



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

Paula Hooper,

2. Issue/Topic/Activity

Integration of Science and English Language Development: Issues and Questions

3. Highlights of Discussion/Recommendations/Next Action Steps

We discussed ideas about developing successful programs to support English language development in the context of science learning and teaching for K-5 students. The program described to ground our discussion is a collaboration between a science museum and a school district in the Bay Area in California. Issues that we discussed include:

- When and how is it efficacious to teach ELs in separate groups according to English language proficiency. Consensus was that English language should be taught in the context of content areas as much as possible. There may be particular reasons to focus on students for support in skill development based on levels of expressive or receptive English language.
- Teachers need to learn to recognize and address language proficiencies in the context of teaching science and other content areas. In Texas there are requirements and support systems to help teachers develop these skills.
- There was agreement that a strong overall reason to integrate science and language is the resonance between process skills and the competencies required by language and literacy learning.
- There are lots of productive strategies for teaching ELs. Several of the popular strategies for supporting ELD were considered by the group to be beneficial to include in design and development of science programs – including SIOP and GLAD.
- It would be helpful to include co-teaching with teachers who are fluent in students native language.
- Important to plan for supporting students with fluid development through levels of English language proficiency.
- Sense making in science is a good context for sense making in second language.

4. Available Resources

TALA

ELPS – proficiency standards

TELPAS – assessment for teachers on ability to rate children’s proficiency in all content areas

5. Follow-up requests

The group would like a way to share resources for curriculum that addresses the integration of ELD and science. Most of the ones that were mentioned are in early development in connection to research projects.

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