



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: Los Angeles

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

1. Names of group members

Linda Cabral
lcabral@nea.org
202.822.7733

Luis Gustavo-Martinez
lgmartinez@nea.org
202.822.7396

William Moreno III
wmoreno@nea.org
202.822.7866

2. Issue/Topic/Activity

Title-High Quality Professional Development for All Practitioners/Teachers of English Language Learners

Briefing-Participants will learn essential components of 1) essential and effective professional development 2) challenges facing practitioners, and 3) policy implications. Join us for an invigorating conversation.

3. Highlights of Discussion/Recommendations/Next Action Steps

- Demographics
 - Most teachers have at least one ELL in their class
 - 29.5% have opportunity for professional development in working with ELLs
 - only 20 states require all teachers to complete courses on working with ELLs
 - 2001 NCES survey, only 27% are “very well prepared to meet the needs of ELLs
- Challenges
 - Teachers lack skills to teach ELL students

- Lack appropriate assessments to determine student linguistic and academic needs and measure students learning
- Wide range of English language skills among ELLs
- Essential Components of Effective Professional Development
 - Process for establishing high standards for English language acquisition, English language development, and academic content in lesson planning and instruction
 - Process for integrating teachers’ understanding of academic content and English language proficiency standards with instruction in teaching methods and assessments
 - Knowledge of effective use of pedagogy
 - Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible
 - Exposure to a demonstration showing how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement
 - Exposure to a demonstration showing why increasing academic achievement of ELLs is dependent upon multiple instructional approaches or methodologies
 - Providing a “strategies toolkit” for teachers, which offers ways to enhance and improve instruction for struggling students, based on assessment results
- Policy Recommendations
 - Use of reliable data by states, local school districts, and individual schools—to assess working conditions for teachers and the resulting impact on students learning. Input from teachers themselves is crucial.
 - Use of data to improve teaching and learning programs and to guide professional development policies and strategies.
 - Engagement of a broad coalition of state education officials, policymakers, union officials, teachers, community and advocacy groups, and administrators to reflect the needs of students and teachers in professional development and school reform.
 - Funding to provide professional development for teachers, principals, specialized instructional support professionals, and paraprofessionals who work with ELLs
 - Teacher diversity workforce initiatives that recruit males and minority students into educator preparation programs, including candidates with diverse language skills
 - Annual assessments of the professional development needs of general and specialized teachers, professional support personnel, and paraprofessionals
 - Teaching and learning initiative that reflects the needs of individual school districts and states

4. Available Resources

- National Education Association <http://www.nea.org>
- Keys to Excellence for Your Schools (KEYS) <http://keysonline.org>
- ELL Culture and Equity Training Cadre <http://www.nea.org>
- Taxation, economic development, and school funding <http://www.nea.org/tef>

5. Follow-up requests

- Share outcomes of the meeting
- Place us on a listserv for document/resource distribution

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