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

<u>Open Space Report: Los Angeles</u>

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

1.   Names of group members

Sanford Silverstein

2.   Issue/Topic/Activity

Integrating language skills as opposed to teaching them separately & using student generated knowledge as opposed to text book driven curriculum.

3.   Highlights of Discussion/Recommendations/Next Action Steps

The range of assessments used to place students must measure their literacy, not just the student's language. Some of the standard assessments must be done, but one school site uses a spread of 10 assessments to place a student. Then the students are grouped by literacy level, and not by grade level. This allows the students to be learning, comprehending, and applying the material at the same level.

Using the textbooks to teach vocabulary is not helpful. We need to teach kids how to take ownership of the vocabulary.   One example is for teachers to teacher "airport language" (where the word is associated with a picture) – students learn to apply vocabulary by associating the meanings with pictures, images and icons. Use thinking activities that allows the students to understand the definition of the vocabulary on their own terms.

Teachers need to incorporate students in learning process.

4.   Available Resources

OPAL (coaching tool for academic literacy) This is a K-12 program coming out of LMU. The program teaches rigor, relevance, connecting kids to the social environment, placement and interactions. The program's pedagogy is that learning is developed socially.

SIOP (Cal State Long Beach; Washington DC) training for all teachers to work with ESL students; pairing ESL and Science/Math teachers

Claude Steele programs

5.   Follow-up requests

EL teachers lack materials. Many have to create their own.
The CLAD is not sufficient to teach bilingual/monolingual non-English speaking students. The BCLAD is really what is necessary.

Value dual language and look at K-12 dual language programs and measuring their success.

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