



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:** Jenna Stein, Diane Ujjiye, Nori Naylor, Kimberly Plummer, José Franco, Magdalena Herroiza-Estevez, Olivia Gallardo, Jessica Price, Bobbi Ciriza Houtchens
2. **Issue/Topic/Activity:** Improve the status of teachers in the nation while also increasing the numbers of teachers from underrepresented populations
3. **Highlights of Discussion/Recommendations/Next Action Steps:**
 - The Indiana student population from Central America has exploded in Indiana; students typically have low levels of home country education. Graduating from high school is often the end goal for students and their parents, but like many groups across the nation, those with “chops” go into other professions because the status of teaching is so low.
 - Recruit underrepresented teachers from students in elementary, middle, and high school, maybe those who haven’t thought about becoming teachers, definitely focusing on bilingual students. Fund creation of Future Teachers Clubs and increase funding for Teaching Academies/Small Learning Communities.
 - People don’t understand that education **is** rocket science!! Think anybody can teach. We must challenge them. We could print out content standards and ask them if they could teach these. We need a public relations piece to let people know how scientific teaching is, how we study how kids learn, that it is a science and an art.
 - We must publicize the impact that individual teachers have made on important people’s lives – poignant, impactful stories.
 - We must publicize the individual stories of English learners who have succeeded, holding them up as role models for students, as well as working to change the public’s view of English learners so that they recognize the positive contributions they currently are making to our nation.
 - Create well-publicized Teacher Shadowing Programs for students, parents, community members and politicians to highlight the importance of teaching jobs and what a typical teacher day looks like in order to help the public understand the complexities of the profession.
 - Expand “College Starts in Kindergarten Programs” at elementary schools to promote teaching and college going to students and parents.
 - How do we move from “drop-out” to “retention” of students. For our English learners, many are very poor and struggle academically and with self-image. We must examine and implement retention and transition strategies that work.
 - A challenge for students from Asian American families is that becoming a teacher is not valued or viable career option. For NHPI, we need to figure out what will resonate with each distinct group; stop treating them as one; working across groups is difficult.
 - Use research fellows to work with mentor/collaborating teachers to conduct, publish research
 - Use teachers as experts for professional development of professors at universities to increase the universities’ capacity for developing teachers to work effectively with ELs.

- We must fund initiatives to increase the number “teacher promoting groups/clubs at colleges and universities, such as those started TODOS, Math for all, who have student affiliates at universities (SCUFullerton) that mentor students to become math teachers and give student awards acknowledging kids from elementary to high school for accomplishments in math.
- In higher ed, hire work study students from underrepresented groups and mentor, coach them to become teacher candidates, help them prepare PD, send them to PD, have the university teachers coach, mentor and serve as role models for them (mostly professors of color).
- Increase funding for AVID, which helps our ELs and their parents gain skills necessary to navigate the educational system.
- Use social media to promote teaching
- Fund PSA's, especially on Spanish radio, highlighting teachers as heroes, explaining ELL classification, redesignation, etc.
- Clinical models for teacher preparation programs should include having mentor/collaborating teachers at the local schools work collaboratively with university professors as researchers or Fellows, thus sharing the professors' status.
- Field work for teacher candidates should include working with mentor/collaborating teachers at the school site to develop teaching academies/clubs from elementary through high school, encouraging k-12 students to become teachers, teaching them basic concepts from teacher education, promoting teaching as a professional option, and coaching/mentoring the k-12 students while they participate in cross-age/peer tutoring.

4. Available Resources:

- Amazing teachers in every community in the United States
- Compelling stories from citizens from all walks of life who can testify to the positive impacts that teachers have had on their lives
- Air time on t.v. and radio
- Social media expertise
- Compelling models of practice from members of this conversation group

5. Follow-up requests:

- We would like to participate in an on-line community to inform OELA and the Department of ED and continue to formulate a plan to move our ideas forward.

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