



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: Chicago

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

1. Names of group members

- Griselda Flores
- Shana Wills
- Maribel Saldivar
- Yadira Mata
- Roberto Martinez
- Lilliam Narvaez
- Karin Tamarro
- John F. Hilliard
- Diego F. Giraldo

2. Issue/Topic/Activity

Building Capacity: Discussing recommendations about professional preparation to help key stakeholders at t school level understand fundamentals of language acquisition, program design and program implementation.

3. Highlights of Discussion/Recommendations/Next Action Steps

- Develop policy at a federal level that will ensure that all principals are required to take EL workshops, courses for recertification.
- Develop a state level requirement that requires all teachers to acquire at minimum an ESL course as a certification requirement
- Develop a framework for EL programs that help meet the needs of all students (i.e. newcomers, low incidence languages, refugees and long term ELs in general programs of instruction)
- Tie Title III funds to set up mandates and expectations that require administrators to have a specified number of professional development hours that target foundations of bilingual education and program design.

- i. Ensure that even those schools that are not considered to have “bilingual Programs” are required to address the needs of those long term ELs that have lost their label.
 - Help build momentum and continue the professional development of key stakeholders by following a sequential program with the following topics:
 - i. Foundations on Bilingual education
 - ii. Law and district policy
 - iii. Research on language acquisition and successful programs
 - iv. Understanding diversity in students population, mobility patterns, cultural sensitivity and their specific needs
 - v. Successful instructional strategies,
 - vi. Program design, models and implementation
 - Including a metric on the teacher evaluation that will ensure that ALL teachers are clearly addressing the needs of ELs
 - Develop a district position statement that will help clarify expectations; questions to consider while developing the position statement may be:
 - What kind of program models do we have?
 - How are programs connected to research?
 - Are we included an assessment component that is effective and helps meet the need of these students?

NOTE: in larger districts this should be done at an Area Level as well. This will ensure that the program success is evaluated and tweaked on an ongoing basis. We need to make adjustments to population changes and students demands.
 - Collaboration with unions can help pave the way to develop a more useful and evaluative process that will ensure that we all meet the needs of ELs
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4. Available Resources

- **Title III**
- **Frameworks for some bilingual instruction models (need to develop more)**
- **Building momentum and a voice for advocacy at a federal level**

5. Follow-up requests

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