



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

Ann, LCR-Cleveland; Leticia, LCR-Chicago; Edmund, Skokie HS Newcomer Center; Ricardo, Valleyview PreK-12 district; Nancy, Valleyview PreK-12 district; and Shana Wills, CPS International Newcomer Center (group convener).

2. Issue/Topic/Activity

Newcomer Students in the High School Setting

3. Highlights of Discussion/Recommendations/Next Action Steps

Description of 3 Models (based on group participants' work):

Skokie ELL Center

- Academic Block Periods for ELLS – funded by district
 - ESL 1 or 2,
 - Regular Math,
 - Sheltered Social Studies
 - Sheltered Science
 - Phys Ed
 - Elective chef topics
- Other special programming for ELLs
 - School behavior
 - Lockers, locks, uniforms, etc.
- Tutoring for ELLS
 - 6 in one building / 3 in another
 - More students keep entering throughout the year so keeping up with diverse needs becomes an issue
- ELL Parent Center – funded by district
 - Citizenship classes
 - English classes
 - Parenting classes
 - Open to all ELL parents
- Mental Health Social Workers
 - Language/ culture specific (had some issues with mixed ethnicities delivering services)
 - Anger management group
- Doctor / Dentist on Wheels - Probono
 - Medical Fair offered at beginning of year
 - Vaccinations, medical screenings, etc. for newcomer students

- Performance
 - ELL newcomer students integrated with other students after first year
 - .8 ACCESS score average
 - .9 Reading score average
 - State Testing is the ISSUE
- Evaluations
 - MAP Test
 - WRIT Score
 - Grades / Report Cards
 - Common Assessments
- *Create new courses based on test scores*

ValleyView Newcomer Program:

- Academic Block Periods for ELLS – funded by district & Title III
 - ESL 1, 2, 3
 - English Language Development Course (Level 4)
 - Sheltered Math,
 - Sheltered Social Studies
 - Sheltered Science
 - Phys Ed
- Advisory for Newcomers – Quarterly Sessions
 - School behavior
 - Lockers, locks, uniforms, lunch, etc.
- ELL Parent Workshops – funded by district
 - ESL classes
 - Parenting classes
 - Open to all ELL parents
 - Waiting list of parents – 185 adults in fall and spring
- Mental Health Counselors
 - School counselors
- Performance
 - High level students transition out of core academic classes, but stay in ELL classes
 - Many students exit school with 3 languages (native, English, and third language)
 - .8 ACCESS score average
 - .9 Reading score average
 - State Testing is the ISSUE
- Evaluations
 - WRIT Score
 - Grades / Report Cards
 - Common Assessments

CPS International Newcomer Center:

- Newcomer Cohort
 - Basic Literacy and ESL 1 or ESL 2
 - ESL Math/Algebra
 - ESL Science / Biology
 - ESL Social Studies/ World History
 - Phys Ed
 - Chorus
 - Art
 - ROTC
- Orientation & Enrollment for Newcomers
 - 1 staffed Newcomer Center Coordinator
 - School behavior / School Guide Book
 - Lockers, locks, uniforms, lunch, etc.

- School tour
- Intro to Newcomer Center programming
- Tutoring for ELLS
 - 4 staffed tutors with language match
 - Other volunteer tutors
 - Matched based on student needs assessments
- Newcomer Parent Engagement & Workshops
 - Home visits
 - Newcomer center orientations / school tours
 - English classes
 - Parenting classes
 - Computer classes
 - Open to all Newcomer Parents
- Mental Health Counselor
 - Licensed counselors with experience working with newcomers
 - Trained health interpreters
- Health, Mental Health & Dental Clinic – on site
 - Ongoing appointments open for all students
 - Vaccinations, medical screenings, etc. for newcomer students, if necessary
- Performance
 - ELL newcomer students integrated with other students after first or second year
 - Still in first year of programming; performance not measured yet
- Evaluations
 - Focusing on quantitative and qualitative evaluation

Issues of Concern

- Lack of cultural awareness and diversity training among administrators, mainstream teachers, and school staff
- Lack of adequate funding to meet individualized needs of newcomer students
- Lack of consistency in programming and evaluation

4. Available Resources

For evaluations – See Columbus, Ohio school district’s evaluation grid, which evaluates 17 categories and delegates roles

5. Follow-up requests

N/A

6. Next steps/Action Items/Recommendations

- A. Mandatory training (minimum 3-6 courses on multicultural methodology) for all new teachers (in university setting)**
- B. Mandatory multicultural training through Recertification process for all seasoned teachers**
- C. Mandatory certification of Administrators in diversity and cultural awareness/sensitivity**
- D. Councils & Committees to set policies / tone that addresses cultural issues and diverse needs of newcomer students**
- E. More funding for individualized attention to newcomer students**
- F. Mandatory human resources training incorporating multicultural sensitivity and diversity issues for all new hires within school district (all staff!)**

G. Qualitative and Quantitative Evaluations with TEMPLATES so that the same evaluation can be conducted by district/school 3 years later; include analysis with recommendations, include diverse categories beyond just academic achievement (i.e., parent communication, access to vocational programming, access to gifted/talented programs, etc.)

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