric at the policy making level that is based on a deficit model.
- Stop:
 - Devaluing the teacher in the education process.
 - Ignoring teacher input – these are some of the best assessments.
 - Lowering the status of the native language.
- Instead of having annual exams to evaluate students, we should have them in stages such as weekly or monthly to have a better understanding of the students' level.
- We should stop the ISAT exam - - an exam that is strict and frustrating for kids, parents and teachers.
- We should stop how students are being evaluated under the ISAT exam for various reasons:
 - The test is not a positive tool that allows them to feel comfortable in what they are doing,
 - Tests categorize ELL students in a way that tracks them so as not to receive the same level of access to core curricula.
 - The exam is not useful.
- Stop:
 - Devaluing the teacher in the education process,
 - Stop ignoring teacher input – these are some of the best assessments.
 - Lowering the status of the native language.
 - Seeing the arts as gravy – they are crucial to language education as they allow for really providing culturally responsive teaching. Language is embedded in culture.
 - Administering inappropriate assessments – stop at 3rd grade.
 - Treating ELLs as victims.
 - Assuming that oral/social language as a child is enough.
 - Ignoring 30 years of research that tells us what good bilingual education should be (foster, nurture native language, long term while building English.)
 - Letting mainstream teachers and others believe that they are not stakeholders in EL education.
- Stop focusing on English only in standardized testing in English of students' who are learning.
- EL need to not be after thought.
- EL need to be academic equals.
- Stop take the bait.

- Stop doing this:
 - Discussing which program is the best – dual or bilingual vs. ESL. Etc.
 - Viewing multi-lingualism a problem. Foster the “asset” view across levels.
- Stop making decisions about ELs with
- Assessments that are inappropriate.
- Who is the “we” in what should “we” stop? The panel and table talk seem to focus on what general ed or others outside our field should do. Is it possible that we EL practitioners should stop something?
- Stop looking the EL students as something negative for the institution.
- We need to stop making excuses for the academic performances of English Language Learners and start preparing teachers on being overall good teachers. Many think that just by speaking a second language is sufficient in being an EL teacher, but it takes a great teacher to make significant positive teachers to make the difference.
- We need to stop putting so much focus on a state assessment that is not relevant to students’ abilities.
- Stop:
 - Assessing students at inappropriate times during the year; i.e. ACCESS testing would yield more helpful information earlier in the year.
 - Assuming literacy instruction in English needs to wait until a student can read in Spanish. More attention to research by Kathy Escamilla “Transitions to Biliteracy”
 - Tracking ELLs in lower level classes.
- Stop giving assessments designed for native English speakers to ELLs.
- Stop working in isolation with respect to the assessment of ELLs. (create a national dialogue in terms of assessment).
- Leaving the ownership of ELs to the ELL teacher.
- Stop tracking EL students in lower level classes.
- Assess with appropriate tools.
- Teachers (new from college/university) not trained in EL instruction (Can Do, WIDA).
- We need useful, appropriate data
- Program and instructional decisions made by people knowledgeable in SLA
- Initiatives need to prioritize ELs
- Co-teaching brings academic equality
- The concern is that inappropriate data leads to inappropriate instructional decisions. Many R & I programs are research-based for English monolinguals.
- Additionally, ELLS need more than one year to develop English proficiency before taking state test.
- STOP:
 - HLS – errors with or clarification as “what language do you communicate with your child?”
 - TBE programs that don’t work! Teacher is pressured/forced to teach more English due to assessments.
 - ISAT testing or ACCESS testing – decide one test – save money! Test student in native language to gage the student’s abilities.
 - 4.8/4.2 – in ACCESS, but what about students that make that cue before the P43?
 - Daily allotted for minutes of native language
- Stop using assessment/don’t discriminate against kids
- treat everyone individually
- last name – is not their worth

- look for what kids improve or what they bring to table and stop judging them because of their deficits
- *special education kids are included in all ELS programs
- multi-level classes and multi-individuals
- tests should be in special education in native language.
- too many tests take too much time cutting education time and too much stress for kids – we should make good atmosphere for tests.
- We should stop using only the HLS as a determiner for the placement of potential ELLs.
- Stop using assessments that are inappropriate and that take away from valuable instructional time.
- Unequal testing – stop using timeline of years in the program. Research doesn't reflect the student needs. Stop labeling the students. One test only. Stop confusing the students with dual language testing and teaching.
- Stop data assessments, assuming a child is bilingual by his last name or how they look. We need to reinvent the testing and the needs of each student. Please take complaints without asking for names/home language. Forms need to be reinvented. Test one or the other, not both.
- We need to review policies about the importance of standardization, especially how EL students are assessed. They are not given appropriate consideration.
- STOP:
 - inappropriate assessments/useless data
 - lowering student self-esteem and begin affirming their bicultural, bilingual identity.
- English language learners are looked at as a “group” not so much as individual learners. Stereotyping, low expectations, etc.
- Do not lower the status of native language and culture
additive NOT subtractive
- EL equals academic in learning
- Depriving English learners of enrichment opportunities, which for all students are linked to academic excellence.
- Stop thinking of EL learners as test scores, but as children/students and learners.
- Stop preaching to the choir only – spread the message to all.
- Stop dehumanizing English learners.
- What needs to be stopped is the assessment of ELLs in a language other than their native language.
- Assessing a student in English makes the data invalid and unreliable.
- Stop programming that doesn't work.
- Stop assessing students on a test that is not normed for them or they don't have proficiency to take.
- Stop over-assessing.
- Stop setting up programs that have no guidelines to help teachers, administrators make sure all ELL students are successful.
- Stop English only classes – putting students/throwing students into English only classrooms
- Stop keeping ELL students separate.
- Stop the insensitivity of student's culture and language.
- Stop using inappropriate assessments giving invalid assessments and over assessments. Need timetable.
- Think about academic content
- Look at research.

- Stop having ELLs as an afterthought in initiatives.
- Administration needs to be educated
- Country's attitude about learning languages has to change
- Stop federal funding based on "meets" on ISATS. It doesn't allow the 5-7 years needed for language acquisition. Research indicates it is needed.
- With regard to efforts to provide high quality education for ELs in the 21st century, what should we STOP DOING?
- Inappropriate assessments and over-assessment – stop using limited home language survey.
- Stop defining students by language deficits
- Be able to make anonymous complaints.
- The attitude of our country that English is the only language needed is not good. Most other countries of other world educate their students to speak two or three languages.
- Stop federal and state funding based on "meets" on ISATs. It doesn't give our ELs the 5-7 years that research says is needed for them to acquire proficiency in the second language and to be successful on the ISATs.
- Stop using assessments designed for general education students to measure English in students w/ LEPs. They all qualify. Don't "exit" LEP states on ACCESS.
- Need more flexibility on the identification of LEPs.
- ISAT/PSAE. Accountability – YES. Monitoring progress – YES. Not a sight tool. There are unrealistic expectations for newcomers.
- Stop using the same test as general education. Create a new one adapted for lower English language proficiency. ISAT/PSAE and expectations for LEPs who exit.
- Bilingual education is under attack – but it is the best practice for English acquisition.
- Different levels of assessment.
- Comparisons of different students.
- Language issue vs. learning issue.
- Invalid assessments in English for newcomers.
- Adjust the timeline for assessing ELLs based on age and length of time in English only instruction.
- Stop using Home Language Survey as the key indicator for assessment.
- Stop watering down curriculum for older ELL students.
- Make Home Language Survey more in-depth.
- Stop using ELL teachers to teach chemistry, algebra and content outside of their specialty.
- Not everyone who challenges bilingual education is a racist!!!
- Change the image of ELL programs – it has had a negative connotation. How can we better market our programs?
- My concern is that ELL students are being taught by people who are not content experts.
- My concern is that parents' opinions and students' opinions are not taken into account.
- Let's treat every child like he/she is our own child – what is best for that child?
- Let's stop trying to be "politically correct!"
- We need equity.
- Don't want multi-age/large classrooms.
- Need fidelity to program.
- Stop testing/assessment using a one size fits all approach.
- Stop large numbers of multi-age students in ELL classrooms.
- Stop programming that isn't working.
- Stop leaving out linguistics in teach in teacher preparation.
- National assessments

- differentiated based on language proficiency.
 - with SALSA – now an assessment needs to come along.
- Teacher prep program
 - not yet focused on our kids – usually one class (multi-cultural).
 - our teachers have never instructed in Spanish literacy.
- Allowing districts to do their own thing. State of Illinois should make ESL a focus so that all teachers must have the endorsement similar to Texas, California, etc.
- 21st Century Education/We need:
 - Assessments to be appropriate, valid, reliable.
 - Biliteracy – not bilingual only.
 - High Order thinking capability of ELLs.
 - Bilingual student placement considerations.
 - Increase rigor for all students, especially ELs.
 - Departmentalizing special education, ESL, bilingual – all teachers must collaborate to meet all students’ needs.
- Ineffective programs are common
- Administration is making EL program changes based on their own bias or opinions on bilingual education.
- They are giving money to districts to do what they want and the money is not spent on children.
- Need to end ineffective assessments.
- The way OCC takes complaints needs to change – keep voices of educators protected.
- Stop lowering status of EL students – they are not victims, but are equal.
- Stop assessing with materials that are inappropriate.
- Stop over assessment.
- There is a lack of appropriate assessments to monitor language development.
- Stop allowing superintendents to influence the programming and timeline of ELs. That is what the Bilingual Director is for – state mandate a minimum timeline.
- Stop programming that is NOT working! Give districts help in seeking programs that work. Have DC look at statistics nationwide and see what is working and pass it along.
- Stop looking at the data in the “bucket.” We lose our top ELs in the data as they transition through the program. Look at data differently so that it takes growth into consideration.
- Stop allowing/tolerating a lower level of quality of:
 - assessments/native language
 - teacher preparation to teach ELs, and
 - programming.
- For ELs, if we want them to perform we have to stop assessing ELs in English without regard to their level of acquisition.
- Quality – need improvement of assessments, valid investment in Spanish language assessment, need to improve teacher preparation programs, all teacher/administrator education should include information regarding ELL education.
- Stop assessing students in English before they are ready.
- Stop forcing students to give up their native languages.
- Need valid assessments – there is too much over assessment.
- Need knowledgeable decision-makers.
- No one-size fits all.
- Need correct English as a standard.
- We need to stop:

- Home language survey in Illinois – how we ask the questions to parents regarding language spoken at home and the language of the student.
- Stop making inappropriate assessments.
- Stop administrators who have no experience or expertise with ELL programs, but who have the authority to supervise ELL programs.
- Stop inadequate academic assessments.
- Stop allowing administrators in our school districts, who have no knowledge or experience with servicing ELLs to make decisions for our students or programs.
- Need to increase the level of urgency and need that is given to our ELL programs at the district level/state level.
- Stop inappropriate assessments that yield invalid data. For example, having ELs take PSAE within 1-2 years of coming to the United States.
- Inappropriate assessments:
 - Too much time to administer tests (loss of instructional time.)
 - If we value dual language/bilingual programs – we need assessments in other languages.
 - Results are not timely enough for guidance of instruction.
 - We need differentiated assessments to mirror differentiated instructional practices.
- Inappropriate identification:
 - Stop the current HLS survey or at least find a better way to communicate the intent.
 - Stop over-identifying SpEd students
- NCLB sets unreachable targets for ELL subgroup, and gives no guidance on how to help improve instruction. We need to revise and/or replace how NCLB deals with ELLs. We need to stop giving ELLs inappropriate, invalid, inaccurate assessments in English. Title III money should be set aside for research and native assessments can be purchased.
- We need to STOP being so general in the way we articulate our concerns about assessment. If I understand one of our specific concerns, it is the over-reliance of benchmark assessments and research-based interventions that have been developed and researched with native English speaking students, not English language learners.
- We should stop giving inappropriate assessments (esp. academic assessments such as ISAT & PSAE) to ELLs.
- We should stop assuming that all Latinos are ELLs – generally about 1/3 of Latino students are ELLs.
- We should not have teachers who don't have training to work with ELLs in classrooms.
- Stop inappropriate assessments. Some assessments are given to preschool/primary students and middle/high school students.
- Knowledgeable, bilingual staff should be involved in making decisions on ELLs.
- Stop forcing ELLs to take assessments (AYP) that do not yield valid results.
- Look at research on second language acquisition and do not make ELLs take standardized assessments (AYP) before they have enough English. You are assessing their lack of English, not their knowledge of content.
- Stop hiring supervisors and others who are not interested in or have an understanding of education or who be training themselves for employment in areas different than education.
- We need to have leaders at school who are expert in education.
- Stop having individuals who are not involved in education provide evaluation exams.
- Stop employing teachers who are not certified in teaching English Language Learners.
- Merit pay based on student achievement in terms of ELL students.

Round 2:

What should we **keep** doing in EL Education?

What current classroom/school practices and policies are having a positive impact on EL students' learning and achievement?

What ought to be maintained?

- We should keep our partnerships with local and state organizations.
- Funding for language learning programs.
- Parent involvement programs that work, such as dual language.
- Research points to immersion programs.
- Incorporate instruction to work with ELL to all academic programs.
- We should keep training and professional development for all teachers and principals about best practices for ELL students.
- Students in the forefront of our priority.
- Creating standardized criteria.
- Dual language.
- Helping parents – make our PAC stronger.
- Native language instruction.
- WIDA assessment
- Compliance visits by states
- Dual language:
- Working with parents – invite them to the school.
- Celebrate native language and culture.
- Hire qualified teachers.
- PLC's for all teachers about ESL/Bilingual.
- Meaningful training for all teachers.
- Perceptions of speakers with accents is improving
- Cultural awareness on front burners.
- Keep bilingual education at the P-K level a requirement to expand to other states.
- Keep expanding programs for ELLs that lead to bilingualism and biliteracy (e.g.) dual language, developmental bilingual, heritage language programs, etc.
- Keep content and literary instruction in L1 as a requirement for ELLs.
- Keep doing quality professional development in the are of bilingual for second language acquisition (creation of professional learning communities in the area of bilingual education)
- Keep a dialogue with universities on research based best practices for ELLs.
- Keep funding bilingual parent councils/workshops.
- Continue PLT to provide professional development of training on ELL to mainstream teachers.
- Continue bilingual students in their native language.
- Continue advocating for ESL students.
- Dual language initiative.
- Having parents involved in the schools and their child's education.
- Having dialogue with teachers and administrators.
- More research.
- Participation of parents.
- Celebrate the language.
- Professional learning communities.

- Expand funding.
- Train all teachers – professional development.
- ELL college courses.
- Professional child centered discussions w/people in the field.
- Caring for our students.
- Striving for all students to be bilingual – not just ELL.
- For our country to be #1, we need to embrace bilingualism and have all of our citizens be bilingual.
- Being an advocate for our students.
- Continue dialogue with people/teachers in the field and who know about it.
- Keep being responsible for our children.
- Dual language.
- Train our teachers in ESL as professional development.
- Keep facilitating these kinds of dialogues to get the facts of what is actually happening in the field from those who are doing it.
- Expand and include ELL information and research to general education teachers and staff.
- Conduct more research on the process of bilingual education programs and dual language at local levels (i. e. Chicago Public Schools).
- Continue to push bilingual and dual language education policy decisions.
- Continue to incorporate practical, usable research to the field of ELL education.
- Continue to push for parental advisory committees in the TBE programs.
- Keep doing research but with a participation of all approaches.
 - Involve bigger education institutions and let teachers learn about results and procedures.
- Continue development of teacher education programs that include courses in ELs teaching and learning as an integral part of the curriculum and a requirement for graduation.
- Continue transitional and dual language program staff by qualified teachers who are fluent in English and the second language.
- Title III PD and partnership
 - Continue funding
 - Funding BAC and establish programs for professional learning communities with teachers and parents.
- Dual language
- Parent input
- Refine assessment
- ELL endorsement
- Title III
- Professional development
- Using native language
- Keep parents involved
- Keep doing and expanding research
- Share models that are working and successful
- More professional development programs.
- EL education in the media and legislation
- Effective programs – dual language, parent
- Identifying
- Funding and research
- Funding schools for EL students

- Being responsible
- Parent education
- Celebrate linguistic cultural diversity,
- BACS
- Focusing on the unique needs of ELs.
- Sheltered English Immersion programs
- Newcomer programs
- Increasing professional development
- Putting pressure on teacher education.
- Continue using Native language
- Pre-K bilingual services
- Funding
- Standardized criteria.
- We should keep our partnerships with local and state organizations.
- Funding for language learning programs.
- Parent involvement programs that work such as dual language
- Incorporate instruction to work with ELL to all academic programs.
- We should keep training and professional development for all teachers and principals about best practices for ELLs.
- Students in the forefront of our priorities.
- Creating standardized criteria.
- Helping parents make our PAC stronger.
- Native language instruction.
- WIDA assessment
- Compliance visits by states.
- Dual language
- Working with parents; invite them to the school.
- Celebrate native language and culture.
- Hire qualified teachers
- PLC's for all teachers about ESL/Bilingual Ed.
- Meaningful training for all teachers.
- Perceptions of speakers with accents is improving.
- Keep cultural awareness on front burners.
- Keep being responsible for our children
- Dual language
- Train teachers in ESL as professional development
- Keep facilitating these kinds of dialogues to get the facts of what is actually happening in the field from those who are doing it.
- Keep dual language programs
- Keep parent involvement and partners
- Celebrate languages students have
- Educate all teachers on English language learners
- Continue dialogues with individuals in the field locally in order to influence policy at the federal level.
- Continue providing professional development for all teachers who work with ELLs.
- Continue to support/encourage native language use as part of programming
- Continue to fund districts FULLY at the state level so that best practice strategies can be implemented with integrity.

- Keep reaching out to parents to work together to provide/support education AND high education. Providing professional development. Including EL education in school/district initiatives.
- We need to embed in teacher preparation in their undergrad program to understand theory, practice and strategies for teaching EL students. These strategies are not only essential for EL students, but good for all students.
 - Strengthen undergrad programs and make it a requirement for teachers to take ELL classes.
- Continue to promote ESL endorsement.
- Make sure that that endorsement is VALID – meaningful!
- Continue having meetings in which we can TALK – address issues and be OK if there is NO apparent solution. Let's sit at the table and feel free to talk.
- Celebrate native language
- Fund P.L.C. Professional Learning Communities
- Research Title III funds.
- Parent/Teacher Communication
- Professional Development and in undergraduate certificate require ESL training
- Dual language in
- Society is becoming more tolerant of accents.
- Keep cultural awareness
- Keep being more accepting of “accents.”
- Keep shared values
- Keep fostering Dual Language Programs to promote bilingualism/multi-lingualism.
- Keep promoting P.D. for Bilingual Teachers and requiring the appropriate certificates.
- Keep researching best practices – what works for Sec. Lang. Learners.
- We need to fund quality after school programs for ELLs that integrate the arts.
- Stop sending politicians that don't know anything about ELLs to high places like State Senators, etc. We need teachers in high places.
- Keep programs like SIOP in schools.
- Keep doing
 - Professional learning communities.
 - Parental involvement.
- Keep providing professional development of effective ELL practices for ALL teachers, e.g. SIOP/sheltered instruction.
- Continue to develop and expand dual language/two way immersion programs – very effective models in suburban/rural communities who do not embrace traditional bilingual models as they see those models as a “burden” or “deficit” on the district but in 2-way models when they see their children learning another language ‘bilingualism’ becomes elevated in its status.
- Keep advocating for parents and providing translations and interpretations, adult ESL/citizenship/GED courses.
- Keep funding research.
- Keep doing:
 - Invest in a Dual Language Model. K-12.
 - Involve parents, not only with school meetings, but also give parents tools to help their children succeed.
 - Study strategies
 - Time management
 - Goal setting

- Continue to support the BAC and NCLB Parent Committees. Continue to have more Dual Language initiatives that support the academic growth of ELLs and Spanish Language Learners. In addition, continue to encourage the schools to form more (PLGs) Professional Learning Groups because these can provide the stage for further conversation on ELL related issues.
- Expand Title III to support research in the schools.
- Strengthen preservice programs.
- Funding for parent programs.
- What should we keep doing?
 - Dual language programs
 - Parents take responsibility
 - Honoring native language
- Incorporate ELL courses into initial certification – this is a good idea but would not be enough. School districts need to provide continual professional development including SIOP.
- Bilingual Ed – develop literacy skills in native language
- SIOP training for all teachers
- Dual language
- Involve parents – parent education
- Continue to look at research for ELLs.
- In 21st Century Learners...Keep doing:
 - Continue supporting parents ability to take responsibility for child's education
 - Teacher collaboration and time to do it.
 - Support ESL/Bilingual certification of all staff.
 - Research of best practice.
 - Keep identifying/celebrating programs that are effective.
- Keep bilingual education at the PK level a requirement and expand to other states.
- Keep expanding programs for ELLs that lead to bilingualism and biliteracy (e.g. dual language, developmental bilingual, heritage language programs, etc.)
- Keep content and literacy instruction in LI as a requirement for ELLs.
- Keep doing quality professional development in the area of bilingual education and second language acquisition (creation of professional learning communities in the area of bilingual education.)
- Keep a dialogue with universities on research based best practices for ELLs.
- Keep funding Bilingual Parent Councils/workshops
- Continue PLT – to provide professional development/training on ELL to mainstream teachers.
- Continue Bilingual students in their native language
- Continue advocating for our ESL students.
- Keep Dual Language initiatives
- Keep having parents involved in the schools and their child's education
- Keep having dialogue with teachers and administrators.
- More research, participation of parents, celebrate the language, professional learning communities, expand funding, and train all teachers all teachers – professional development, ELL college courses, and professional child centered discussions with people in the field.
- Keep:
 - Caring for our students
 - Striving for ALL students to be bilingual – not just ELL
 - For our country to be #1, we need to embrace bilingualism and have all of our citizens be bilingual!
 - Being advocates for our students.

- Continue dialogue with people/teachers in the field and who know more about it.
- Continue to push Bilingual Pre-K
- Offering opportunities for directors to collaborate with one another to talk about what is working.
- Continue funding programs for teachers of ELLs to get their Bilingual/ESL endorsement.
- Continue funding programs that are working.
- There's some good data analysis going on, continue that.
- Continue coaching for teachers of ELLs
 - Literacy
 - Math
 - Science
- More dual-language programs, funding for them.
- There are standards for English Language Development now. Great!
- Keep building capacity in universities to prepare teachers who are entering the teaching field all the support, strategies, courses and training to address the diversity in their classrooms.
- So often we undersell our parents. Keep them involved! Support, train and encourage them,
- Continue funding ways to help students celebrate and grow in their L.
- Teacher prep and teacher PD needs to happen for gen ed teachers with in-house with in-house continual support for the classroom teacher. [Co-teaching can “covertly” provide this training.]
- Professional development in ELA for all teachers.
- Co-teaching as a model rather than resource pull-out model, a least for levels 3-5.
- Co-planning with gen. ed teachers.
- We should keep building capacity in schools by better trained (EL) admins & teachers throughout the school and encourage more parental involvement, support and training so this crucial third leg (admin/teachers/parents) can be actively and productively involved.
- Keep feeling a sense of responsibility and urgency.
- Keep doing research – stay current & relevant to today's children.
- Keep allocating funds for EL programs.
- Keep distributing info @ best practices.
- Keep growing good programs and supporting exemplary staff.
- Keep looking at best way to measure success beyond test scores.
- Keep doing higher criteria to follow research.
- Keep doing teacher certification (at min ESL)
- Keep doing uniformity w/screeners, language assessment.
- We have a pervasive lack of confidence in expressing how we are successful with ELL students.
- We need to keep reviewing current trends of our students and continuing relevant research.
- Keep expanding the definition of language education – include all kids in opportunities to become bilingual.
- Keep challenging mandates that are incongruous with good instruction.
- Keep revisiting what we are doing.
- Keep flexibility to be able to adapt to changing needs of classroom/district/nation.
- Keep looking for opportunities to really talk to people who disagree.
- Keep building our network of colleagues.
- Keep thinking about the fluidity of culture – keep looking for better ways/better words to talk about language and language learners.
- Keep finding ways to move away from categorizing to the point of dehumanizing.
- Keep analyzing and recognizing and building on what we are doing well – through high quality professional development and supporting teacher collaboration.

- Keep emphasis on benefits of dual language programs.
- Keep emphasis on value of bilingualism achieved through bilingual programs.
- Keep emphasis on teaching ESL thorough content.
- Keep WIDA ELP standards, W-ADT and ACCESS.
- Keep parent involvement efforts.
- Keep providing PD to everyone involved in child's education. (teacher, administrator, paraprofessional, librarian, intermediate agency etc) Everyone should be talking and collaborating about EL education (language, culture, academic content, emotional support)
- Keep funding programs that support native heritage language development and fostering. Involve parents as resources.
- Keep funding dual language.
- Keep Research and refine best practices for all education models serving EL and all students.
- Keep funding resources that assist – state, districts, practitioners serving EL and all students.
- Keep making language learning a focus of educational practice and dialogue.
- Keep building professional development focusing on Bilingual strategies, techniques, and cultural awareness.
- Keep strong bilingual teacher education programs where teachers are trained on what is best bilingual Ed practice based on research and experience.
- Keep funding and increase for dual-language program.
- Keep the programs that are working.
- Keep strong relationships with the parents, community etc.
- Keep using the resources available.
- Keep being responsible for our children (not accountable as a ledger and numbers)
- Keep funding parent bilingual committees so parents can continue to learn and advocate for their children.
- Keep encouraging training all teachers in bilingual/ESL strategies.
- Keep teacher PD days.
- Keep dual language initiatives.
- Keep providing native language & 2nd, 3rd, 4th etc language instruction.
- CPS currently have professional development days. We need to keep these days and allow teachers more freedom and time to collaborate during these days.
- Keep literary instruction and assessment that promotes the optional academic performance of bilingual learners (in L1 and L2).
- Provide ongoing PD that is meaningful and yields effective quality instruction for ELs.
- Encourage parents to work together with teachers.
- Keep being responsible = accountability.
- Dual language programs w/again accountability from teachers, students and parents.
- Research approved strategies.
- More/all ESL/Bilingual Endorsements.
- Continue to lobby the state and federal govt. to invest in the programs equality for the CPS.
- Continue to involve the parents through BAC.
- Xxx in clusters and at the local level.
- Continue to train parents in the changing laws and assessments.
- Continue teacher parent and community member partnerships.
- We need to let our students know how important it is to speak both language, not to be proud of it, also ESL classes for parents. It's wonderful because that will make parents what to get more involved in their child's education.
- Also keep showing respect for that student who speaks another language.

- Keep providing programs.
- After school to support ESL students – or before school.
- Continue to conduct research in the area of ESL/Bil-Ed and linguistics.
- Continue to include Bil-Ed and linguistics studies as a requirement for professional development/recertification.
- Keep looking for ways at the federal, state, district and school level to integrate ELs into ongoing programs, initiations and instruction.
- We need more guide an how to do this.
- What are some specific strategies and how can they be supported across the levels?
- We as a field should take more responsibility for seeing our students in everything and moving forward. Don't wait to be invited.
- What are we going to do with the info?
- What mechanism will be used to inform future policy that impacts our communities.

Round 3:

What should we **start** doing in EL Education?

What envisioned policies and practices would serve to ensure a quality education for ELs in the 21st century?

What ought to be initiated?

- Caring
- Buy-in
- Keep celebrating our ELL heritage language
- Monitoring our progress
- Hold upper administration and policymakers accountable for steps they are taking t provide ELLs high quality education.
- Start using assessments that are culturally and linguistically appropriate for ELLs, such as native language assessment
- Start promoting the importance of sociolinguistics (code switching) with the teaching of bilingual and dual language education.
- Start promoting multilingualism as a true asset to change attitudes that only is necessary to succeed.
- Requirements for al pre-service teachers and administrators to have a basic 3 hour course in ESL/bilingual.
- Native language development standards in top five language groups.
- More federal funding for ELL programs; dual language, bilingual and ESL.
- Federal funding for the development of academic assessment measures specially designed for ELLs.
- More federal funding for research.
- Begin implementing foreign language instruction through dual language programs or when not feasible through world language programs in the early primary grades.
- Communicating to the general public the benefits of bilingualism and to proactively work to eliminate anti-immigrant attitudes.
- Bilingual/bicultural personnel need to be part of the decision-making at all levels: national, state, city and local level.
- National campaign to create/support early childhood dual language programs.

- National policy on “best practices” for preschool ELL students.
- Revisiting the teaching corps program – t year program for college students immersed in the latest research and study on bilingual education/partnerships with universities and school districts.
- Teacher corps program
- Two year student education program for college students. Program partners with a university and school district.
- Address 21st century skills so our students are not left behind again as an after thought.
- Infusing ELA standards in common core standards – or define common core and add specify to meet language proficiency levels – has to be district level initiative but direction must be given
- Hiring administrators that reflect the diversity of the student population. This should be a requirement – if student population is identifying and supporting effective interventions for ELLs. We need support and research to validate effective practices and/or programs for language interventions.
- At a certain percentage a bilingual or administrator or one with ELL/diversity experience should be leading that school.
- Start requiring PK schools to provide bilingual instruction.
- We need a national movement on DL education. This is the best model of instruction for ELLs. We need the national government to educate educators on why and how dual language education helps ELLs.
- We need to provide the proper funds for bilingual education bilingual education costs more; we need more resources/ human resources in the schools and districts to get some of the work done.
- We need to have ongoing, national conversations about ELLs.
- We need to have more programs for individuals to get their administration certification and provide financial assistance.
- Revamp EL language arts curriculum around the Common Core.
- We have let content drive curriculum for too long.
- If we implement the common core and use it to drive curriculum we will better prepare our ELs for 21st century workplace.
- Start remembering the struggle of the bilingual educators that have laid the groundwork for this.
- Start putting ELLs at the core of education discussion, not on the margins.
- Start broadening the definition of language education to embrace heritage language, dual language, academic language, ELA – all as a strategy to boost student achievement.
- Start developing assessments that make sense. Por favor.
- Integrating differentiating in strategies (esp. for linguistic diversity) across per-service education and PD for teachers – not a separate class on the side.
- Start embracing the role of advocate/activist as bilingual educator we need to take on the role of creating fertile ground for good programs to be sustained.
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- Tie instruction to academic content,
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- Track the students who are products of bilingual elementary programs. Are they more or less likely to drop out than students immersed in English only?
- Expand dual language for all students.
- Ask parents what they think about bilingual education.
- We should start asking parents and students what they think about the ELL program.
- There is not enough time to leave English only meeting counts. We should not waste time.
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- Linguistically and culturally appropriate assessments. (including Spanish)
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- Additive bilingualism
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- Highly trained teachers beginning in undergraduate with ESL/bilingual.
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- Re-develop EL programs.
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- Have administrators and ALL staff receive best practices to teach ELL students.
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- Provide more funding to meet the requirements already set in practice.
 - Translations
 - Technology
- National movement of dual-language programs
- Required EL training in pre-services teacher prep programs
- Teacher prep programs need to include classes on ELs and SLA
- Smaller class size
- State testing normed for ELs.
- Start following the research for language acquisition – 3-5 years. Let students have this much time before requiring state academic testing in English
- Start empowering teachers, students and parents to share value and benefits of bilingualism and biculturalism to all educators, not just bilingual ones.
- Provide a safe environment for bilingual educators to share what works and what doesn't.
- Start reflecting on best practices.
- Start changing negative attitudes.
- Start building on momentum as today
- Start sensitizing everyone else to empathize with and respect all languages and differences.
- Start hearing from teachers directly about what they need.
- We need to promote the importance of supporting the idea that students and people have the right to be bilingual and benefit from higher cognitive abilities when doing so. We need to change the perception that “English only” is the best.
- Start principal and admin requirements – ESL/ Bilingual Education
- Start to require all teachers take at minimum ESL to be rightly qualified.
- Continue providing a platform for reflection on what is working, what needs to changes in regard to ELLs.
- Start Funding promoting and training teachers and admin to increase the number of dual language programs.
- Start assessments that address the language challenges of our students.
- Start equal opportunities and access to rigorous academic programs.
- Require training in Bilingual Ed for All administrators and all teachers.
- Include ELLs in assessment research.

- Start Admin-teacher and analysis needs to start working together.
- We need to start using valid assessment processes to assess ELs on language development indefinitely if content development and special problems,
- We have too many EL students being diagnosed with special Ed problems that may only be language related.
- Teacher certification and re-certification should require classes in ESL/Bilingual education. (similar to special education)
- Mandate native language instruction along w/English.
- More training for all in EL instruction.
- Provide more opportunities for 3 and 4 year olds to attend pre-school.
- We should start requiring school districts to purchase research-based curriculum for language literacy and content with appropriate bilingual funding.
- Making data-driven programmable decisions that will promote the bilateral and bilingual development of our students.
- Identify bilingual and ESL teacher leaders in each school to deliver ongoing professional development for general Ed teachers, SPED teachers and all administrators.
- ELLs are part of the pilot assessment norming groups.
- Empowering teachers, parents and students to share the message of language development beyond.
- Smaller classroom sizes and if class is larger provide assistant for dual language where the amount of instruction, assessment and planning for differentiation.
- Expand dual language programs and research-based PD and language development – national movement for DL that is well-funded, resources and supported.
- Go to www.elladbocepes.org and implement James Crawford’s’ seven suggestions for policy.
- Have ongoing permanent input in education EL policy from educators and EL researchers / professional/ advocates.
- Have a way to “measure” how the educator input has been turned into policy making.
- Make sure there is accountability to educators on the part of DOE administrators.
- Including collaboration and cooperation rather than “competition” as an educational goal – being bilingual or multi-lingual increases our ability to collaborate, understand, cooperate and innovate.
- Follow the research on bilingual education which points to, two-way and one-way dual-language immersion as the optimal models for all students.

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- Smaller class size
- State testing normed for ELs.

- Start following the research for language acquisition – 3-5 years. Let students have this much time before requiring state academic testing in English
- Start empowering teachers, students and parents to share value and benefits of bilingualism and biculturalism to all educators, not just bilingual ones.
- Provide a safe environment for bilingual educators to share what works and what doesn't.
- Start reflecting on best practices.
- Start changing negative attitudes.
- Start building on momentum as today
- Start sensitizing everyone else to empathize with and respect all languages and differences.
- Start hearing from teachers directly about what they need.
- We need to promote the importance of supporting the idea that students and people have the right to be bilingual and benefit from higher cognitive abilities when doing so. We need to change the perception that “English only” is the best.
- Start principal and admin requirements – ESL/ Bilingual Education
- Start to require all teachers take at minimum ESL to be rightly qualified.
- Continue providing a platform for reflection on what is working, what needs to changes in regard to ELLs.
- Start Funding promoting and training teachers and admin to increase the number of dual language programs.
- Start assessments that address the language challenges of our students.
- Start equal opportunities and access to rigorous academic programs.
- Require training in Bilingual Ed for All administrators and All teachers.
- Include ELLs in assessment research.
- Start Admin-teacher and analysis needs to start working together.
- We need to start using valid assessment processes to assess ELs on language development indefinitely if content development and special problems,
- We have too many EL students being diagnosed with special Ed problems that may only be language related.
- Teacher certification and re-certification should require classes in ESL/Bilingual education. (similar to special education)
- Mandate native language instruction along w/English.
- More training for all in EL instruction.
- Provide more opportunities for 3 and 4 year olds to attend pre-school.
- We should start requiring school districts to purchase research-based curriculum for language literacy and content with appropriate bilingual funding.
- Making data-driven programmable decisions that will promote the bilateral and bilingual development of our students.
- Identify bilingual and ESL teacher leaders in each school to deliver ongoing professional development for general Ed teachers, SPED teachers and all administrators.
- ELLs are part of the pilot assessment norming groups.

- Empowering teachers, parents and students to share the message of language development beyond.
- Smaller classroom sizes and if class is larger provide assistant for dual language where the amount of instruction, assessment and planning for differentiation.
- Expand dual language programs and research-based PD and language development – national movement for DL that is well-funded, resources and supported.
- Go to www.elladbocepes.org and implement James Crawford's' seven suggestions for policy.
- Have ongoing permanent input in education EL policy from educators and EL researchers / professional/ advocates.
- Have a way to “measure” how the educator input has been turned into policy making.
- Make sure there is accountability to educators on the part of DOE administrators.
- Including collaboration and cooperation rather than “competition” as an educational goal – being bilingual or multi-lingual increases our ability to collaborate, understand, cooperate and innovate.
- Follow the research on bilingual education which points to , two-way and one-way dual-language immersion as the optimal models for all students.