



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New ideas for Today

Open Space Report: Dallas

As a convener, we would like you to put together a short report from your group describing the following:

1. **Names of group members**
Holly Hansen-Thomas
Paula Hooper
Belinda B. Flores
Lorena Claeys

2. **Issue/Topic/Activity**

Research based supplemental support for teacher candidates and inservice teachers through mentoring and coaching—Induction Support to better serve English learners.

3. **Highlights of Discussion/Recommendations/Next Action Steps**

- **Development and implementation of a Culturally Efficacious Mentoring Model**
- **The role of content area mentors (e.g. math, science, bilingual and special ed.) in supporting and modeling strategies for content teachers to address the needs of ELs**
- **Ongoing training and cross training of mentors**

Next Action Steps:

The Culturally Efficacious Mentoring Model will be piloted as a May minicourse at UTSA this May 2011 to prepare experienced teachers to become culturally efficacious mentors to assist teachers across grade levels and content areas to address the needs of English learners.

4. Available Resources

The Culturally Efficacious Mentoring Modules will be an online resource for others to access and pilot test across the nation

Academy for Teacher Excellence website and Moodle:

<http://ate.utsa.edu>

<http://moodle.ate.utsa.edu>

5. Follow-up requests

- **Identify teachers or mentors with experience in science to assist with the development of curriculum for PK-5 English learners.**
- **Access to the Culturally Efficacious Mentoring Modules**

6. Please type in this report in one of the laptops and hand in this sheet. Thanks!