

## Kiva Process: Dallas, 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?

#### CARD 1

- Lack of funding for education
- Traditional staff level
  - Motivate
- Make teaching more of a priority in funding consideration

#### CARD 2

- Stop negative language
- Stop “putting down” the efforts of Teachers who teach bilingual/ESL students and using data to put teachers down
- Use more technology—wisely
- Educate University profs regarding ELs on campus who may not speak without an accent or who may not write a “perfect” paper
  - They CAN think!
- Stop the (negative/pejorative) view and language used with students
- We need to change OURSELVES and our language—“Nos ninguniamos” demasiado (Octavio Paz)

#### CARD 3

- Identifying EL throughout the nation inappropriately
- Funding to be split or reauthorization of Title I and Title 3 redistribution

#### CARD 4

- Stop insisting that High Stakes Testing tests the curriculum
- Stop legislating competency testing as if it can measure all subjects and all student learning

#### CARD 5

- Stop talking about reauthorization and get it done!!

#### CARD 6

- Stop funding school districts that use non-certified teachers to teach ELL students  
(Allow Title III funds to target students only)
- Stop marginalizing ELL students. Teach the whole student and allow the students to develop.

#### CARD 7

- Eliminate some of the standardized tests administered to ELLs
- Assessing in a way where lack of language interferes with demonstrating their content knowledge
- The misalignment in accountability systems between the state and federal. State allows 3 year exemption where federal allows one year
- Treating all students the same
- Pushing students to be English proficient in one year
- Penalizing schools for not graduating ELLs in 4 years and give them credit when they graduate in 5 or 6 years

#### CARD 8

- Testing ELs to death
- Assuming any English speaking teacher can teach an EL—it takes specific skills to teach an EL
- Misalignment of accountability—Feds give only 1 year exemption and Texas gives 3 years

#### CARD 9

- Accountability Fed vs. State; need alignment
- Overlooking the linguistic and cognitive differences in educating ELLs.
  - We need to stop rushing the processes just to meet accountability demands
- Higher Ed programs that do not prepare teachers to address the realistic needs of ELLS

## CARD 10

- Having the same accountability system to be applied to all students without considering the unique needs of ELL. What about formative assessment?
- Not preparing all administration and teaching staff at the SEAs and LEAs to become culturally proficient and better understand the needs of all children
- Giving so many responsibilities to the ESL teachers not related to their area

## CARD 11

- Placing students 2 grade levels below due to “deprived” education
- Assessing ELs without linguistic accommodation
- Assessing end of course tests at High school without providing primary language assessments
- Title I, II, III funding as silos (PUT IT TOGETHER)
- Teaching ELs without ESL or bilingual certification in all content areas!
- Thinking all ELs are the same
- Evaluating districts on only TAKS. We need to use TELPAS!!

## CARD 12

- Treating family literacy and involvement as something separate from educating children
- Letting schools let responsibility of teaching ELLs rest on ESL teachers and not general and not general and content teachers
- Giving the impression that teaching ELLs is something different from teaching new students—good teaching is good teaching. What needs to be added—not something entirely new.
- Making our kids “the other”
- Using high stakes tests as THE measure

## CARD 13

- Using the assessment to drive instruction
- Putting the responsibility of “those kids” on someone else

## CARD 14

- Not giving students the opportunity to learn what they need to graduate
- Providing ELL students “simplified” curriculum instead of providing a rigorous thinking curriculum that is needed to learn academic English

## CARD 15

- Mainstreaming students into classrooms with teachers who are not trained to provide instruction to second language learners
- Allowing programs to certify teachers for our high need students such as Special Ed. and Bilingual without providing them quality preparation. Three weeks in a college classroom does not qualify them to teach.

## CARD 16

- “one size fits all” in EL education
- Holding ELLs accountable for graduation too soon
- AYP accountability with LEP student group
- Putting ELLs in classrooms with unprepared teachers
- Equality **vs.** Equity
- Allowing non-HQ teachers to teach ELLs
- Allowing principals to not know who ELL students are

## CARD 17

- Thinking kids have “no language”--thinking ELs are limited in intelligence
- Not ensuring teachers are HQ and carry appropriate certifications (state exceptions and waivers)
- Believing ELs pick up language easily
- (Stop) Cookie cutter programs & holding folks/LEAs accountable for blanket performance of ELs; disaggregation of data by student type:

- Current participant in programs: 1) Bilingual 2) ESL
  - Denials—long term LEPs
  - Monitored students (\*success rate of monitored students)
  - Newcomer
  - Early transitional programs
- CARD 18
- Rushing students and give them the time before mainstreaming
  - Placing teachers in ELL classrooms without the proper training or desire to help ELL learners
- CARD 19
- Stop a “snapshot” of ELL students (as this population is always changing) for accountability purposes
- CARD 20
- Using deficit/hegemonic discourse→referring to kids as only ELs→as if learning is only occurring within the school (recognize the kids are bilingual learners because they are products of bilingual communities—not just products of a “program”)
  - Focusing solely on language acquisition and integrate content knowledge such as math and science by using appropriate SL techniques and developmental approaches
  - Just thinking that only minority learners become bilingual—ALL kids need to become bi/multilingual
- CARD 21
- Perceiving programs as remedial programs
  - Generalizing testing materials for ELLs
  - Seeing bilingual education as a liability program
  - Sponsoring remedial programs
  - Setting up low expectations
- CARD 22
- Making state tests be the curriculum for **any** learner
  - Making language rather than cognitive and academic development the focus instruction
  - Segregating English language learners
  - Making ELs the responsibility of only a small group such as a particular department in an LEA or of educators rather than the whole American society
  - Having amazingly unrealistic time limits for learning
  - Not dealing with all learner needs
  - Using labels as excuses
- CARD 23
- Stop using “deficit” rhetoric in our documents and the paradigm shift to abundance
    - LEP→EL/Emerging bilingual/polyglot
    - Barrier→challenge→opportunity (treasures/assets)
  - ESEA document still juxtaposes EL and learners with disabilities too frequently—with unfortunate potential for negative inferences and keep the “pobrecito” syndrome
- CARD 24
- (national, state, and LEA levels) making decisions about EL education based on politics
    - Make decisions based on long-term, referenced research. Entities are more concerned about left/right spin than about CREDE findings.
  - LEAs paying little attention
  - Local educators (EL advocates) being reluctant to publicly state views because they value their jobs!
- CARD 25
- Stop rushing students to exit the program (Research says that it takes 4-7 years to learn a language. Why is NCLB requiring that we move ELLs one proficiency level a year?)
  - Stop using the “highly qualified” restriction on one group of ELL teachers and not on other groups—bilingual teachers must be highly qualified but ESL teachers don’t have to be
- CARD 26
- Looking at bilingual education as a deficit model. Why do we encourage learning a second language at HS but take the native language away from ELLS?
  - Thinking about eliminating Title III—keep Title I and Title III separate

- Thinking that 1 day = 1 year as far as exemptions (state policy)

## CARD 27

- Stop thinking that because the state has English language proficiency standards in place, content area teachers are implementing them
- Stop certifying ESL and bilingual teachers by “testing” as the sole criterion

## CARD 28

- Putting a stake in the ground on outcome without diagnosing the starting place

## CARD 29

- NOT evaluating data
  - We must keep longitudinal data on former and current ELLS (former bilingual; former ESL; former denials)
- Thinking of merging Title I, II, III
- Unrealistic accounting—with English mastery forcing districts to move away from DUAL
- One-shot ESL Certification requirements—should be ongoing

## CARD 30

- Thinking or accepting that a highly qualified teacher has the knowledge or skills to teach an EL student. We need to provide ongoing professional development that addresses the students’ needs.
- Driving our schools based on data and not looking at it to specifically address what the students need. We need to train our teachers to analyze the information we get from formal assessments to use for lesson planning.

## CARD 31

- Placing students in poorly certified teachers’ classrooms
- Placing the same graduation requirements for ELLs that are not traditional students
- Politicizing ELLs
- Focusing on language (should focus on content)

## CARD 32

- Early exit programs
- Placing ELs with teachers who are not adequately trained
- Separating ESL from content areas—it should be embedded into the content areas
- Pretending that all students are the same

## CARD 33

- Stop placing students in classes where teachers do not have training in strategies to teach language and content
- Stop double-blocking students (MS) in Math and Reading classes and make sure they have CTE and fine arts electives
- Stop allowing ESL certification to mean teacher knows compliance with the laws (should understand language acquisition and strategies for the classroom)

## CARD 34

- Assessing without linguistic accommodations
- Teaching to state assessment
- One size fits all
- Rushing language acquisition which virtually limits depth of language acquisition
- Excluding FEPS from LEP subgroup\*
- Focusing on equality instead of equity
- Allowing the hiring of least experienced/ least prepared with EL population
- Expecting states to have all the answers—especially lower incidence states or states with “recent” surge in ELs
- Marginalizing ESOL teachers
- Waiting to provide intensive language acquisition services until students do make I in K/1/2 and then provide heavier intervention and saying long-term ELLs are a problem (the system is a problem—learning to read in L2 is not the same as L1)
- Expecting all students to reach the same point at the same time regardless of the beginning point/student
- Requiring ELLs with severe disabilities to remain “ELL/LEP” because they can’t meet the exit criteria

- Letting states and/or districts set own guidelines for who is LEP and when they can be reclassified as ELL (need consistency due to mobility)
- Ignoring the problem of long-term ELLs

## CARD 35

- Stop the “one size fits all learners” —differentiation!
- Equal opportunities—stop assuming that the language learners know how to use the system or use the opportunities to their advantage

## CARD 36

- Framing the EL discussion as language-only/ignoring the issue of academic development
- The “pobrecitos,” deficit-based discourse to describe potential bilinguals
- Separating language from cognitive development
- NOT holding districts accountable for ELs’ academic growth (districts now see the accountability as language proficiency only)

## CARD 37

- Giving the responsibility of teachers to unqualified individuals
- Different requirements for teacher training programs leading to certification
- Funding teacher training programs with short/abbreviated paths that simply compete with the traditional programs (as business)
- Ignoring that 73% of ELLs are Spanish speakers
- One size fits all teacher preparation of ELL teachers, need to do things differently based on their prior needs and the students they will teach.
- Lack of support for new teachers

## CARD 38

- Early exit from bilingual or ESOL programs are negatively impacting students’ academic progress. It takes 7-9 years to master a new language—academic language.
- Placing teachers in classrooms because they speak the native language but are not efficient in the English language

## CARD 39

- Being unrealistic about the time it takes to learn English
- Assuming/making policies based on the Hispanic population (80%)
- Testing after 1 year for AYP
- Exiting based on one high stakes test score
- High school graduation age requirements that keep kids from graduating (and make schools look like they have lower graduation rates)
- Unrealistic AMAO requirements (and getting gigged twice for AYP)
- Making requirements from Washington, DC that don’t work in the field
- Unrealistic expectations of parent involvement (thinking they can read in their first language, that they have time and transportation to go to meetings)
- Basing funding on “innovation”—we need money to do what we are doing for more people and more of the time
- Funding technology over staff

## CARD 40

- Standardized testing/teaching to state assessment
- Rushing students through
- Treating all ELL and LEP the same
- Thinking certification is enough for EL teaching
- Not including parents as part of the solution

## CARD 41

- As a former teacher, I think that we have to stop allowing core content teachers to be considered highly qualified without requiring them to have ESL training.
- In the state of Texas we should stop allowing teachers to gain supplemental certification without requiring teachers to sit for the test. Likewise, teachers should be required to have a minimum number of hours of continuing professional development in ESL strategies to maintain the certification

- As a counselor, I think we need to stop treating ELs like all other students and realize they come to campuses with unique challenges, perspective, and strengths different than those of native speakers
- We need to stop assuming that 3 years of instruction is adequate to acquire academic language and procedure to be successful, when the corresponding native speakers have had (and sometimes needed) as many as 10 years to reach that same level of proficiency.

## CARD 42

- Allowing teachers to become ESL certified only by nature of taking and passing the ESL Endorsement test. This may help with compliance, but not with the quality instruction. Teachers with this kind of certification are usually not prepared to teach ELLs.

## CARD 43

- Considering ESL a supplemental class. ESL should be considered a core subject area where highly qualified teachers and highly qualified curriculum specialists work together to develop and deliver instruction specifically for ELLs.

## CARD 44

- Requiring students to take the state test before they have an opportunity to acquire academic English. As we know, research indicates that takes 5-7 years to acquire academic language.

## CARD 45

- Allowing AYP to hinge on the success/failure of ELs
- Allowing teachers to be scripted: in their efforts to teach to the test in fear of AYP issues
- Testing ELs with the same tests, and so quickly
- Ignoring the fact that some ELs come with little or no academic background
- Institutionalizing ELs' failure
- Spending money in each and every state for creation of assessments that should be national
- Certifying teachers because they have passage a Praxis Test (Kansas)
- Making ETS rich
- Allowing teachers to be certified to work with ELs without Training (Kansas)

## CARD 46

- Treating (at least ESL) approaches as another "program" for students a la SPED, instead of helping teachers learn to develop language proficiency and literacy for ALL students through quality (sheltered) instruction

## CARD 47

- Creating and misusing wide-scale standardized English language proficiency tests for placement, especially since the services offered ELs vary from district to district. So, in effect, a single measure is used differently across the state to determine whether and to what extent ELs receive services (not to mention using a proficiency test as a placement measure)

## CARD 48

- ELLs as a political hot potato. We must focus on academic content acquisition in order to serve our EL students better. Allow testing in native language up to 12<sup>th</sup> grade.

## CARD 49

- Testing in English until ELs have had time to acquire the language. If we want a true picture of content knowledge for first and second year ELs in secondary schools, let them test in native language.
- Teachers' concept that ESL teacher must also teach math, history, science, and all other classes. Encourage all teachers to become language teachers.

## CARD 50

- Making educating ELs about a race to English acquisition and more about students learning content area standards with EL threaded through this
- Making the awareness or education of ELs about providing additional staff development/professional development to teachers but focus on providing this to stakeholders

## CARD 51

- Stop thinking that ELLs are here just to learn English. We can't afford to wait until our students learn English before they are taught content.
- We need to stop lumping all ELLs together because they're all different. They have different backgrounds, experiences, proficiencies, and needs.

- Stop putting ELLS with least experienced and least qualified teachers. All teachers need to be trained in ESL and bilingual strategies. Teachers should be trained by inventories not just prepared to take the certification exams.

## CARD 52

- Stop: pretending that all children come to school every day prepared to learn. Our children come with many varied backgrounds; many come from harsh/inadequate living conditions or from traumatic/stressful home situations. Until children have needs met (Maslow), including sense of belonging, permanence, safety, they cannot focus on learning-basic brain chemistry (Van der Kolk, Perry) indicates that cognitive processes do not function until the child is emotionally balanced.
- Stop ignoring the time factor involved in learning a second language
- Stop pretending all ELLs enter the system in early elementary, ignoring the unique needs of secondary language learners; they cannot graduate under today's program.
- Stop viewing all children as round pegs for round holes—one size does not fit all.
- Stop evaluating progress/success based on a single annual performance measure.

## CARD 53

- Stop deficit model remediation rather than enrichment.
- Embrace diversity/celebrate diversity.
- Stop always placing the ELL with SPED as in this presentation—AP and ELL
- Everyone places the emphasis on L2 and not L1 additive L2 (L3, etc.)—additive vs. subtractive
- Accountability in Texas valued only for the English and not Spanish state tests.
  - LAT because of NCLB for participation and performance but the EL would be exempt under state guidelines but required by federal. Place equity on the academic proficiency of L1 and L2 language and content
- Do the Feds really in all aspects do better with the ELL?

## CARD 54

- We should stop looking at content and language instruction as independent factors. Content is the context for learning language and truly the only way to respect the rights of ELLS.
- Stop pretending that we could improve ELLs' education at the school or even district level without the help of/commitment of state and national policy and assessment systems.
- Stop contributing to home language loss and devaluing of bilingualism at the national level.
- Stop focusing on oral language and include literacy.
- Stop disconnect between policy, teacher training, and research.

## CARD 55

- Stop unrealistic time frames for second language acquisition. Assuming ideal environments for language acquisition to occur, it still takes 4-7 years. This is supported by most (almost all) linguistic research.

## CARD 56

- Trying to rush students into a new language
- Transitioning and taking away their primary language
- Treating students as if they are all the same
- Thinking that only students who speak another language are English learners—all kids are EL!
- Forgetting that 60% of English comes from Latin and Greek roots
- Trying to teach or expect that all students learn at the same rate
- Using one test score as the “end-all-be-all” answer to students' educational future or decisions for that student
- Combining Title 1 and Title 3 (these groups are not all the same)

## CARD 57

- Stop grouping al ELs together-each student is different depending on their background and need special accommodations.
- Stop allowing teachers to become “ESL” certified by only passing a test.
- STOP thinking of EQUALITY instead of EQUITY.
- Stop combining/eliminating Title 3.
- Stop having no leeway in graduation requirements.

## CARD 58

- Stop pushing students away from their native language by pushing them to exit the language program quickly.
- Stop counting even 1 day or 1 month as a full year when counting “years in US schools.”
- Stop placing our EL students with the least prepared teachers.
- Stop equating passing the test (TAKS, etc.) as the measure of success of a student.
- Stop setting unrealistic goals for EL students, teachers, and schools that only set them up for failure.

## CARD 59

- Requiring ELL to participate in state assessments when their academic language is not yet developed
- Allowing teachers who have only passed a certification test (and have not taken additional course work) to instruct ELLs. Teachers must know how to address language acquisition in their content areas—it’s required in ELPS to address language and content but teachers are not always trained to do so
- Requiring ELLs to complete state assessments in one day—they need extended time for processing
- Stop the movement of eliminating Title 3—it lumps ELLs with other groups when the similarities are not present

## CARD 60

- We need to stop using “autopsy” assessments. We need to stop ignoring growth as a measure of success.

## CARD 61

- Stop exempting English language acquisition from highly qualified standards.

## CARD 62

- Stop creating systems like Response to Intervention, designed for majority language students and then trying to make English learners fit into that system.

## CARD 63

- Stop denying access to English learners—to classes and programs—in order to give them English language acquisition classes.

## CARD 64

Stop: classroom policies--

- Highly qualified teacher standards don’t apply
- Thinking in terms of EQUALITY instead of EQUITY-Denying opportunities to access
- Making students fit into R&I

## CARD 65

- Using the current AYP system of accountability which treats the LEP groups as static, when in fact the highest performers exit the group and as lowest performing newcomers com in make it appear LEP subgroup makes no progress
- Treating LEP subgroups as homogenous. Vast varieties of prior learning of English proficiency must be accounted for with separate groups (e.g. proficiency level in English)
- Holding ELLs to the same standard and expectation as English fluent students. Need to recognize it takes 4-8 years to attain Academic English proficiency
- Using a single measure for accountability. Need multiple authentic measures which can show growth over time
- Ignoring ESL. Must recognize ESL is a core content area and ELLs at all levels require daily ESL instruction.
- Allowing teachers who are not certified to teach ELLs

## CARD 66

- Need to focus on training teachers in linguistic and cognitive development and content area and stop making teachers worry about test scores for information that test scores cannot give

## CARD 67

- We have to stop using test data as though it tells us more than it does. This leaves us vulnerable to political agendas and honest ignorance becoming involved in the decisions that are made based on test data.
- We must explore more research and data to answer question that we really don’t know enough about. For example, we don’t know enough about how learning in various subject matter other than language arts supports EL learning.



- We also need to explore formative assessment work and training for classroom teachers. This can be a good strategy to help teachers figure out the needs of the children who are in front of them and bridge their needs with the research and strategic training.

## CARD 68

- LEAs should not be penalized for educating ELs→AYP should not hinge on ELs
- ELs should not be required to take the same assessments at the same time
- ASSESSMENT NEEDS TO MEASURE INDIVIDUAL STUDENTS' GROWTH→ NOT COMPARE THIS YEAR'S 3<sup>RD</sup> GRADE TO LAST YEAR'S 3<sup>RD</sup> GRADE

## CARD 69

- Over-reliance on developmental classes
- Tracking high school students in the work-force, training curriculum
- Requiring students to pay admission fees repeatedly after dropping out for a semester or year
- The practice of having information sessions regarding university admissions only in English
- Having large informational sessions—think about smaller sessions
- Providing ELLs with pull-out education classes

## CARD 70

- Stop teaching to develop “test-takers”. We need to teach to learn. Learning should be the point, not passing a test!!

## CARD 71

- Stop holding students accountable for unrealistic expectations.
- High school students need time for language acquisition. It's nearly impossible to earn graduation credits and acquire language, particularly for beginner or refugee students

## CARD 72

- Stop denying students opportunity for challenge because test results reflect “badly” on the school.

## CARD 73

- Stop issuing ESL/bilingual teacher certificates without requiring intense, targeted professional development and required annual professional development clock hours—all needed to provide teachers with the tools they need to impact student achievement
- Stop considering EL a program—should be core content areas.

## CARD 74

- We need to stop assessing ELLs with SAT, which were developed for the mainstream students.
- Stop certifying teachers by challenging the ESL test. They should have training and/or college classes.

## CARD 75

- Exit student from a bilingual program before their literacy skills in Spanish are fully developed.
- Allow teachers to be ESL certified by examination only—with no coursework or experience.

## CARD 76

- Stop teaching phonics to kids who don't speak English.
- Stop telling parents not to read to kids in home language.
- Stop prohibiting kids from speaking their language and making them feel inferior.
- Stop overtesting with inappropriate tests.
- Stop placing below grade level.
- Stop not allowing Title I and Title III to mix.
- Stop 1 size fits all.
- Stop rushing through.
- Stop unrealistic goals stop placing with unprepared teachers.
- Stop putting state ahead of nation.
- Disaggregate population data & time.
- Stop regulating unrealistic expectations and requirements.
- Stop identifying low scoring as BLE.
- Stop allowing non-prepared teachers to teach EL.

## CARD 77

- Stop inappropriate testing of ELs.

- Stop ignoring diversity within groups of ELs.
- Stop letting politics get in the way of sound educational decisions.
- Stop making assumptions that one size fits all.

## CARD 78

- Stop quoting and using “old” and “methodologically flawed” research
- Stop not giving students all information about how to matriculate to higher education
- Stop overtesting with inappropriate tests

## CARD 79

- The lack of funding for preparing well-prepared ELL teachers and faculty to prepare teachers
- The one size fits all model for
  - Graduation expectations
  - Academic performance on standardized testing expectations
  - Addressing budget cutback issues, e.g. last in first out—what will happen to newly prepared teachers working with ELLs
  - The preparation of teachers---limiting university programs to the same requirements for all programs

## CARD 80

- High school students being held back grades because they don’t know English—too many want to drop out.
- Stop the use of generally educated teachers in EL teaching positions
- Lack of funding for parent engagement programs—without can’t help them understand how EL programs work

## CARD 81

- Assuming all ELL children need the same types of services and resources
- Assuming ELL students will move on to higher education without additional support

## CARD 82

- We need to stop separating language acquisition from content instruction, e.g. teaching to the test
- Stop ignoring the high school ELLs’ (needs—psychological, cognitive, linguistic, cultural)

## CARD 83

- Allowing programs that not effective (ESL pull-out)
- Placing students with teachers who are not knowledgeable working with ELLs

## CARD 84

- WE need to stop settling for less in regards to hiring bilingual teachers. Not enough qualified certified teachers so we hire less than qualified people
- We need to stop treating our ELs as if they were all the same in regards to ability in cognition or in language

## CARD 85

- Stop hiring unqualified teachers

## CARD 86

- Stop assuming our LEP parents understand, comprehend the scope and purpose of BE/DL

## CARD 87

## Significant problems:

- Accountability emphasis for us teachers, administrators, and districts to teach to the test. This is harmful for most students but especially so for English learners. Accountability is important, but the result of overemphasis is fatal.
- Expecting native English learners and ELs to learn the same standards is unreasonable. We have plenty of research on the time issue but are completely ignoring it.
- ESL is important!

## CARD 88

- EL students need to learn, not just learn English. Too often students are expected to learn content through English when they could learn more effectively if that content were presented in their native language.
- The merging of Title I and Title III should be stopped.

**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?

## CARD 1

- Professional development grants
- Grants for technology
- Continuing collaborate w/organization for preserve
- Dual language programs
- Creating ground for bicultural biliterary
- Keep high expectation for students
- Keeping primary language

## CARD 2

- Stop training for entire staff
- Open new arrival centers in more schools
- SIOP/ESOL/Content intervention teachers
- Educate board members about language acquisition
- Showcase successful schools/ programs
- Keep providing professional development

## CARD 3

- An emphasis on research and dissemination best practices
- Dual language programs support
- Keep ELS in the forefront of all decision making
- Keep supporting Bilingualism, biliteracy, diversity, passion work

- Keep emphasis program evaluation
- CARD 4
- Fund initiatives that enhance EL programs
  - Programs that encourage teachers to sharpen/refine their skill set
  - Showcasing the schools and teachers that are being successful
- CARD 5
- Continue providing PD to administrators, staff and content teachers on culture and language development
  - Monitoring closely the appropriate implementation and evaluation of ELC programs
  - Improving effective parental involvement
  - Continue promotional dual language programs
- CARD 6
- ESL/BE teachers should continue being the advocates of the language barriers, specialty w/other teachers
  - Continue establishing relationships w/the children, children do not care what you know until they know that you care
  - Having support in their native language is key
- CARD 7
- We need to keep effective induction support programs that provide mentoring and coaching support to both content areas teachers and ESOL teachers to work collaboratively to address the academic needs of ELS
  - Keep newcomer programs
  - Keep dual language programs
  - Keep high expectations for both students and teachers
  - Keep programs that provide ongoing support to teachers in the classroom
- CARD 8
- The professional development program is critical. More teachers are needed and teachers training grants that pay tuition for prospective teachers are extremely important
- CARD 9
- Keep holding states accountable through NCLB
  - Value the importance of Biliteracy
- CARD 10
- Promoting the expectations that all teachers develop the ability to effectively teach all students (both in-service and preservice)
- CARD 11
- Provide grant opportunities to support teacher training and research
  - To support bilingual EL and Dual language programs
  - Push foreign language instruction (FLAP programs)
- CARD 12
- Professional ?
- CARD 13
- What current classroom/school practices and policies are having a positive impact on EL students learning & achievement
  - Continue Bil education into middle schools and secondary
  - Assess students in Spanish to determine how much they're learning
  - Find ways to enable HS immigrants students to be able to recover HS credits so that they may graduate
  - Train counselors to be able to read transcripts from other countries so that HS immigrants students are given credit for instruction received in the home country
- CARD 14
- Providing funds for professional development
  - Educating our college students in the teacher programs at high levels in the area of language acquisition, bilingual education, and dual language

- Educating and promoting development of more than one language for our students
- Strengthening literacy in 2 language Bilitery
- Researching early intervention
- Monitoring students and student progress
- Collaborating with universities
- Focus on parental involvement

## CARD 15

- Support research that document best practices with federal funding
- Support universities/school district partnership
- Support the development of dual language programs
- Support early literacy programs 3-peak

## CARD 16

- Advocate, promote and expand Dual language
- Continuous professional development for the diverse stakeholders that impact influence and determine the educational of EL
- Early childhood education
- Research/ data that is reflective of the diversity within the EL population

## CARD 17

- Valuing students native language as a bridge to accessing content knowledge
- Doing research on how to better serve secondary EL's. How to accelerate academic language acquisition and how to support students identified LEP 7<sup>th</sup> years
- Parents informed of political issues is they relate to EL's so that they can have a united voice in the public

## CARD 18

- Develop strong academic skills among EL students
- Funds for professional development and research
- Districts and universities need to continue to collaborate
- Promote and implement developmental bilingual educate programs
- Keep the collaboration with publishers
- Supporting students who are at risk of dropping out.

## CARD 19

- Research funding
- Mentoring programs
- Dual programs
- Newcomer programs

## CARD 20

- The attention that federal law requires schools and districts to pay to their EL's
- The principle of holding schools, districts, and states accountable for the English language development and academic achievement of EL's (but current system is actually harming the students it claims to help)
- Keep funding research on EL education
- Keep supporting NCELA
- Keep requiring disaggregated EL data (but further disaggregate it by ELP level, and re-classified EL's)

## CARD 21

- Continue providing Spanish textbooks from state they should add all other grades
- Continue doing research to develop appropriate assessments for GT identification of EL's
- Continue funding for universities and PD for High school
- Continue being advocates for EL students
- Continue teaching academic content while learning English
- Dual language guidelines keep them

## CARD 22

- Measure progress in language and academic proficiency use TELPAS
- Implement bilingual education whenever possible
- Follow example of Texas state and encourage bilingual/ESL certification

- Continue providing funds for EL's for counselors and teachers
- H Education and Elementary needs to continue working together

## CARD 23

- We have dual language guidelines in Texas we need to expand this program additive is a plus
- Sheltered instruction our chapter 89 state policy requires teachers to be trained in sheltered instruction- we need to continue to develop this
- Keep the funding

## CARD 24

- Continue professional development i.e. SIOP
- Continue emphasis on learning content (science and social studies) at the same time we teach language. It's important that students have info they want to talk about and learning about our world is motivating
- Continue these conversations

## CARD 25

- Fund the programs that are effective

## CARD 26

- Continue allocation of funding for research purposes
- To be sure that quality instruction in research based
- Continue using reliable and using instrument for language diversity students
- To utilize research sponsored by FED agencies such IES, NSF to improve quality education for EL.

## CARD 27

- Keep supporting research to enhance EL education
- Continue Funds for professional development grants
- Support professional organizations to advocate
- Keep in touch with materials and publishers keep focus on Families
- We need grant \$
- Keep disseminate best practices
- Keep funding strong
- Keep multilingual and bilingual programs

## CARD 28

- The national conversation going
- Focus on high standards for all students and high accountability for all students (? With appropriate instruments)

## CARD 29

- Cultural PD- to understand different cultures or strategies)
- Formula grants- fair to all
- Family involvement-encourage through funding
- High qualified EL and content teachers
- Sheltered classes
- Yearly ELP tests
- Blending English learning with content learning

## CARD 30

- Bilingual programs
- State flexibility of federal law that would allow each state to implement effective EL programs
- Providing opportunities like this where participation at a national level-comes to different areas in the US-keep coming to Texas for these types of discussions

## CARD 31

- Keep conversations like this ongoing. Keep the passion for EL's

## CARD 32

- Keep training and funding all educators to be language teachers
- Continue to collaborate and conversation on "best" practices for every student
- Seek first to listen and understand then to implement programs
- Reach out for parent involvement

## CARD 33

- Providing professional develop grants to train teachers, counselors, admin, librarians to better serve EL', especially attracting those from the children's native culture
- Collaborate efforts among universities in areas of research and advocate for collaborate ventures between districts; districts do not have the personnel to create, oversee research where as universities do. Universities need to do research with schools in need and collaborate to find new answers to old problems
- Providing opportunities (financial, emotional support, mentoring) for all EL's to attend higher ed-all the way through the doc programs so that they can become leaders
- National dialogue, advocating for needs of EL's
- Promoting dual language school and programs funding these programs that train all children to become bilingual/bicultural.
- Encouraging using children to keep and develop native language
- Promoting/funding programs to develop parental involvement

## CARD 34

- Providing funds for PD
- Grants for stipends for all teachers
- Funds for pilot programs and research
- Building a multicultural culture nationwide
- Providing resources for teachers, administrators and parents such as: publications, websites
- Continuing implementing ELPS

## CARD 35

- Research to develop valid assessment protocols valid instruments
- Competitive funding
- Continue promoting Dual language with EA
- Continue keeping title 3 grants simple, clarity, priority
- Continue promoting: multilingual, bi-literacy, bi-cultural, dual language, and high expectations of EL's
- Continue to expect testing of EL's valid reliable according to their level of language of acquisition and yrs in USA
- Prior practice- In TX prior to NCLB (ESEA) we would not test EL's or/and exempt up the 75%- by the time students were in our district. Test w/SAT or college ready states, it did not have the experience of testing, leading to a higher % of drop-outs. NCLB brought forth acct that we need for EL's- now we need to refine NCLB with a fair, reliable and valid act.

## CARD 36

- We should keep title 3 funding and keep it separate

## CARD 37

- Continue having conversations at meeting like this
- Keep title 1 and title 3 apart so our EL's will have funds dedicated to their education
- Continue funding dual lang programs

## CARD 38

- Continue supporting the whole child
- Hire teachers who connect personally with students and maintain connections outside that particular classroom
- We recognize each student's strengths and build on them. Collaborate to address deficits.

## CARD 39

- Recruit be teacher candidates to go into BE/DL programs

## CARD 40

- Two-way, dual language=wave of future
- It's a type of bilingual education that the general public will support. Also, more importantly, these programs produce the best results for LI English + LI Spanish children

## CARD 41

- Families involved in student academic development...helping parents navigate the school system..access...
- Communicating that diversity is not about race.... It is about understanding and embracing differences...culture capital
- High standards for all students

## CARD 42

- Funding for developing TS and faculty
- Research and dissemination showcasing of promising practices
- Rewarding ISD/university collaborating
- Emphasizing importance of ED education, continue support as S progress up the grade levels (not all EL's start school in PK-K)
- Focus on formative and academic assessment of English language proficiency

## CARD 43

- Family involvement/engagement
- Cultural shock of refugees immigrants, expectations- what does the family expect-what does the school expects, integrations
- How to navigate the schools systems? From the parents point of view
- Funding/Policy-hindering
- Collaborative connection-parents
- Communicating that diversity is not about race. It is about understanding and embracing
- Differences- cultural Capital
- Keep- funding research, high expectations for our students and teachers, Passion+ love to continue here for the cause
- Support – this conversation going

## CARD 44

- OELA
- Title 3
- Developing what we know works, not changing everything because some things don't work
- Strong family component in Title 3
- Research into best practices and way to share research

## CARD 45

- Funding for professional development for teachers, principals, counselors, aids and librarians to continue learning about 2<sup>nd</sup> language acquisition and the cultural background of the students
- Encourage parental and family involvement
- 2 way dual language programs
- Utilizing technology to benefit our EL's
- Developing our students 1<sup>st</sup> and 2<sup>nd</sup> language literacy at all grades levels
- High but attainable expectations

## CARD 46

- We need \$, research
- Keep money for technology
- Develop a new paradigms focused on the 2-languages or more=giftedness
- Conversations and positive energy going
- Move forward, not backwards
- Encourage innovation not running after the again note memory and high stakes testing
- Keep our American motive spirit new ideas

## CARD 47



- Funding to deepen and expand research helping students become academically successful and truly dual languages speaks
- Dual language programs
- Support teachers PD for effective dual language programs
- Teach teachers how to effectively linguistic work throughout school day
- Make strong connection with STEM teach & lrg

## CARD 48

- Teach language through content
- Make content experimental and high level
- Make use of the research we have, don't keep saying we always need more research

## CARD 49

- Consistent English Proficiency testing across districts, states,
- this standardizations has made a huge difference, and held distinct accountable for monitoring who their EL's are.... Next step... monitor how long in EL's programs

## CARD 50

- Funding to continue research
- Research to name best practice and policy
- University programs that enhance EL education in ED. Certification

## CARD 51

- Keep dual language bilingual programs-test results prove the programs are most successful-research supports literacy learning in native language promotes literacy learning in second language.
- Keep improving staff development in language acquisition to improve and strengthen quality of instruction in the classroom.

## CARD 52

- Keep value and standards for teaching Spanish literacy in bilingual programs.
- Keep supporting grow your own programs that lead to end the bilingual teacher shortage.
- Keep the advocacy for bilingual students (by professional organizations, like SAAABE.) & Advocacy Org, Like MALDEF & IDRA.

## CARD 53

- Doing Research
- Showing the data and drilling it down to the LEA's
- Providing native language instruction
- Funding programs that gives ELLS the credit they deserve i.e.: LUCHA University Of Texas Austin
- Title III funding with more flexibility
- Offering competitive grants to build exceptional programs that response to the need of ELLs
- Accountability for ELLs
- Providing resources to educations service centers with funding
- Bilingual Education

## CARD 54

- Focus on family involvement
- Keep channels open for communication

## CARD 55

- Keep featuring successful role models who are bilingual
- Biliterate & Bicultural so students can have someone to look up to and to tap as mentors, to supplement high expectations
- IDEA-Feature in the media the hundreds of people who attend this conference including their role and or affiliation to create positive press

## CARD 56

- Continue to hire teachers who are bilingual and bicultural and professional

## CARD 57

- Locate ELL student assets vs. deficits (EG., ELL & ELA vs. LEP)
- Focus on CALP proficiencies in the language 2 (English) & Language 1
- Continue to provide extensive prof. development for educators via W&D Grants
- Encourage states to discourage test out options for teachers of ELL's
- Encourage bilingual materials for ELL/ELA students K-12
- Fund Community College Students to become teachers of ELL/ELA
- Fund non-teaching educators/gate keepers to participate in professional development particularly to the assets and needs of ELL/ELA, Students & Families

## CARD 58

- We need to continue with high standards for our school children and continue to encourage them to believe that can meet those standards

## CARD 59

- Teach Development and continue
- Continue Funding

## CARD 60

- Funding for pre-service bilingual educators
- Funding for service teachers/professional development
- Funding for research!!!-We got a great start with the last round of title III funding and we want to continue moving forward

## CARD 61

- We need to keep funding for educating/training bilingual LECC programs

## CARD 62

- Continue support for teacher preparation
- Accountability-Yes hold accountable but, come up with a different way of collaborate with Universities to do research
- Use results as a diagnostic to improve outcome, rather than punishment

## CARD 63

- Allowing dual enrollment/credit equal students that can take courses from IHE& the courses can count toward graduation from High School or granted college credit

## CARD 64

- Accessing content areas in Spanish and using those results for accountability purposes

## CARD 65

- Focus on parental engagement-holding educators accountable to meaningfully engage parents and families

## CARD 66

- Provide intense, rigorous professional development for teachers on how to best educate ELL students
- Continue funding

## CARD 67

- Continue to have districts, schools, teachers accountable for ELL language progress success in the content area and graduations rates
- Continue build more dual language programs
- Keep funding which is focused on programs/resource that help students become successful
- Keep funding for reimbursement for teachers who become ESL certified
- Continue implementing the ELP's in all content areas
- Continue training-Not there yet!

## CARD 68

- Support PD/Teacher Training with materials that help to apply best practices to everyday instruction

## CARD 69

- Hold schools/ districts accountable for progress of ELL's
- Formula grants still needed prior to NCLB reauthorization, districts in low-incidence states did not get title VII money
- Allowing flexibility to choose ESOL or bilingual depending on school situation
- Provide PD grants,( but, focus more on areas related to ELL's)
- Require exit criteria based on multiple data points to be reclassified FEP(but, need to be consistent across the country
- Stimulus Funding

## CARD 70

- Keep ELL's in the forefront of decisions-curriculum, staff development-what do ELL's need, what does the staff need to support ELL's
- Keep responsibilities of ELL's on all on campus personnel, not responsible of ELL's teacher director

## CARD 71

- Professional Development of EL Ed teachers
- High Expectations with Balance
- Funding!
- Public and Private collaboration
- Helping Parents Navigate School System

## CARD 72

- Parent Involvement/Engagement programs as requirements for federal funding: Parents need to understand how the Ed. System works in order to keep their children in it.
- Funding for ELL programs
- Keep high Standards

## CARD 73

- Continue to keep moving dual language into middle school and high school
- Keep promoting biliteracy

## CARD 74

- Keep funding for research and professional development
- Keep two way dual language programs
- Districts and Universities need to keep collaborating that pre-service teachers get trained effectively & in-service teachers get quality professional development
- Keep working with professional organizations such as TABE for advocacy and professional development

### 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 21<sup>st</sup> century?

What ought to be initiated?

## CARD 1

- Cultural/human development/cognitive
- Stop: High-stakes testing + test prep + teaching to the test
- Teach
- Keep: High expectations, support, round tables as today
- Need: Collaborative places to develop assessments that can measure language and content for ELLs
- Better Bil/Ed programs at COE
- Refugees, no school emotional needs, types of ELL – one size fits all – doesn't
- Natural way of learning

## CARD 2

- Pass the DREAM Act!
- CARD 3
- Discretionary-competitive funding to provide pre-service training particularly in underserved areas
- CARD 4
- Start measuring school & teacher effectiveness by the amount of growth students demonstrate
- CARD 5
- Priority
    - DREAM Act
    - Funding for teacher training
- CARD 6
- Help teachers see that low level lang proficiency is not an excuse to draw to simplify their teaching
  - Get example of best practices out to teachers & districts to see
  - Teach content area tchs, particularly secondary/v/ that they need to include teaching all language teachers also
  - Support use of home language for cognitive development
- CARD 7
- Continue funding research
  - Continue funding teacher training
- CARD 8
- Promoting equity
  - Dual language cont-HS
  - Language development
  - Decisions based on research not politics
  - Prepare teachers for ELLs (ALL)
  - Expect ELL standards
  - A sound coherent curriculum w/ ELL standards w/ meaningful Rdg & Wrtg
  - Monitor implementation w/ growth
    - in L1 L2-Dual Language
    - L1 in ESL
- CARD 9
- Educating stakeholders
  - Working with multiple measures of data (Victoria Bernhartt [?])
  - Researching other aspects of ELs – beyond academics/language
- CARD 10
- Priorities
    - (Funding) Teacher training, quality
    - Academic Focus
- CARD 11
- Priorities
    - Focus on positives, continue \$ for teacher training & teaching materials. No more excuses!
    - \$ for MS, HS, ESI research & training
    - \$ to fund research and technology in Biling-Dual langs using technol to “clone” the good programs
    - Global connection – rather than a minimalist neutrality
    - \$ encourage – good programs to be replicated
    - Emphasize that we need to “paradigm shift” our concept of only 1 language for the U.S. We are behind the times as a Nation!!! Foreign language programs have not worked – Dual language programs DO work

## CARD 12

- In order to have our ELLs be successful academically, they need well-prepared, good teachers. In order to have well-prepared teachers, we need to have good professors who are well-versed in the research & in the best practices.
- Need to fund research & disseminate the research.
- Priority
  - Need to fund prof. dev't grants to train teachers & other educators
  - Need to come up w/ a research agenda for our field to guide own research
  - Need to have "quality control" over bilingual ed.

## CARD 13

- Value bi-cultural & multi-culturalism
- Celebrate bilingual & multi-lingual
- Fund parent/family English language involvement programs
- More teacher advocates
- Create a designated prayer time I school for children
- Look for training of human development for EL Educators
- Local decisions on research not politics
- Disseminate information on effective programs
- Priorities
  - Parent/family involvement
  - Continue to prepare/develop teachers & principles

## CARD 14

- Helping parents understand how using their language at home is impt for early childhood vocabulary development
- Thinking as a global community – we're so nationalistic that we have become arrogant and complacent to the point of blindness to the fact that we're not the best in the world at everything, education being a important area we are losing ground in
- Including cultural sensitivity in teacher principal education
- Leveraging districts' data for research – they

## CARD 15

- Holding IHEs & school districts accountable for institutionalizing programs started with federal funding!!! If they don't do it – they pay it back
- Requiring/holding school districts accountable for the credentials of teachers AND Administrators prepared to serve URM, especially ELs!!! Withhold fed funds if they don't comply
- Reward grantees who make their initiatives culturally relevant, e.g., communicate w/ parents vis radio/TV stations who program in the home language
- Value/Appreciate/Celebrate non-ethnocentric behavior, programs, initiatives

## CARD 16

- Using technology – raising globalization
- Finding ways to celebrate successes of diversity
- Becoming culturally sensitive – embrace diversity ... not the concept of race → promote equity ... academic development
- Finding innovative ways to engage the parents of EL students .. to ensure academic success ...
- Priorities
  - Be politically involved to effect change
  - Make decisions based on research and not politics ...
  - Educate principals → culturally articulate

## CARD 17

- STOP: High-stakes testing + test prep + teaching to the test
- NEED ASAP: ATTENTION to middle + high school ELLs!

## CARD 18

- Mental Health issues at forefront
- Gifted & Talented EL placed (special needs)
- Teacher mentality needs to start student college prep mentality
- College preparation student ready
- State practices sets on testing (district tend to settle there)
- System Focuses on Language (English) strengths are others-math etc.
- Parent Education level needed to be enhanced
- Region Service Centers – Alternative Cert. set good standards – others for profit Alternative Cert. Programs are have low requirements

## CARD 19

- Research about serving secondary EL students
- Promoting the legal rights of ELLs and what equity really means
- Preparing more bilingual teachers to serve in the rapidly proliferating dual language programs
- Disseminate more model programs that can be replicated

## CARD 20

- Training school administrators on issues related to ELLs
- Changing the name of the Office of Engl Lang. Acquisition by one that truly reflect ELL students. It can include the words biliteracy, multilingualism.

## CARD 21

- Dual Language offered through HS – college + graduate school
- Expand dual language to other language combinations
- Making all school professionals responsible for EL learners
- Adequately fund effective demonstration programs for replication
- Support international internships & study abroad

## CARD 22

- Empower our parents to have a knowledgeable voice for their ELL students
- National campaign on second language acquisition to educate the general population to more people from making decision based on their own belief system

## CARD 23

- Priorities
  - Stop subsidizing test makers
  - Research
  - Dissemination of what works
  - Bilingual teachers & administrators preparation programs
  - More priority for middle & HS EL

## CARD 24

- Teacher training on learning strategies for ELL students should be embedded in:
  - Teacher training at the college/university level
  - ESL certification training
  - Every secondary teacher in all content areas & electives – yearly SD (staff development) (ELPSs)
  - Bilingual teachers education
  - Principals trainings also
- Support programs (elem/sec) (possible after school) to educate ELL students on post secondary education, certification programs, etc. Parent education on same subject. All ELL students in CTE programs.
- ELL students w/ significant gaps in education (not refugees) give extra time to progress and continue to take LAT exam for 1 extra year. (But student must show progress each year) These students should have a separate special monitoring system for them.
- Start identifying “possible/at risk” drop-out ELL students in both middle and elem levels, and begin interventions immediately. Also have parent involvement in the interventions and training for them.
- Evaluate the programs we have and if they are not showing measurable effectiveness, then redirect funds in much needed areas.

## CARD 25

- Promote modern language instruction
- Promote dual language programs
- Promote “grow our own teaching” programs
- Listen to the research & support more
- Promote native language literacy
- Mandate an equitable assessment system
- Measure student success by measuring individual improvement
- Measure school success by the collecting success of individual teachers
- All ED program grads need to have EL issues imbedded throughout
- MUST PROMOTE SUPPORT TO PARENTS!

## CARD 26

- We need to support the dual/triple service granted by bilingual & ELL Ed laws. It is not to delay content instruction or cognitive development until they speak English
- We need support at the federal level because states are using this lack of definition to undercut their rights.
- Redefine accountability to reflect learning needs of ELL.
- We need collaboration with university/or training programs & districts
- Vale achievement in L2 → knowledge on L2
- Include parents even in this conference.
- Standards for teacher training programs.

## CARD 27

- Create standards for the for profit organizations that are certifying teachers without any field experience
- Set requirements for training for sheltered instruction training G/T has required this but Shel Ed does not. Teacher are being training for 2 or 3 hrs and are given the label of Sheltered Instruction Teacher
- We need to set guidelines for LEP accountability – the group changes constantly and the successful students are taken out of the pot.

## CARD 28

- All students have mental health issues

## CARD 29

- Provide a comprehensive plan for change.
- Admit the native language has it's place. Let's stop the debate
- Focus o secondary of ELLs and their achievement.
- Honoring the complexity of educating ELLs.
- Bilingual Education at the secondary level
- Offering post secondary opportunity for graduating ELLs
- Looking at alternative ways of providing ELLs a diploma
- Showing teachers how to provide a quality programs and no telling the how
- Specialize certifications for administrators

## CARD 30

- START – make middle, high school ELLs priority – professional development, research, policies need to be smart regarding ELL support. We have policies (good ones) bil education for PreK-6 is one, that isn't extended into MS, H school
- START a national database that tracks programs & outcomes, identification & participation as an ELL – like MSIX for migrant – as a district administrator, this is constantly a challenge – getting transfer records is very difficult within 20 days to identify ELL even (TREX) Texas Records Exchange System is missing key information that districts need

## CARD 31

- We need to do our homework
- We need to do a better job disseminating research
- Need to have adm know the research for helping their tchrs on campus know

## CARD 32

- Defining and disseminating research-based practices in academic and language growth

## CARD 33

- Looking at bilingual ed globally
- Looking at hard data - what is showing results? What isn't? and it needs to start at elementary & move up to middle school & high school

## CARD 34

- Connect school/district funding to Nos of ESL/BE Endorsed/certified teachers who can demonstrate minimum hours in a high-quality, university-based program of prof. dev.
- Change discourse about ELAs from issues of language to academics
- Encourage realistic research on ELAs, EEs Research guidelines are not realistic/feasible for most districts or IHEs
- Encourage school administrators to participate with staffing in high-quality prof Dev. For ELA Ed., especially long-term, course-based programs
- Initiative that match best teachers in districts w/ ELL sts
- Focus o secondary teachers' resistance to instructional accommodations for student diversity

## CARD 35

- Have common definitions/criteria for "ELL"; levels of proficiency; and exit criteria as a country
- IF dual language is pushed → needs to be for ALL students, not JUST ELLs (that would be wonderful to accomplish but not sure how to fund educating ALL students in 2 languages)
- Research and practical guidelines on serving ELLs at each grade span needs to be conducted/developed/ disseminated more effectively/efficiently
- Equity: in order to hap students be "proficient" in content areas, not equitable to deny access to fine arts for example) to offer remediation, especially at secondary

## CARD 36

- Fund current research so we can keep going forward!
- Having a priority be to have honest conversations about the continual inequity within the schools. Start w/ the curriculum and move outward. If it were white students that were on the other end of the achievement gap, it would probably become a national priority, wouldn't it? It's so obvious, but NO ONE wants to talk about it!

## CARD 37

- Create stronger relationships, person to person bridging gaps, scaffolding as they learn, providing safety nets as they attempt to take risks, finding the strength & resiliency in each person – more bilingual counselors, bilingual teachers
- Create mentors within the neighborhoods, set up satellite locations for homework, socialization, creativity, enrichment
- Create apprenticeships. Learn from the past – in the 1700s ELLs had hands-on learning experiences with a Master – we can do this without the punitive/submissive relationships of that time
- Create more opportunity for university-district collaboration
- Create stronger centers of learning – communities where the focus of all is paced on gathering at the school for continued, life long learning – the whole family, 'hood, community gathers to learn
- Create programs that include advocacy along with standard curriculum
- Create forum to focus on academic development rather than simply learning a language
- Make decisions based on research, not politics
- Create bilingual, bicultural educators (teachers, counselors, librarians, administrators) that are capable of being nation builders (based on best-practices and solid research)
- Create PROFESSORS who are bilingual, bicultural, equipped with the knowledge of how to best train nation-builders-teachers
- Create relationships, not standardized tests!



- Create resilient, global children who are capable of finding the answers to tomorrow's problems
- CARD 38
- Finding different resources that can support learning. We know that what it worked 20 years ago, doesn't work in this time
  - Reinforcing cultural understanding among students, teachers and school personnel
- CARD 39
- Consolidating district administration – there are so many ISD's in Texas within a few miles of one another that the repetition of superintendents, CFO's, curriculum directors, technology coordinators are dollars wasted – The idea of one school for one town is not 21<sup>st</sup> century thinking – This is the age of technology – Let's use it
  - Don't change educational plans every time new politicians are elected
- CARD 40
- Model districts should be center for training + learning for superintendents, principles, etc.
- CARD 41
- Classroom teachers need easily accessible curriculum tools to support language acquisition through content instruction, especially for high school ELL students. Their clock is ticking .... They have no time so they're my FIRST priority.
- CARD 42
- The U.S Dep. Of Ed. should make these type of conferences, mandatory for all teachers, even if they are not ESL or Bilingual teachers
- CARD 43
- High school ELLs are learning English as a foreign language, as well as learning content. The curriculum needs to accomplish BOTH. In the absence of a detailed curriculum that supports language acquisition through content, the drop-out rates will continue to be high. We are asking the impossible of an undereducated ELL who arrives with no English at age 15 or 16.
- CARD 44
- What are research-based best practices for high school ESL curriculum and structures? Identify what works, develop a template that principals and teachers can use, and then support implementation.
- CARD 45
- High school students need flexibility in scheduling in order to learn content materials, acquire proficiency in English, and earn graduation credits in the short time allowed them.
- CARD 46
- Start meeting with classroom teachers. Hearing from professors and administrators is helpful, but nothing will move ahead without engaging the classroom teacher.
- CARD 47
- Restore bil edu to ESEA legislation – including to name of OELA & NCELA – This strengthen value & credibility to languages other than English.
- CARD 48
- Please promote
    - Equity to learn
    - Create leadership cohorts for those @ levels who are making decisions
    - Create superintendency cohorts for future leaders
    - Promote global citizens and have stake holders see this "vision"
    - Fund \$ for technology to support teachers develop
- CARD 49
- Develop cutting-age parent engagement programs that are effective and reach more LEP parents
- CARD 50
- Document best practices and disseminate information to school districts across the country
  - Develop partnerships in the different federal regions of the country to implement best practices that impact critical mass
  - Continue to promote research base investment that contribute to the development of ELL students

- Continue to promote the training and development of bilingual teachers to meet the workforce needs

## CARD 51

- Administrators should be involved at all levels in the training of new teachers as well as in the developing of teachers teaching under their administration

## CARD 52

- Scrutinizing prep programs like Teach 4 America requirement to be a permanent resident or citizen instead obtain a National Interest Waiver for bilingual teachers to enlarge the talent pool

## CARD 53

- Make use of the research we have now on the importance of the dev of academic language + the necessary time to develop it
- Need to breakdown barriers between bilingual, EL, foreign language (lote) communities
- All teachers should be prepared to work w ELs
- Attack American myths @ lang learning
- Why should kids get uncertified teachers?: abolish Teach for America. It's insulting to real teacher (national interest waivers)
- Green cards for bilingual teachers

## CARD 54

- Provide intense professional development for pre-service/in-service teachers
- Select highly prepared teachers to serve students who are hard to accelerate

## CARD 55

- Stop abuse of Title III monies. Investigate those districts who have blatantly taken it & used it for other purposes – It's been running rampant and only in this administration's "nickel" do we have an opportunity to slap a few hands. (And hopefully this loophole can be closed in next reauthorize & its implementation regs. May be LAST chance .... )

## CARD 56

- Retooling in area of civil rights – theres laws regulations, laws directives, mandates, that protect rights of Eng Lang Learners & provide for/seek to provide access to excellent educational practices; However there's little understanding on how these mandates work; & many mis-conceptions & mis-application "equity tools" that are all for our benefits

## CARD 57

- Disaggregating LEP subgroup in AYP formulas to track students by level of English proficiency and former ELLs
- Stronger and direct support for bilingual and heritage language programs, especially in less commonly taught languages/critical languages like Chinese, Arabic, Vietnamese, Khmer, Pashto, Fursi
- Start paying greater attention to long term ELLs, students with limited or interrupted formal education, and pathways to college for ELLs
- Start treating ESL as a core content area – and require it to be taught daily to all ELLs at all levels
- Start identifying & requiring teachers to be highly qualified to teach ELLs
- Start allowing ELLs time to learn English before being held accountable to same standards and assessments as English proficient students
- Start allowing teachers of ELLs to provide high quality ESL, bilingual, & sheltered instruction, rather than providing narrow instruction focused on artificially inflating test scores through test preparation drills
- Start emphasizing the cognitive, personal, and societal benefits of bilingualism, and supporting and rewarding schools that succeed in helping students attain high levels of proficiency in 2 or more languages

## CARD 58

- Insisting that ADMINISTRATORS be prepared to education ALL students, and make instructional and curricular decisions based on research and understanding how we learn

## CARD 59

- We need to make a concerted effort to educate the public in general about the crucial role of parents as promoters and influencers in the lives and education of their children
- Priority
  - EDUCATE PARENTS & CAREGIVERS!

## CARD 60

- Priorities Start doing
- Dual language Pk-12-higher ed
- International scope Global citizens
- Bi (multi) lingual Literate – cultural
- Discourse to content Academic development
- From language acquisition CCRS
- Research not politics
- All teachers – all principals Continuous
- Certification of bilingual and ESL teachers and professional development
- Accountability

## CARD 61

- Make educator preparation programs accountable for preparing ALL educators in ELLs issues
- States must have compliance for ESL bilingual certification, not just be testing but coursework, field experience

## CARD 62

- Use growth model for measuring progress
- When evaluating districts/states – realize that ELLs cannot by definition be working at grade level academically
- Provide \$ for transportation for parents & kids to get to activities
- Provide \$ for ELs w/ mental health issues
- Provide \$ for teachers not “innovative” projects – we need to do more of what we are doing well
- Clarify who is ELL – who we can identify for service (especially considering American Indians)
- Provide guidance for sizes for ELL classes based on levels
- Find ways for older ELLs to graduate

## CARD 63

- Require HQ for ESL/ESOL teachers
- Professional development for ALL teachers
- Advocate for ELL's
- Focus into Academics not just language acquisition
- Make decisions on research & not on politics
- Expand focus to principals

## CARD 64

- Relieving teachers of their positions if they are not willing to support ELs
- Ensuring lge pgms are intense & develop critical thinking skills
- More research studies that support longitudinal data of EL performance
- Looking @ subpop disaggregation of data in Accountability Systems & give credit to LEAs whose exiting students have been successful
- Emphasis on STUDENTS in all decisions
- Holding campus/district level staff accountable to ensuring the fidelity of pgm implementation
- Fostering partnerships w/ corporations to support EL pgms

## CARD 65

- Getting the message out ... tell the story of success
- Working with business partners to inform them of issues related to ELs
- Priorities

- Use data effectively to impact teaching/learning/understanding

## CARD 66

- Longitudinal studies that identify % of students who had been in the ELL program & have graduated used for school/district accountability
- More reliable way to evaluate program effectiveness

## CARD 67

- Recognize the issues that the educational community is responsible for in drop out problem e.g. putting excessive pressure on passing the test, too much emphasis on skill & drill, lack of relevant text & talk, etc. AND work to make school experience successful one for ALL English Learners

## CARD 68

- Prioritize training Secondary Content Teachers not just ELL

## CARD 69

- Priority
  - Secondary Education

## CARD 70

- Injustices
- Academics first – Enlarge the frame

## CARD 71

- Support first language development
- Develop a national vision of high expectations for all students
- Provide information to School Boards and SEAs & LEAs administrators about language acquisition and unique needs of ELLs
- Allow for growth models as an alternative assessment process for accountability purposes
- Look for models in other nations with limited resources on how they are advancing their education levels (China, Finland, Chile, etc.....)
- Look for partners in the private sector to invest in research
- Make every child in America be multilingual and multicultural

## CARD 72

- Become much more visible and advertise our success
- Counteract the “Arizona Effect” by starting to promote the contribution of our families our students. Stop being “the other”
- Advocate for Dream Act
- Advocate that college education programs make cultural education & strategies for teaching ELLs required courses for ALL new teachers
- Develop PD for principals & school administrators
- Using our influence, our voice
- Promote what we know works – what are we waiting for???
- Develop partnerships with larger communities

## CARD 74

- Ensuring every ELL student has a on-grade-level rigorous education in whatever language he/she is taught in
- Listen to parents – don’t just talk to them

## CARD 75

- Work to rid education of corruption! It is evident when an Asst Supt is found guilty of fraudulent contract awards in excess of \$100,000,000 and it does not make the list of top 10 education corruption stories on ESchool news for that year
- Get rid of lobbyists that make \$300,000/year in education
- Rid education of slap-on-the-head punishments. Have punishment fit the crime.
- Identify the pain before you write the prescription.

## CARD 76

- We should start training more teachers in the methods of English language acquisition.
- Globalization!

## CARD 77

- Paradigm shift – Think Tank
- Technical
- Validat of tchers + who want more & opport to re-train – re-tread
- Validat of Ss + opport to continue
- Connectivity in the conversation (Otto Peters, Dr. Moore, Distance learn & Open Univ)

## CARD 78

- To support quality instruction that is research based & that enhance oral academic language, strong literacy skills, strong content are instruction with emphasis in math & sciences, strong technology component
- Enhance programs that support ELL at the middle & high school level

## CARD 79

- Support with scholarship programs that provide better the teachers of our English language learners
- Support with scholarship programs to provide i-service bilingual/ESL teachers with the master & doctoral levels

## CARD 80

- Initiate at K-16 strong international education programs with emphasis in the languages most spoken in the world such as English, Spanish, Mandarin, Farci
- Initiate quality dual language programs with international focus

## CARD 81

- Allow funds from Title I II III and any other title to be used together if goals of all titles are met
- Allow limited exemptions for more than one year for students with no written language or no schooling this is to be done on a case by case basis
- Closer monitoring of students who are beginners for 3 years or more and are not identified for SPED services
- Ensure academic instruction besides English Acquisition is taking place
- Priority:
  - Focus on content + academic instruction while teaching ESL
  - Rosito Abuduraga – text talk + task all high academic rigor for all teachers + leaders! Good idea!
  - Bilingual + bicultural children the end result!!
  - Rigor is important for ELs

## CARD 82

- Dual language is a good program that should be started in schools
- Language strategies should be used across the content areas, not only in ELA
- Language acquisition should be a 'must' to learn (the basics) across the full staff in the district
- 'Culturally proficient' admin and teachers please!
- Teach other languages to tchrs & other stf
- Work w/ children starting in elementary so they internalize the need to stay in school and graduate

## CARD 83

- Leverage with partners
- Teach us to work w/ funders
- Priority:
  - Dissemination of what works – Pockets of Excellence
  - \$ for research
  - Paid internships

## CARD 84

- Encourage continue advocacy role for EL teachers & administrators
- For expanded role – making programs rigorous beef up teacher preparation in univ program
- Become more involved in political process – work together – EL community for educators – leadership role
- Need a continued national conference on language policy
- Stop subsidizing test makers – cut standardized testing programs – too much \$ going to wrong people
- Reprioritize through our partnerings
- Reprioritize to the teacher education and admin education – stop bashing

## CARD 85

- Preparation – principal & teacher professional development
- Evaluate how Title I, II, III dollars are being deployed in schools ... in district for test preparation siphoning away from curriculum & instruction

## CARD 86

- STEM math not simplified
- Exploring areas of technology for conceptual development (i.e. programmable media & digital publishing)

## CARD 87

- Make it mandatory for teacher preparation programs (university and alt. cert.) to include training on providing adequate instruction for ELs
- Collect data more effectively (former LEP, longitudinal, etc)

## CARD 88

- Ensure teachers are integrating language in the content areas
- Focus more on secondary teachers-training and professional development
- Come up with funding resources for those who would like to pursue their PhD in Bilingual/ESL
- Promoting equity
- Family and us more involved into the political process
- Dual language through HS and beyond
- Programs to disseminate info about effective programs
- Hold districts accountable for ELLs who don't progress in proficiency
- Making decisions based on research and not politics
- Cognitive text talk task
- More bilingual professors – where are the funds to pay for this education?

## CARD 89

- New teacher education – include strategies for ELS, sheltered instruction/scaffolding
- Change assessment system
- Higher priority to family literacy

## CARD 90

- Start allowing students who graduate from U.S. high schools the ability to become U.S. citizens in an easy manner
- Start focusing on middle school & high school programs
- Start measuring growth as the measure of success

## CARD 91

- Initiate discretionary funding (perhaps redirect funds) for partnerships – LEAs & IHEs – to provide inservice professional development to teachers (all the teachers in the district) & to all administrators