



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

There were at least 15 participants in this group ranging from higher education, classroom k-12 teachers, and ELL consultants.

The group was facilitated by Dave Irwin

2. Issue/Topic/Activity

Oral Language Development for K-12 students

3. Highlights of Discussion/Recommendations/Next Action Steps

The discussion opened with a description of the ELD Achieve Webinar program. This is a teacher resource that includes placement assessments based on student proficiency levels. It helps to make the teacher more linguistically aware as educators of ELs. The program provides proficiency level specific sentence stems to assist the teacher and students to engage in consistent and supported oral language development.

A second program that was discussed was "That's a Great Answer." This program is written for k-3 but can be applied much higher. It contains proficiency level stems connected to language function.

Open Court ELL supplement titled "Imagine It" was mentioned as a program that focuses on comprehension skills.

Reach by Hampton Brown provides extensive sentence stems. The text aligns to Elementary level newcomers but the district using it has just started the program so data is not currently available to know how well it is working.

First Steps was mentioned as a oral language program developed in New Zealand.

The dialogue then moved to looking at how the WA ELD Standards play into the discussion. It is speculated that WA may move to the WIDA standards but pending the outcome of national initiatives may

change this direction. Some stated the need to get into language function is more important with an emphasis on how content and language objectives work together.

The above discussion came full circle into a previous session discussion on how to provide a long-term effective professional development model that provides a foundation for all. ELL needs to stop being an afterthought in the educational system.

The group would like to see a comprehensive system to approach oral language development that is inclusive of the needs of ELs.

Oral language development has to be more intentional and systematic for our ELs or they get stuck at level 3.

4. Available Resources

See notes from above as several resources are highlighted.

5. Follow-up requests

Continue to look for a high quality Oral Language Development program.

6. Next steps/Action Items/Recommendations

None identified.

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