



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**

Socorro Herrera, Kansas State University and Rebecca Callahan, UT Austin—leading the conversation
Holly Hansen-Thomas, Texas Woman’s University; Wayne Wright, Univ. Texas San Antonio; Elaine
Horwitz, Univ. Texas; Lisa Anguiano, Spring ISD; Judith Marquez, Univ. Houston-Clear Lake; Yvette
Gomez, ESC Region 20 San Antonio; Lori Rodriguez, Florida Dept. of Education; Julian Vasquez Heilig,
UT Austin (?); Kevin Murry, Kansas State University; Maria Dudash (sp?), Denton ISD

2. **Issue/Topic/Activity**

ESL Strategies are good for all kids—but is anyone evaluating the effectiveness, and how do we evaluate? Reading has “stolen” a lot of strategies, GATE strategies...is it really strategies are good for all students, or do we to refocus our efforts specifically for ELLs? Content area teachers—the reason they do coursework or PDs is often because they have to do it because of a school mandate, or they need it to fulfill a program, degree, or move on the payscale. ESL strategies are about good teaching, but so much more...and certain programs are either designed in the “one fits all” mentality (i.e. ELL strategies are just good teaching), it’s an “easy way out”, and then there are those that really take into account the sustainability and what that looks like.

What we need to realize is that no matter how “good” a teacher is at implementing a certain initiative (i.e. SIOP), they are often lacking in their understanding of two things; the situational context (which takes time and effort, and how do we get teachers to recognize the importance), and the biographies of their students. Within SIOP there are elements that are great, but they aren’t ever taken to a level where the teachers are really utilizing the student biographies prior to, during, and after a lesson. Everyone agreed that no matter what the model, that it needs to be clear that it is NOT another add-on to a teacher’s daily routine.

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

We need to stop the cycle of professional development that is the “sit and get”—where teachers spend time in a workshop, summer academy, but then have ZERO accountability for implementing it into practice. We are responsible for first understanding the biographies of the teachers within any given

session or course, and taking time to listen to them – thereby creating a space where they can then be coached on how to best think about their daily teaching within the framework of their own student biographies. (Modeling within the PD what needs to occur in the classroom) They need to be able to try something out, bring it back to a team or group to discuss, and then make modifications based upon conversations with other teachers. Finally, it comes down to how to measure the effectiveness of the professional development-several tools were mentioned:

*Victoria Burnhart (sp?) Multiple Measures of Data

*Schlutsky's (sp?) Levels of Engagement

*Frances Fuller Stages of Development

*Adaptation of the CREDE Standards for Effective Practice into the Biography-Driven Protocol (through the research at Kansas State University)

We need to continue to collaborate about what works, disseminating our research, and forging partnerships not only between local schools and research institutions, but at a national level as well.

4. Available Resources

Please add any information you might have. If anyone would like further information regarding using Kansas State University's Biography Driven Protocol, please contact Cristina Fanning cris@ksu.edu (We are also wanting to pilot the BDP using an application being developed for the iPad—let us know if you would like to participate with us!)

5. Follow-up requests

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