



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**
Magdalena Herdoiza-Estevez (convener)
Lillianne Legra-Rodriguez
Jenna Canillas Stein
Plus four we missed to record the names

2. **Issue/Topic/Activity**
University/Schools Partnerships

3. **Highlights of Discussion/Recommendations/Next Action Steps**
The convener shared a model being implemented in Southern Indiana: the “Network Capacity Building for ENL Best Practices”, which closely relates IU Southeast and three school districts and eight schools.
The project is part of the NPD program funded by OELA.
Components:
 - a) **Professional development for mainstream teachers:**
 - Annual 6-day workshops directed to develop critical mass in each network school (selection made collaboratively).
 - On-going tailored professional development through instructional coaches from the university (during school day or after school, accordingly).
 - Horizontal professional development among teachers by facilitating school-based networks and other collaboration within the project network.
 - b) **Professional development for other school educators and staff:**
 - Annual events for various educators (administrators, counselors, schools psychologists, speech pathologists, etc.)
 - Annual events for support staff (paraprofessionals, office, food, health, transportation personnel)
 - c) **Professional development for education faculty:**
 - Annual 2-day workshops
 - Syllabi revisions
 - Pre-post assessment of education students’ learning on ENL
 - Clinical work of pre-service teachers in network schools
 - Support to faculty research on pertinent topics
 - d) **Resources:**
 - For schools
 - For faculty

e) School-Family partnerships:

- **Curriculum based on three education components**
- **Parallel children's sessions**

Open discussion with participants:

- 1. Importance of founding collaboration on schools' needs.**
- 2. Promote collaboration between university researchers and teachers in order to inform:**
 - **Classroom practices**
 - **Relevant research agendas**
 - **Continuous improvement of education programs**
- 3. Promote clinical work from pre-service teachers with ELs**
- 4. Invite teachers as experts for faculty professional development**
- 5. Promote research fellowships for teachers pursuing ENL license or other graduate course work**

4. Follow-up requests

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