



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: Seattle

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

1. **Names of group members**

About 30 people, names uncertain. Convened by Dr. Dafney Blanca Dabach

2. **Issue/Topic/Activity**

- A Conversation about Long term ELL students

3. **Highlights of Discussion/Recommendations/Next Action Steps**

- Many districts have no way to identify/support long term ELL students.
- How can we avoid stigmas attached to classes/programs for long termers?
- Long term definition does not equal research on language acquisition process of 5-7 years.
- 25% statewide (WA) level 3 students stagnate for 3 years + (not progressing)
- 29% of students in ELL more than 5 years are also classified as SPED.
- Issues of consistency with WLPT II results.
- Relationships with students and parents key through individual conferences, etc.
- Teachers need support with differentiated instruction.
- Cluster teaching allows for multilevel students in the same class as well as targeted instruction. Avoid isolation.

4. **Available Resources**

- Laurie Olsen: *Made in America* on immigrant experience in schools. Surveyed ELLs in California. A majority (59%) had been in the system 6+ years. Report available at: Californiastgether.org
- Kate Kinsella: Professional Development on getting students to talk who don't normally participate in class also on academic language.

5. **Follow-up requests**

6. **Next steps/Action Items/Recommendations**

- Building better ways of involving students to understand where they are at and where they need to get to in terms of language acquisition. (For students who are long term ELL, they often speak really well and may wonder why they are in EL-designated classes. The idea is

to show them where they need to get to in an encouraging way, once strong relationships are built.)

- Increasing teachers' capacity for differentiated instruction.
- Increasing teachers' abilities to create a safe space for students to take risks and progress and build a culture within the classroom that supports development of different levels.

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