

## **Kiva Process: Seattle, March 7, 2011**

### **Round 1:**

**What should we stop doing in EL Education?  
What current classroom/school practices and policies are disadvantaging EL students  
and getting in the way of their academic progress?  
What ought to be eliminated?**

#### **CARD 1**

- We need to stop assuming that one test is a true indicator of all students' language proficiency. We need to modify and create or develop a test which measures progress and also provides next instructional focus for teachers.
- There is a need for a consistent, systemic tool and process to measure progress. There is a need for grading protocols/policy for secondary students.
- There is a need for co-elaboration at state level amongst content dept. and ELL dept. in the planning of PD for all students. ELLS are not included.

#### **CARD 2**

- We should stop judging the schools based on the one assessment like HSPE because all the schools have the same rate of ELL students. Schools with 60% of free and reduced lunches, which means 60% of ELL students are really going to be hurt because ELL students and regular students can't be at the same level.

#### **CARD 3**

- Assessments don't match needs of students. Tests more primitive than helpful, AYP, AMAO.
- Students who exit WLPT still cannot survive in mainstream classes.

#### **CARD 4**

- We should stop seeing ourselves as "separate" or in "silos." Special calculation, general education and EL all have many common problems and solutions. Professional development should include everyone—including administrators when addressing instruction and behavior.

#### **CARD 5**

- Having the policy affect the definition of ELL—don't expect ELL needs AYP.
- Expectation for older (17-21) HS ELLs.
- The expectation y admin./mainstream expect area teachers that the only staff responsible for ELL are the ELL teachers.

#### **CARD 6**

- Our state assessments are not aligned with our ELL assessments. Even though we meet AMAO's for the state we are not meeting AYP.
- Teacher training is a major concern. We cannot teach what we don't understand.
- Our students who enter in late high school years do not have enough time to be successful.
- AYP determinations should not apply to our ELL students (or they should be adjusted.) The sanctions are not helping our ELL students succeed.

#### **CARD 7**

- Using inappropriate assessments (normed for native speakers) for LEP students.
- Using instructional methods that prohibit ELs from fully accessing content material.
- Inadequate training for general ed teachers (or nonexistent.)

#### **CARD 8**

- Federal government needs to back up its definition of ELLs and stop punishing the states for low test scores.
- Being pushed to exit a student as/in three years doesn't follow research on academic language development.
- Assessment—Why are we assessing our ELLS as an appropriate tool? Students are exited from programs way too soon. Students stop receiving academic support and begin their plummet to school failures.

## CARD 9

- Using state proficiency tests that only measure BICS. It's important that the state test be useful to teachers and gives them meaningful data.
- Currently, my district has about 65% of students who test at the advanced level of English proficiency, yet they see only level 1 on the standards test!
- Expecting ELLs to meet AYP if they've only been learning English for a year or two. It takes 4-7 years to learn academically.

## CARD 10

- The inability to question the panel members and hold them accountable for misstatements or "blanket statements" makes it difficult to sit and listen.
- I still think assessment is a big priority with AMAO—do not hold accountable for the state assessment again. It feels like double-dipping.
- Continue to promote the "growth model" for NCLB. Showing growth at a steady pace is much more valuable for students.

## CARD 11

- End the punitive practices inherent to NCLB. Look at growth to measure success!
- The current system does not recognize student growth. The "morning target" for AYP is unfair and poorly thought out. It does not benefit anyone and has created a culture of failure in the U.S. school system. CCP should be investigating NCLB.

## CARD 12

- Stop putting ELL students in mainstream classrooms with untrained, unprepared general education teachers.
- Stop high stakes testing in English prior to students being "language ready."

## CARD 13

- Devaluing what our students bring (their languages) by only measuring what they can't do. In other words, measure and recognize their growing academic proficiency in their native language (not just English or academics in English.)
- Reinventing the wheel—making each district (or new school) invent its own curriculum for content-based instructions in a language other than English.

## CARD 14

- Assessment: students should be assessed through their levels. Some EL families think of it as a test if they pass or fail.
- Better communication and education of EL families and their communities. What assessment is appropriate for all?
- Para educators—training or some professional development. They are an integral part of bridging the gap between parents and students to the whole staff.
- Students who are overage when doing assessments. How can we capitalize their potential? How are we providing the resources for them to succeed?
- Professional development is a key to providing better education.
- Make sure to inform parents that we are doing assessments on their children's education and not testing them which could mean pass or fail for some families.

## CARD 15

- Testing EL students who are newcomers or have not been in our education system for less than five years (state assessment.)
- Penalizing school districts who do not meet AYP because of the high EL populations due to the assessment requirements.

## CARD 16

- Segregation of instruction of EL students by EL teachers only. All teachers, pre-service and in-service, classroom teachers and content-area teachers should receive training on how to support EL learners in their educational setting. It takes the whole school to ensure the academic success of EL students.

## CARD 17

- The misunderstanding of ELL teacher/support: All the educators should be able to provide differentiated instructions in a targeted language, English, just like parents teaching babies to speak.

- Current assessment: It is unrealistic to use a standardized ELL assessment such as WLPT II in WA. This ignores the fact that ELL students can still learn the concept/knowledge if differentiations are provided all day long in any general education classroom.
- Bilingual education: My school district, as well as others, have many different linguistic groups.

## CARD 18

- I think we should stop doing professional development that focuses solely on lecturing teachers about best practices and move more to a model in which teachers engage in peer observation and collaboration. I believe this will result in higher accountability and better results.
- I also think that state/federal expectations around expected progress of ELs should be based in and supported by research—taking into account that academic language takes 4-7 years to acquire and that to a student with little to no academic background or native language, literacy will take much longer than to a student who has a strong academic foundation.

## CARD 19

- We need to stop punishing schools based on assessments that don't reflect the quality of teaching students have received at that school. I.E. ELs who are program switchers and/or migrant population that have been in a school maybe a week—few months before being tested on the MSP. Schools that are not passing the MSP are often our schools with the highest need for extra support of EL needs. They need more funding/support. Not less.

## CARD 20

- Giving ELL students so many assignments.
- Giving them assessments that are not developmentally supportive.
- Inundating our schools with high ELL populations with so many new programs (especially ones that are not evaluated to see if they are effective for our kids.)
- Exiting our kids so early in the state of WA.

## CARD 21

- The practice of assuming “fluency” based on oral social language needs to stop (for students, teachers, parents, etc.) as does the practice of assuming “SPED” for students who have not been looked at fully in terms of prior education, family, background etc.

## CARD 22

- Over-assessing ELL students. State academic assignments are really just a test of English and not reading comprehension or math. If students are tested they should be given an academic exam that is in native languages.
- The “siloiing”? of ELL/bilingual teachers and instructional practices from general education teachers. ELL students must be supported in all their classrooms regardless of the content.
- Professional development that is not supported and integrated throughout the school year from year to year.

## CARD 23

- Giving all students the HSPE. Students don't know what is going on and understand what HSPE is.

## CARD 24

- Assessments: implement pre-assessment screening to stop traumatizing children who are not ready for annual assessments.
- Speed up process of research -> policy -> practice to stop teachers/schools from implementing ineffective practices.
- Improve opportunities for teacher professional development in implementing ELL best practices.
- Development of improved ELL endorsements for teachers to stop ineffective practices and improve teaching for ELL students.
- Recognize the important role of parents in early childhood education to link EI to home context and to stop isolation of EI to the classroom environment.

## CARD 25

- Assuming that the student is able to fulfill our unreasonable expectations just because we don't know much about the difference between conversational and academic fluency. We should stop making students feel unable since we do not know much about ELD standards. Or on the

contrary, we should stop underestimating the current potential of the student and asking him/her to do coloring or a meaningless task for hours of class time.

#### CARD 26

- Punishing schools when ELs don't perform well on standardized tests.
- Using a poorly written and invalid language proficiency test to evaluate student progress and program success. (ex: a listening test which requires reading.)
- Allowing classroom teachers to flounder without the direct, systematic and sustained support they need to teach ELs in their classroom effectively.
- Ignoring the research on effective instruction for ELs in our policies (i.e. "early exit model")
- Punishing dual language programs for differing rate of progress.
- Letting anti-immigrant messages dominate and keep us from doing what we know is right in education English learners.
- Blaming teachers and schools when they don't have the resources to appropriately support Ss.
- Being reactionary.

#### CARD 27

- SPED pre-referred of bilingual students is either under-performed or over-performed in some districts.
- We need a more codified, systemized referral process that will guide teachers and counselors in the RTI process appropriate for ELLs, all the way through pre-referred if necessary.
- Provide SPED teachers with ELL appropriate strategies such as SWP or GLAD.

#### CARD 28

- The current teacher certification process that does not value ELL training.
- Our current method of language assessment in the state of WA.
- Underfunding education.

#### CARD 29

- As a reading specialist, I believe we need to stop ignoring the reading research that exists for how students learn to read and the continuum development that beginners progress through as they build their reading skills. At least in my district I find that the ELL curriculum is often disconnected from the reading research and often district members do not consult the experts in the field of reading about how to build the ELL programs.
- ELL students need reading materials that are at their independent reading levels.

#### CARD 30

- Ignoring the critical role that parents and families play in the education/success of children.
- Ignoring the research on supporting home/first language as a means for positive outcomes in English/school success.
- Professional development efforts around ELA or bilingual education that are ineffective, inaccurate, short-term.

#### CARD 31

- We need to stop creating and implementing assessments and assessment systems that are not sophisticated enough to measure the complex nature of language acquisition. Implications range from NCLB AYP calculations all the way down to classroom-based assessment to progress monitor and place kids into interventions. How we assess reflects what we value—our assessments for ELL reflect a lack of specificity and lack of complexity—not what I want others to think about how I value ELL.

#### CARD 32

- I agree that assessments are something we need to evaluate and modify.
- For large urban districts they need to be considered different or funding. I.e. SIFE students should be weighed differently as should # of languages spoken.
- All teachers and administrators should be mandated to take foundational professional development. Stop focusing only on ELL teachers and IAs.
- Fund pre-school aged students.
- Mandate a predominant pull-out model—recommend a percentage.

#### CARD 33

- Treating ELLs as a liability. Encourage multilingualism.

## CARD 34

- Expecting ELD teachers to provide all that ELs need. Content area teachers with appropriate training can and should be expected to learn how to scaffold their content to meet the needs of ELs and incorporate language goals into their content instruction.

## CARD 35

- Holding ELL students to same academic standards as native English speakers.
- Repeal AMAO-3.
- Use growth model of wait until English proficient.

## CARD 36

- Pretending that ineffective and inaccurate assessment will help improve educational outcomes for students and programs for districts. A poorly designed, haphazardly implemented system of assessment is a waste of time and money and does nothing to support English language learners.

## CARD 37

- ESL pullout -> need to move to integrated and focused ELD. (See Salem-Keizer Public Schools.)
- Allowing pre-service teachers to complete programs without training or teaching culturally and linguistically diverse students.
- Stop penalizing dual and bilingual programs with English only assessments and growth rates for AYP. If research shows it takes 5-7 years to be successful in second language acquisition, then assess schools on that research line if they are implementing with fidelity.
- Penalizing ELs in the high school level with courses that do not meet high school graduation requirements.

## CARD 38

- This is what they should need to stop in ELL classes that student who don't know how to read and write in English they take HSPE test. What I think that will make them confused in the first years they come here and go to school and the next year they take HSPE tests. But they didn't pass at all so they keep taking until they pass the HSPE test.

## CARD 39

- DIBELS—the research is out there to prove that is such an ineffective tool to assess/track/inform instruction for ELLs.
- “Bad mouthing” dual/two way immersion programs. Given time they are effective.
- Assessing ELLs as we are currently. However, linguistically modified tests should continue to be academically challenging.

## CARD 40

- Penalizing districts whose ELs are not proficient on state assessments.
- Rewarding districts who increase the number of endorsed ESOL teachers by allowing them to pass the Praxis without ever having taught an English language learner.

## CARD 41

- Isolating English learning. Integrate into content or train classroom teachers to understand English development.
- Over-assessing ELs. Linguistically modified assessment. Looking at best practice and research of language acquisition.

## CARD 42

- I think the things you should stop doing in EL education is that the HSP test. Taking HSPE test is not fair for us because English is not our first language. Also if we didn't pass we're not going to graduation, so I don't think taking the HSPE is important.

## CARD 43

- Assessment needs to change! We need to assess ELLs with their accommodations.
- I understand the need to hold them to high standards. However, it is not reasonable to expect them to reach 10<sup>th</sup> grade standards after only one year of learning English. It is painful and traumatic for students. How can we balance these issues in a reasonable way?

## CARD 44

- ELL students should only do one of the tests which is WLPT or the HSPE because I think these two are kind of the same thing. As an ELL student I know how hard it is to take the test in your first year of school in another country without knowing much of the language or the RWC

## CARD 45

- Concluding that multilingual programs/education is unsuccessful based on early assessments which haven't given ELLs sufficient time to become English proficient.

## CARD 46

- We shouldn't have a model of ELL teacher go into a classroom which is a collaboration model.

## CARD 47

- Accountability for serving ELL students is important. However, the pressure for ELL students to meet the same rigorous academic targets without the language base to access the assessment is harmful
- As a system, we need to stop viewing an ELL student's heritage language as a deficit.
- We need to stop placing so much value and time on testing.

## CARD 48

- Stop isolating language acquisition
- Language acquisition – L1 or L2 should be integrated into the curriculum.

## CARD 49

- AYP – Is not realistic and impossible.
- Therefore, how can we collect data on ELS academic achievement without being positive!
- I suggest collecting quantitative and qualitative data. That is, quantitative can be from classroom timeline assessment and other district tests. Qualitative can be actual testimonies from students and teachers either essay format that give us the reality of their academic and language growth. We have to stop just looking at data in numbers and start looking at scenarios, testimonies, and often qualitative data to see what is working for our ELs.

## CARD 50

- What should we stop?
- Stop English-monolingual assessment and curriculum in our classrooms and schools.

## CARD 51

- Practice to stop:
- States should not assume that districts and principals have adequate research and PD to start and run DL schools (two-way) states should provide mentorship, oversight, guidance, and recommendations.
- Stop judging the success of a school by one test (MSP) given in 1 language (English) once a year (May). Our students deserve more – a broader, wider diverse system of atop enforcing ELL policies that don't support ELL research.

## CARD 52

- Board language to go them some help to change the student who learn language. When you take ESP test go time to think they are answer once section. Because every for ELL student.

## CARD 53

- We need more training to support ELLs: training at all levels – para-educators, teachers, and administration.
- The current assessment both state assessments and ELL assessments need to reflect research, best practices and keep our ELLs in mind as well as how to use the results in AYP and AMAD.

## CARD 54

- I think we should stop testing the EL students at least for their first two years of English Education.
- Stop speaking assessment.
- Less assessment.
- Stop isolating students.

## CARD 55

- We should separate students who speak different languages and put them with people who speak the same language so that way they can get a teacher who get to speak the same language so students can get to learn better and faster. Sometimes for ELL students is hard to understand because is only in English. They try their best to understand but they can't because they don't know nothing they just com. Sometimes students have to find their own ways to understand and learn better.

## CARD 56

- We should stop administering the exams with only one instructor and over 30 students because the students won't have much focus on their exams without supervision. There are even technology tests that are done on the computer and the students think it's a game if they are not closely monitored.

## CARD 57

- WE must stop sanctioning schools as "failing" under NCLB due to ELL assessment scores. We need to continue assessing and keeping the data for accountability to these learners and families, but to sanction ELLs for these tests is irrational.
- We must stop seeing children who speak other languages as language-deficient; they are language rich.
- We must stop over-assessing ELLs and must use only high-quality assessments when assessing English proficiency and growth.
- We must stop treating newcomers, beginner ELLs age 16 and older like younger learners.

## CARD 58

- In some instances EL students are placed in the wrong classes. This is resulted from assigning students according to their age which is the norm here. However, a student without a formal education will not be successful under these circumstances. This should stop! It doesn't work for new students.
- The other problem comes with assigning students who were born here in the ELL classes. This is not fair. The students have already acquired the master in English and should go to the main-stream classes.

## CARD 59

- Our teachers aren't well-trained to do well in teaching. Students are not receiving enough support in their native language. (budget crisis?)
- School district should encourage bilingual staff to be teacher's especially major languages.

## CARD 60

- We must stop classifying students who have various degrees of social languages. As academic language proficient students and reverse ELL strategies and services.
- We must have an improved system of typology (i.e. education in L-1, speaks L-1, but no formal education, years of ESL, etc.)

## CARD 61

- WE have got to STOP treating our English Learners as deficit students. Whether we are talking about assessment of ELs, academic success, proficiency of English, these students are viewed as lacking – not measuring up to the standard required of most students.
- Rather, we need to see our ELs as students who come to us with language and culture capital that we need as a nation and that we can build on.
- We need to assess them for the progress they are making rather than measuring them where they do not get measured up to.

## CARD 62

- Stop how we utilize the time of IA in classrooms. It is a vast of resources.

## CARD 63

- We need to stop pretending that the national rise of patriotism and nationalism does not influence the national political agenda on education of ELs.
- For instance: OCR, assessment, Equity Best Practice in regard to this population (i.e. Reading First was politically driven by publishers and not in the interest of special populations).

## CARD 64

- What should we stop doing in EL education? Stop using assessment tools that do not necessarily give us specific information to help students succeed academically.
- Stop isolating ourselves and re-inventing the wheel in every district across the nation.

## CARD 65

- Identifying elementary schools as not (and schools of all levels with high levels of ELs /newcomers <5yrs in U.S.) meeting AYP because of ELs/ethnicity/poverty (cells overlap) using the same measuring tool used for/with English-only students.

## CARD 66

- What should we STOP in EL education? STOP assessing primarily social English not academic language. WE need to find a better way to assess.
- The WLPT is the text we use to exit students from the program. This is unlike any other assessment. To pass is to exit services.
- STOP not wanting EL students in classrooms because they bring down test scores. This is a frustrating reality and mindset.
- The teacher/student and Para educator ratios are way too high to be effective
  - 1:70 (teacher)
  - 1:42 (Para educators)

## CARD 67

- Stop assessing students – Find different tools to assess students.
- Provide meaningful learning to ELL staff.

## CARD 68

- What should we stop doing? Stop the label EL – what about emergent bilingual – make multilingual strength.
- Stop blaming individual teachers – ELs are usually in poorer, racially stratified school districts.
- Stop viewing ELs as monolithic, more likely to be immigrants, poor and racially minoritized at different backgrounds, SES, literacy lives
- Stop assessing students in same way and give EL students more time
- Stop pullout ½ hour support – more sophisticated ways of teaching ELs.

## CARD 69

- They should stop avoiding resources for the students who are in ELL. Students who are beginners have a complicated time to understand what they are doing because they are from other places. IF they can't do that then ELL beginners should not take the test because they are still going to fail.

## CARD 70

- We have to stop thinking of ELL students as “human capital.” WE have to create the spaces and comfort they need to succeed, not based on our assumptions, but based on their rights and needs. WE have to stop thinking that we have to teach them, what they say, but really make them feel comfortable to express themselves and what is important for them.
- They have great things to say, they have important things to share with us, and they just need the necessary space to be able to express them in a foreign language.

## CARD 71

- AT this time, ELLs are allowed to NOT sit for some contact tests in their first year of arrival in theirs. WE should STOP counting their scores (towards AYP) for at least the first three (3) years.
- We should STOP having ELD students that are copies of English Language Arts ELA standards, especially those that have a description of additional levels of failure to describe ELLs at early proficiency levels.

## CARD 72

- Stop looking for quick, easy “sound bite” solutions.
- Need to look for ways to support administrators and teachers in developing understanding and expertise in diverse students/instruction.
- We need to integrate professional development around English learners within other initiatives. E.g., Science, math curriculum and teacher development. We need to make a long term commitment to program implementation and improvement.
- Stop punishing schools of districts (AYP sanctions) start building on strengths, partner schools/districts with each other to build on strength.

## CARD 73

- Standardized state assessments of beginning (1-3 years) ELs needs to step (NCLB). More efficient state ELL testing (Washington WLPT) needs to be developed.



## CARD 74

- Invest in long-term sustained professional development where educators have the opportunity to grow and learn the research and foundations in BI ed. This provides the base of understanding which supports the model selection and implementation.

## CARD 75

- Differentiate the Assessment Tool for ELD students.
- Instructional Assistants are an asset to our ELL students especially to their families. We must continue to have their service. They provide support and building bridges to their education. They ADVOCATE for these ELD students/families.
- WLPT Assessment.

## CARD 76

- Need to have a with accountability definitive structure in place that requires states/districts to select the best model possible for ELLs. 1<sup>st</sup> – Dual language. 2<sup>nd</sup> – Late exit. 3<sup>rd</sup> – Early exit. Etc.

## CARD 77

- Professional development is a large part of what is being discussed here today. In 1995, I was trained in Chicago on a pilot of Everyday Math. It was not until taking a Math Methods class for Special Education that it became evident this material did not provide adequate modification. The conversation today emphasized that publisher strategies reps. Will all speak to this need having been handled within the material. Often times, it is inadequate. Everyday Math is a perfect example. How do stakeholders work together to make certain that ELL/Special Education needs are met via professional development? One suggestion was to team regular education, special education ELL teachers to collaborate. How can this be done uniformly? This issue is a large one, and it should be addressed.
- If professional development is weak, and teacher training is weak, the links remain weak as well.

## CARD 78

- I think to have longer for ELL students to learn more years. And also look their ability not for speaking only.

## CARD 79

- Stop assuming meeting proficiency level for exit on a state long proficiency test means that the student is on par with a native English speaker.
- Stop the disconnect between a language proficiency level (e.g. WLPT) and academic measures (MAP assessments).
- STOP segregating ELD instruction from General Ed (Mainstream) instruction.
- STOP aggregating results (rather than using scores for each area: listening /comprehension, reading, writing and speaking).

## CARD 80

- Stop thinking that bilingual education is only possible on the “other side of the mountains.” With data and current research along with various models to choose from bilingual classrooms and comprehensive models can be a reality.
- Using standardized language assessments as sole indicator for teaching and learning.

## CARD 81

- Language Proficiency Test given for assessment not being used to drive curriculum. Instead general test results are relied on for student and teacher evaluation.
- General Education teachers are asked to assess English Learners without having a rubric or even general guidelines. They lack training in EL education and don't feel prepared to evaluate.
- Professional Development in content areas consistently does not address English Learner needs, strategies, practices, etc.

## CARD 82

- State assessment that are not linguistically modified for EL.
- Having para-educators serving our EL students without direct supervision of a certified teacher.
- Isolating bilingual teachers and have them reach out to combine area teachers.

## CARD 83

- Stop offering professional development through one lens – integrate ALL special needs learners in the “roll out” of a new curriculum.

## CARD 84

- Stop focusing instruction for ELLs around mainstream assessments. They're not ready and not receiving "Best Practices" ESL methodologies that Sols know work!

## CARD 85

- A stop using ELP assessment that cannot be used for diagnosing instructional needs Academic EL development should be assessed and even beyond exiting program level be understood by classroom teachers.
- Stop creating/using professional development in subject areas that does not have quality strategies for differentiating for ELLs. State agencies and districts should collaborate when creating initial adoption paid – not after. Publisher reps need not be the sole paid providers when implementing an adoption.

## CARD 86

- Stop unrealistic state testing. State tests should be grade level appropriate, less multiple choice.
- Stop expecting districts to be able to provide equal access of education to all ELLs without sufficient funding. This is where reliance on EAs, IAs comes into play.
- CARD 87
- Teachers should have a rubric for measuring ELL students in regular classrooms and not expect EL to perform like English only students.
- Stop the isolation of ELL students, teacher/ELL teachers need to share knowledge over how to instruct, measure performance.

## CARD 88

- Too many assessments.
- We need an assessment that can fully identify where our students are.
- Pull out the students for a few minutes each day and that was the only EL support we can give.
- Relying on the regular education teachers to give instruction to ELL students without proper training or most of the time regular education teachers did not know that they are ever EL students.

## CARD 89

- The compartmentalized practice of isolating ELLs and ESL professionals.
- Finding ELLs as if they don't need additional resources.
- Treating ELLs as a homogenous group.
- Treating ESL parents as if they cannot understand anything.

## CARD 90

- Stop putting all the load on ELL teachers/coordinators and place a portion of the responsibility on general education for trainings in ELL strategies and methods through University Programs and existing staff development with accountability in general education.

## CARD 91

- Stop translators. Stop making ELL students take the MSPE. Stop making EL students do a high school proficiency exams (like the state test [MSF]) if affects the students and the found that the school should offer.
- Enrolling 19 years old ELL student in high school and registering him/her as a senior when he she has never been to high school.

## CARD 92

- WE should stop administering state academic achievement assessments (e.g. WA state MSP) to our ELLs. They should only be given these tests after they exit from the ELL program.
- WE should find a better way of assessing language proficiency – better define what a proficient English learner looks like . . . what a proficient English learner should be able to do.

## CARD 93

- STOP calling 18 and 17 year old beginning level ELLs a senior or 12<sup>th</sup> grader. WE need a better way to classify, sense the language needs of, and help intake the transition from ELL to its graduate or at least employable, job-ready adult for these oldest, high school ELLs.
- STOP having para-educators and teacher aids teaching ELL students at any grade – they should not be the primary language teachers.
- STOP promoting dual-language programs and bilingual programs in places where there are not sufficiently-sized monolingual groups to make it feasible and/or the funds to do it.

- We need to keep assessments in place that make teachers, administrators and districts accountable to educate ELLs

## CARD 94

- Policy practice that focuses on language acquisition as separate from content is problematic for much of what we do in ELL space. We should bring together content and language in assessment, instruction, supplemental services and standards, all starting with the common core. Providing services to help students develop their language skills at the exclusion of building their content knowledge doesn't set them up for success.

## CARD 95

- Stop the state assessment (WLPT). Is not a good assessment and there are too many high stakes decisions (program placement, class placement, etc.) that are based up this one test.

## CARD 96

- Stop one size fits all program. Most systems created for L1/L2; now majority of students are L3.
- Equating "mentoring" with service. ELLs of all proficiency levels need intentional, targeted instruction.
- Equate language acquisition with literacy. Both are vital.
- It's unfair to test ELLs with low language proficiency. One year of English instructors does not equal academic English proficiency.
- Native Americans should be served under Title I not Title III – they are native English speakers and insulted to be considered ELL.
- Inappropriate language assessment for Ks (kindergarten students).

## CARD 97

- Stop making policy that isn't supported by research. Stop punishing schools for ELL failure to do well on state standardized tests. (Release ELLs from state testing until after a minimum of 4 years in ELD programs).

## CARD 98

- Labeling schools as failing. We see how this destroys the morale of students, staff, and community. It becomes a self fulfilling prophecy. In Seattle All but one of our failing schools are ELL center schools.
- STOP making high stakes decisions based on WLPT. (in/out of program; HS class placement).
- STOP pressuring students and teachers to show progress faster than research suggests. 3 years to exit is not reasonable or the best case scenario.

## CARD 99

- Cultural incompetence (institutionalized preconceptions about ELs)
- WLPT II Testing: inadequate/ K-2, 3-5, 6-8, 9-12 structure and poor qualities.
- Ongoing Training – ELL staff – General Education teachers/administration separation of EL programs within school.

## CARD 100

- We need to stop having flattened views of teacher learning in the area of ELL teaching. This is highly complex work that takes years to master, particularly for content area teachers who have dual objectives of teaching language and content simultaneously.
- We need to figure out more advanced ways of teacher development that unfold over time that don't just begin and end in teacher education institutions. T.E. institutions can lay the groundwork, but teacher learning takes time.
- WE also need to stop the newest teachers to ELL classrooms (which happens often).

## CARD 101

- Using English monolingual literacy practices without consideration of what is truly the need for ELs.
- The national panel for literacy for ELLs left out important facts of language production and practice in shared and collaborative instructional pedagogy. Focusing on an isolated phonics approach does not meet and ELs need for meaningful contexts in language acquisition and applications.

## CARD 102

- We should stop making this a program responsibility and make systems change.

- Change the assessment to show a growth model to ensure that the data received provides actual guidance for improving instruction.
- Provide guidance that supports realistic collaboration with other programs to meet in unique needs of ELLs.
- Provide an avenue for students who come in later grades who have no/limited education to access the system.

## Round 2:

### What should we keep doing in EL Education?

**What current classroom/school practices and policies are having a positive impact on EL students' learning and achievement?  
What ought to be maintained?**

#### CARD 1

- Keep the language instructional assistants. They provide native language support, advocate for students and their families, close achievement gaps by providing them and motivating them.
- Students and parents are more comfortable coming into schools if they see someone they could relate to.
- Provide professional development.

#### CARD 2

- Keep on providing cultural connections: IAs that speak L1, cultural pride night, mentor support for new students.
- Keep holding ELLs to high standards that advance their academic vocabulary acquisitions.

#### CARD 3

- Decision to exit ELL program/class based on a variety of factors, including those working with students.
- Let students know there is a standard and it is achieved by all.
- Bring in culturally appropriate programs. Allow students to inform teachers. Pair students with mentors at the secondary level.

#### CARD 4

- Hold ELL to high standards.
- More one-on-one support.
- Allow students to be involved in the decision-making of exit transition.

#### CARD 5

- Keep utilizing skills of bilingual instructional assistants to promote the cultural connection of students, families, and community—holding special ELL-led nights. E.g. cultural nights: multi-cultural potluck inviting all families.
- Keep encouraging ELL students to be active learners.
- Keep states/schools accountable for the ELD and academic achievement of ELL students.
- Keep providing professional development for instructional assistants.
- Keep requiring specially trained ELD teachers.
- Keep asking educators for their ideas!
- Keep working on ways to incorporate the richness and diversity of ELL students into the classroom.

#### CARD 6

- Create a process for para-educators/teachers to collaborate.
- Keep providing PD for instructional assistants.
- Keep including a cultural component in schools as they make students feel connected, validate families, and build friendships.
- Many instructional assistants are representative of students' backgrounds. Keep and grow the para- to cert- program.

## CARD 7

- Our table had a lovely conversation about the different ways that culture both directly and indirectly influences content. A powerful school utilizes the different cultures through special events such as potlucks and special events. A discussion ensued about a summer school program, through a local nonprofit that integrated all of the grades, and cultures, with academics in the morning and culture in the afternoon. The week culminated with a field trip each Friday. Instructional assistants are a powerful force in the school, depending on training, continuity, and collaborative efforts with other individuals, including teachers. The question is, aside from set assessments, how can cultural interaction inform instruction, for high achievement and positive outcomes?

## CARD 8

- Continue to provide professional development for bilingual instructional assistants/bilingual Para pros.
- Continue to build systems of communication between bilingual Para pros and certified staff to increase intent and focus on the classroom instruction.
- Continue the use of systems like school messenger and encourage bilingual Para pros to be visible and available to meet formally and informally with families in order to increase family and school enjoyment.

## CARD 9

- Keep high standards in place. Keep the requirement for all ELLs to pass state tests in order to graduate.
- Keep (maybe even increase) holding all teachers accountable for teaching all levels of ELLs.
- Keep using a test to exit students from ELL programs.
- Keep using proficiency to place and serve students in ELL classes (and non-ELL classes.)
- Keep looking at ways to help and serve older (ages 18-19) ELLs who may not have enough time in the K-12 setting to meet graduation standards.
- Keep exploring ways to help ELLs develop their native language outside the classroom.

## CARD 10

- Keep resources in place for L<sub>1</sub> and native cultural student mentoring and parent participation.
- Develop (using online technology) online resources that in a user-friendly way demonstrate differences among languages. This would help educators see that nonstandard usage is really English proficiency in process (inter-language)... not an English deficit.
- Supplemental summer/SAT cultural programs
- Collaborative teaching partnerships that are adequately resourced.

## CARD 11

- Maintaining high expectations for English learners. One of the positive outcomes of No Child Left Behind and Adequate Yearly Progress has been the expectation that all subgroups meet the same rigorous standards. I would like to see a way to continue holding these high expectations without a punitive model (steps of improvement).
- Collaboratively across schools and districts. We need to find and maintain avenues for teachers and administrators to share what is working.
- Keep identifying high quality long-term professional development models that are in place so others can learn and benefit from their work and possibly replicate their model.

## CARD 13

- Keep Title III § focused on professional development with particular focus on programs and models that foster collegial dialogue and professional growth around ELL best practice. This has become watered down and § often goes into the FTE black hole.

## CARD 14

- Focus on high rigor and standards attainment in ways that add value to lives.
- Focus on teacher communities with collective responsibilities.
- Title III dedicated professional development.
- ELD standards and proficiency levels.
- Multiple opportunities to gather as professional communities at all levels.

## CARD 15

- Coaching modeled to maintain teacher support.
- Co-teaching model for maintaining communication between EL teacher and regular teacher.
- Cultural programs.

## CARD 16

- Collaborative co-teaching and planning for ELL/mainstream teachers. This supports a push in model.
- Data symposiums with ELL teachers and IAS. Meetings are scheduled to identify and prioritize services based on WLPT and MAP assessments.
- Continue cross collaboration with content areas, i.e. science, literature, and math.
- Continued relationships with higher education institutions. Example, ELL teacher certification program works with ELL teachers during summer school to get practical experience.

## CARD 17

- Differentiation of instruction
- Supporting students
- Holding to high standards
- Supporting teachers

## CARD 18

- Coaching model
- GLAD training for general education staff Guided Language Acquisition Design
- Extended day or time for extra language/literary support
- High standards for ELLs
- Parent outreach opportunities
- Language assessment mandate that is academically and culturally appropriate
- Relationship with community colleges to support parents learning English—(Title II support) to keep cost minimal or free if no capacity to pay

## CARD 19

- Co-teaching EL and classroom teachers
- Increased EL teaching force
- ELL coaches who follow up on professional development with systematic sustained support in the classroom
- High standards for English Learners with value placed on cultural differences
- Heritage language and Native American heritage support
- Language development standards that reflect what language proficiency looks like in the content areas (WIDA)
- Focus on high academic and oral language
- Family literacy programs
- Dual language programs

## CARD 20

- We need to keep our relationships with families that are meaningful and informative of school policies/procedures.
- We need to continue funding of cultural programs that support both literacy and pride of native languages and cultures.
- We need to continue focusing on ELDs and high expectations of our ELs while also acknowledging appropriate language acquisition processes and expectations appropriate to skill levels.

## CARD 21

- Need to provide opportunities for parents and communities to work with schools to support EL learners, for example, parents' focus group for parents to express their concerns in their native language. Parents also need to understand the teachers'/schools' expectations so that they can better support the students.

## CARD 22

- Parent involvement—how or define parent involvement. Continue to provide connection and communication to parent and school.

- Assessment which define the needs of the student.
- Define or explain what is oral language or oral speaking. Use more of academic English. Find ways to include this in the curriculum.
- Multicultural nights—to involve more parents. Continue to welcome parents.
- There is a criteria in exiting students and the state have clearly define this.

## CARD 23

- Maintain high standards.
- Continue with dual language and/or late exit bilingual programs.
- Maintain and expand cultural programs that value culture and language.
- Work toward integration of programs.

## CARD 24

- Supporting programs such as cultural events that reach out to families.
- Supporting endeavors such as collaborative teaching that benefits students as well as main-stream teachers.
- Providing professional supports (coaches as well as professional development) for EL teachers as well as mainstream teachers.

## CARD 25

- Seattle has started piloting collaborative teaching model where ELL specialists work/teach alongside general education teachers. These kinds of instructional models should be continued and adopted in more schools.
- Some districts have begun to support professional development for instructional assistance. Since often times the IAs are providing significant support, they need to also be provided support.

## CARD 26

- Keep the momentum, support, recognition for native language preservation and reclamation and revitalization efforts...
- Follow Head Start's long-time efforts and focus on supporting oral language and literacy development 0-5; applaud their acknowledgment and response to such research as the Hart and Risley seminal study(s).
- Keep a focus and \$\$ on research around dual language teaching (preK-12) and learning (esp. for some gaps such as dual language learners with special education needs, etc.)

## CARD 27

- High standards for our ELL students.
- Support for our ELL students and families.

## CARD 28

- Continue high standards and academic support.

## CARD 29

- Focus on academic oral language development for all language learners. Keep pushing all teachers to recognize that high level academic thought happens in languages other than English. All students, regardless of linguistic backgrounds, can be academically successful.

## CARD 30

- Accountability—but with modified assessments.
- Language appropriate, linguistically modified assessments.

## CARD 31

- Collaboration with ELL/mainstream teachers
- ELD standards
- Dual language—native language support
- PD for ELL staff
- Support parents
- After school support
- WA alliance for better schools

## CARD 32

- Continue to support dual language where applicable!!
- Enhance the capacity of all the general education teachers

## CARD 33

- Oregon's monitoring tool (self-assessment) and on-site visits.

## CARD 34

- Encourage efforts to develop formative assessments to inform instruction for ELD. Learn how to inform practitioners on how to analyze and use summative data to evaluate ELD programs.

## CARD 35

- Collaboration between ELL and content instruction should continue to grow and develop deep ties. Teaching English in isolation from other content instruction is less effective than teaching together and coordinating efforts.

## CARD 36

- Keep supporting research in effective practices for teaching ELLs.
- Keep supporting English language learners. Increase lobbying effort to pass the Dream Act.

## CARD 37

- What they should keep doing in ELL classes education that it will helpful for the students who is learning English. They have to keep taking ELL class.

## CARD 38

- Family, cultural and linguistic support through schools, districts, and other institutions.

## CARD 39

- I think you should keep doing EL education is that having a lot of translation by different language.

## CARD 40

- Family support, family involvement, culture support, language support, high expectation on EL student's academic

## CARD 41

- School should keep helping the cultural because we can feel good and share our ideas with them in our own language. I am a student who is Nepali. We have cultural days every Saturday and when I go there I can share my problem that I am feeling at school. I think that if you have the cultural class it will more help the student to understand. When the children get the same kind of paper that is very important and get signature from their parent then it show and be in their own language.
- We have ELL support class in our school and I think we should keep having those support class with the other regular class.
- We should keep having the conference with parents through students each semester.

## CARD 42

- Differentiate instruction
- Continue to train and do follow up coaching with teachers
- Integrate content into ELD

## CARD 43

- Keep providing ELLs with accommodation and supports (i.e. extra time on assessments) when assessing their performance.

## CARD 44

- We should keep have ELL classes and have students be with the ELL class they need to high and to low.

## CARD 45

- What should we keep doing EL having conversation maintaining high standards-academically and behaviorally including EL's in academic courses.

## CARD 46

- Funding for professional development for teachers.
- Embracing cultural and language differences.

## CARD 47

- We should keep on encouraging the students to be proactive learners instead of being positive receivers. More cultural competency building

## CARD 48

- Avid school wide-use the structure in ELL classroom.



- Blend ELD/Bilingual cultural competent practices with organizational strategies such as AVID.

CARD 49

- Develop sustained professional development. Continue to train/retrain, train/retrain.
- Funding, funding – keep funding.
- Keep standards high – but, we all do than anyway, correct?

CARD 50

- Developing sustained PD for an RTI approach across the board.
- Developing collaborative model between mainstream and ELL teachers at the secondary level
- Preserve funding toward support of ELD.

CARD 51

- Continue to develop sustainable professional development for ELL plus mainstream teachers/keep funding.

CARD 52

- Keep holding students to high standards and to high academic language.

CARD 53

- Keeping the focus on ELL. We should keep funding Title III and possibly more funding to states for professional development for content teachers.

CARD 54

- We have to keep having a supportive class for students who are in ELL because without it, it is going to get complicated. Also programs that could help parents to know about what is going on in school.

CARD 55

- Keep schools accountable for the learning of all students, keeping ELD in the forefront of schools' thinking.

CARD 56

- I am impressed with the following programs the Seattle public schools co-teaching model where ELL trained teachers co-teach with mainstream classrooms. I'd like to see more of these opportunities. As a reading coach and a bilingual teacher, I know my best work has been when I have co-taught a lesson with a teacher. We need to continue as a state to find in-house teachers as coaches positions.

CARD 57

- Collaboration; integration with classroom teachers to keep ELL students involved in the classroom work. Relevant.

CARD 58

- We should keep learning from and sharing with others – including teachers, departments, schools and districts.
- We should keep using the collaborative teaching model to increase the understanding of all students – not only ELLs.

CARD 59

- We should keep a high level of accountability to ELLs, because if we don't, they will get marginalized. The problem isn't that we have an accountability system – the problem is how we implement the accountability system.

CARD 60

- We should keep doing people well; ELL people to keep practicing their language make them talk a lot, be confident with their self's and with others. That way, they can learn more, for example, in my school, we have every Monday a "Socratic seminar" that's where we practice our language skills, that way, we learn more and we also get to learn how to be more confident.

CARD 61

- Culturally responsive education/pedagogy
- High expectations – No deficit views
- Best strategies (GCAD)
- Collaboration with content area teacher

CARD 62

- Keep encouraging collaboration and co-teaching with content area classroom teachers.

- Keep what works, especially what has proven to work over time, for a long time. Promote this. Share. Keep.
- Keep holding ELLs to high standards – support them to achieve at high levels.
- Keep ELDs and proficiency levels; help more general educators to understand these.
- Keep encouraging parent/family and community connections of schools and districts.

## CARD 63

- Keep doing what's working now, especially community/family involvement – translation of letters home, etc. If funds will be cut now (temporarily) find a way to maintain institutional knowledge so that what works can be picked up again once funds become available.
- Keep focus on high academic standards and accountability, but allow much more fluid timeline for ELLs to demonstrate what they can do.

## CARD 64

- Keep language programs.
- Keep the support to our ELL families in their language.
- Keep after school programs (for academic and cultural).
- Keep those push in models either than pull out.

## CARD 65

- Keep dual language, literacy, squared, bilingual programs.
- Keep innovative opportunities for program implementation and research.
- Keep support for GLAD and SIOP and other effective sheltered instructional programs.
- Keep community and cultural supports.
- Keep networking and training for teachers and districts around effective ELL programs.
- Keep supporting collaboration with SEP (Secretary of Public Education in Mexico) to ensure authentic literacy and content practices for instruction in our bilingual programs.

## CARD 66

- We should keep doing the support class through which students can build up their speaking skills. Students can build up the speaking skills by doing discussion in the support class, philosophical chair, etc. Students can improve their writing skills by doing writing conference with support teachers. Improve their grades through getting one-on-one help from support teachers..
- NEED TO KEEP supporting cultural programs.

## CARD 67

- We need to continue to hold ELs to a high standard, but do so in a way that does not penalize schools/districts.
- We need to continue to find ways to engage our EL families in their children's education and school.
- Continue to provide Title III funding which has allows us to provide professional development for ELL and content teachers and increase family involvement.

## CARD 68

- Keep funding professional development through Title III.
- Keep high levels of family/community involvement and language access and funding for this through Title III.
- Continue supporting dual language programs.
- Continue developing relationships between school staff, students, families and communities.
- Continue believing all students can succeed and providing support for them to succeed to high standards.
- Continue providing opportunities to share best practices.

## CARD 69

- Keep funding for FLAP, Fulbright Harp.
- Keep content ELD classes.
- Keep IAs of the student's languages.

## CARD 70

- Continue support for after school and Saturday opportunities
- Expand support for high schools to keep students in school

## CARD 71

- Maintain student state/federal funding group)
- Training (ongoing) for EL staff
- Training for General Education, classroom, content, teachers (GLAD , SIOP, etc.)
- Integrate content into language acquisition
- Language learning in the content area (acquisition).
- Credit retrieval opportunities.

## CARD 72

- We need to continue to promote, policy, program and efforts that value multilingualism as an asset and not a deficit (i.e dual language preschool)
- We need to continue to identify research that promotes Best Practices for English Language Learners to increase academic achievement
- We need to continue to politically advocate for equity in education for our ELs and CLD students.

## CARD 73

- GLAD Training

## CARD 74

- Keep para-educators supporting in the classroom (especially in lower levels)
- Continue to train our general education content teachers with programs like GLAD to train them to work with ELL students.
- High standards for all ELL students

## CARD 75

- ELL students are expected to meet the same standard as the regular ed students.
- ELL strategies like GLAD that really work for our students
- Bilingual orientation confirm that work in Seattle school district.
- Bilingual instructional assistants that really know the primary language of the student.

## CARD 76

- Early childhood and primary interventions (pk, k, 1<sup>st</sup> grade) aimed at literacy/fluency/comprehension bring kids up to speed as soon as possible so that they can start on a level play field.

## CARD 77

- High standards with multiple scaffolds and reasonable timelines.
- Culturally competent educators (100% expectation eventually.)

## CARD 78

- To keep support group for native languages in task, add budget to ELL.
- Evaluate our achievement and make sure we are in the track.
- Produce more ELL kids ready for college.

## CARD 79

- We should keep our newcomer orientation centers. We should continue to have a place where students who are 0 English speakers can go and receive intensive English language interaction/practice before they attend a regular English only classroom.
- We should maintain high academic expectations for our ELLs while providing support so that they can access the curriculum better and perform higher academically.

## CARD 80

- Connect ELL support classes with content classes so that the instruction is connected for students, not disjointed ELD instruction.
- High standards for all with support.
- Understanding our ELL student levels and needs better; better use of data at the classroom level
- Collaborative teaching models.

## CARD 81

- We need to keep the classroom ELL support for the students because it helps represent the student, family and also that specific cultural background.

## CARD 82

- ELL students are to go more one support them.
- ELL students need money think to help them because it second language to us.

- Support your classroom to looking together our school.
- We should be able to have someone support you.

## CARD 83

- Developing cooperative relationships between teachers and ELL department while rising the academic achievement bar.

## CARD 84

- Keep Para educators in the schools. They provide invaluable home-school connections.
- Keep providing language classes for students in their native language, especially with foreign language required to go to college.
- Keep focusing pull-out instruction on content.
- Keep collaborating with all people working with students.

## CARD 85

- Keep ELL support classes and staff, including ELL certificated staff and para educators,
- Have the district to be accountable for ELL students success (keep it).
- Providing ELL students with primary language speakers is good.
- Keep the after school tutoring programs.

## CARD 86

- Keep:
  - Letting an EL student take a regular English class,
  - Holding EL students to higher standards,
  - Challenging them.
- Have after school help or other outside of class help.

## CARD 87

- Making connections between school and families. Bilingual IAs are key to building relationships with families
- Encouraging collaboration between ELL staff and classroom teachers. The goal of ELL support should continue to be the long-term success of ELs in the mainstream classroom.

## CARD 88

- We should continue funding for our bilingual instructional assistants. They provide both academic support and cultural connections. Also, the connections made with families is essential.

## CARD 89

- High standards for EL students that are also realistic and tailored to them.
- Professional development for classroom teachers and getting more of them endorsed and prepared to teach EL students.
- Priority/ emphasis on content area and academic language.
- Money for IHE grants.

## CARD 90

- Keep developing deeper understandings of student work (what students say, do and make that reveal where they are at. (This isn't wide spread enough).
- In some areas there are productive teacher learning communities that allow teachers deeper access to developing more sophisticated understandings of student work. This needs to continue and deepen and spread with proper guidance and compensation in order to improve practice.

## CARD 91

- What should we doing in EL education? We have to give them best Education and high standards. And work hard with ELL student.

## CARD 92

- We should keep having and expanding comfortable spaces for bilingual families and students to come together, share their experiences. SBOC is a clear example of that. I have had the experience to work in SBOC and in a "regular" school. I have seen a huge difference between the development of students in SBOC and other schools. I have noticed that students feel more comfortable to learn in a safe environment as SBOC is.

## CARD 93

- Keep our high expectations of ELLs and staff.

- Keep finding new ways to meet the needs of our ever-changing population of students. We need a flexible program that can change when necessary.
- Keep early intervention/support for elementary.

## CARD 94

- Encourage Family Literacy/Culture preservation in their comfortable linguistic environment at home.
- Not only form the diversity perspective but also student's self-confidence/image perspectives that promote their confidence/motivation levels to become an independent learner and future productive citizen.
- Align ELD or EALR or EALR to ELD
- Create assessments that assess ELL's grade level, language acquisition, levels and academic knowledge.

## CARD 95

- I believe we should continue supporting the existence of high standards for our ELs, however with a focus on using those standards as more of a carrot and less of a stick (i.e. as a positive goal and not a negative "uh-oh, I better teach this or I'm in trouble.").
- I also think there should be a continued emphasis on building academic skills and vocabulary, through verbal engagement and particular. I think we should build capacity in teachers to be able to facilitate productive and intentional activities that get ELs interacting with other students using academic language. This will need to be careful and intentional.
- Also, more activities that extend the school day/year through Summer and weekend programs will help students acquire academic language.

## CARD 96

- Keep having high expectations for ELLs.

## CARD 97

- Continue to focus on content in pull-out models.
- When possible, provide some instruction in native language or at least opportunities for cultural connections.
- Continue to collaborate (teacher to teacher).
- Encourage our EL students to be proactive learners.

## CARD 98

- Continue professional development for all but make it ongoing and hold educator accountable for implementing best practices.
- Open classroom doors along with desegregated assessments as a means of promoting improve dialogue and growth. Continue to build upon cultural backgrounds!

## CARD 99

- We should keep the communication with students and their families in their native language until the family and students needed it.
- Always try to keep the culture so the students feel welcome

**Round 3:**

**What should we start doing in EL Education?  
 What envisioned policies and practices would serve to ensure  
 a quality education for ELs in the 21<sup>st</sup> century?  
 What ought to be initiated?**

## CARD 1

- Start integrating ELL and content instruction at elementary level and making English language learners day more cohesive and not so choppy.

## CARD 2

- Like the idea that National Core Standards showed contain/define cultural competency and multi-lingual proficiency.
- Global education is driven by more than desire to develop workforce to benefit global corporations. Values lead by different cultural/linguistic groups need to be classified and understood within the cultural content in which they developed.
- Collaborative instructional models that work need to be replicated.
- Administrators' training include meeting needs of ELLs.

## CARD 3

- Train administrators
- Hold teachers accountable through evaluation implement ELD strategies
- Make the day more cohesive for ELLs

## CARD 4

- You need to start having more document to the people who are ELL student

## CARD 5

- Families – Participation
- Having higher expectations and providing resources for those expectations
- Put teeth into current laws

## CARD 6

- We need to start looking at all teachers as ELL teachers.
- Provide useful professional development for mainstream teachers
- Research-based methods.

## CARD 7

- Recruit a network and resources of multicultural/ethnic ELL teachers who are proficient in the student's first language.
- Implementing student's first language as a resource in their learning.

## CARD 8

- We should start working with the students more, brining their ideas and learn to listen to their needs.
- I also think it is important to accommodate ourselves to families' needs and cultures.
- We have to start seeing bilingual students that teach us and challenge paradigms.

## CARD 9

- We should start to have teachers show more to ELL classes about new things.

## CARD 10

- Defines a research-based school-wide/district-wide sheltered/immersion model for schools/districts where bilingual education is impracticable.
- Stop is a researched instructional model. What is the corresponding schools and district planning model?
- Hold districts accountable for numbers of bilingual graduates – Bernard's idea.

## CARD 11

- We should separate people who speak the same language even though it's hard to do that is helpful because that way Mexican people get a picture get an image of helping the society.

- Many people think that we only cause trouble but how can we prove they are wrong if they don't help us. We want to prove them wrong by showing them what we learn in school.

## CARD 12

- Please use this input that was generated by the day to make a change, real change. Thank you.

## CARD 13

- Start training of administrators in language acquisition and the ELL.
- Holding teachers accountable for diversified/differentiates instruction of our ELL.
- Easy/informal measures of student progress.

## CARD 14

- All educators need ESL education in current program and professional certification programs as well.
- Highly qualified language for transfers invalids ESL.
- Interdistrict and/or regional for newcomer/ dual-language opportunities.
- Funding for all-day Kindergarten for ELLs
- EMBED ELD students in all content standards rather than develop them separately.
- Coherent program so ELL day is not segmented and disconnected. If we expect classroom teachers to know how to effectively teach ELLs, they can stay in the classroom. Pass the DREAM Act.

## CARD 15

- Include EL professionals/prospective in ALL frameworks for instruction – Not as an afterthought.
- Pass the DREAM Act.
- Adopt WIDA standards – join consortium.
- Preparing administrators of classroom teachers to teach academic language of oral language development.
- Getting ALL migrant and bilingual students in preschool programs. No more waiting lists!!!

## CARD 16

- Start to require statewide and nationwide all teachers and administrators to have a solid foundation in 2<sup>nd</sup> language acquisition before they receive their teacher/administrator certificate and/or license.

## CARD 17

- Join the 21<sup>st</sup> century as a nation and actively and diligently promote multilingualism for all kids!

## CARD 18

- EL instruction needs to recognize the huge importance of social emotional learning in students' academic success, regardless of 1<sup>st</sup> language.
- Children cannot be ready for school to learn if they have not learned to manage their feelings, get along with others, and problem solve.
- ELLs experience levels of stress and frustration on a daily basis and stress, being emotionally based can interfere with students' learning experience both in English and content areas.
- Link EL instruction to community involvement for students and parents. Learning does not take place in the classroom.
- Develop a process for distinguishing between children with developmental delays and EL learning problems.
- Require all teachers and administrators to EL instruction certified or endorsed.
- Pass the DREAM Act.

## CARD 19

- We should figure out strategies for educating our English learners whose primary language literacy/vocabulary is weak.
- WE need to have some research in this area. Most research addresses educating English learners with the assumption that their primary language is a strong language.
- We should start outreach efforts for EL families with pre-school age children – like Headstart but specifically for English learners.
- WE should start a database of both current ELLs and exited in one place which teachers can access to find out more about their English learners.

## CARD 20

- ESL/ELL training for all administrators D.O.P. personal and building admin/counselors
- We all need to consider ourselves EL teachers/advocates.

## CARD 21

- Provide more resources to ELL programs that are working.
- Mobilization of parents to advocate for their students to succeed.
- Increase parent involvement and empowerment.
- Administration – supervisors training in ELL programs.
- Recruitment of bicultural teacher.

## CARD 22

- Pass the DREAM Act!
- Require all mainstream staff and administrators to take foundational professional development, i.e. CLAP.
- Differentiate funding based on proficiency levels. Number of languages spoken.
- Require teacher prep courses and hours of internship.
- Incentives for districts to hire diverse ELL staff.
- Adults that require conversations with the superintendent and Chief Financial Officer regarding key changes needed.
- Hire more staff at the state level to provide appropriate oversight and support.

## CARD 23

- We need a Harvard-type champion that looks at all the policy-research on ELL programming and writes the “economic investment” paper that shows every dollar interested now pays back in the future to find change! In ELL (like the studies in early education) Neighborhood to Neurons.
- Work from neighborhood to federal on reframing ESL/bilingual education so it is positive start celebrating and embracing our amazing national resource: our children (WABE).

## CARD 24

- ELL is not a disability. Beat the norm, misconception.
- Clear guidelines to differentiate English language learning from a learning disability.
- Accountability for all the educators/staff for ELL progress.
- Creating/promoting building climate that all the teachers are responsible and helping ELL kids by having ELL endorsement.
- ELD bedded in EALR.
- Network with community organizations (e.g. colleges).

## CARD 25

- Start integrating parents, involving them in their EL student education. Go to their names, invite them to be part of the school.
- Recruiting more bilingual teachers to work with our ELs in the classroom. Someone who can really speak the students’ native language.
- Training our administrators in the ELL area.

## CARD 26

- They should compare the curriculum in here with the curriculum for Mexico to see the progress of the students. Maybe they could see the difference between them. Also start the programs to help ELL students.

## CARD 27

- Culture competence
- Accountability – Low performance (teacher)
- Monitor bilingual staff
- Accountability
- Director and principal should understand ELL population
- Truly empower parents
- Provide fundraising and teacher

## CARD 28

- Start cultural competency program



- Awareness programs for community/school
- Research fellows
- Modify AYD for language learners
- Put the “B” back in your [OELA's] program title/office

## CARD 29

- Required training for all staff in STATE language acquisition strategies. Stop GLAD, TESOL, ESOL, CLAD.
- Cultural competence – develop positive attitudes and dispositions toward ELs across schools/district.
- Increased fundraising per ELL student for adequate EL staffing (beginners/intermediates).
- Dual language school funding (specific) targeted.
- Improved testing – more accurate results. Used to report integrated service model for collaboration between EL teachers and content teachers language acquisition in content context.
- Multiple resources at institutional level K-12.
- Credit retrieval app. HS.
- Integrated use of technology in language acquisition.
- Consistent EL-RTI models across schools/districts states/fed.
- 1:1 mentoring in native language. For beginners/immigrants/refugees/migrants (content).

## CARD 30

- We need to start training building administrators in the issues of language acquisition.
- Give students more opportunities to earn credits (6-12) for L1.
- Get parents involved and active and active in schools.

## CARD 31

- Sharing ownership of ELLs by with TAG special education, general education, building in teeth in the protection of the rights of ELLs and reinforce laws.
- Require that superintendents, principals and other administrators complete language acquisition course as part of their required licensures.
- Require that school districts allocate adequate funding for ELLs.
- Recognizing that speaking another language in addition to English is NOT a disability, but an asset.
- Staffing to collect and summarize the success stories and systematic programs to refund and further the policies.
- Require that all teachers complete language acquisition course for their licensure.
- More federal funding to support bilingual teacher preparation programs.

## CARD 32

- Valuing multicultural, multilingual teacher and student population.
- Recruit minority populations to become teachers.
- Require ELL instructional practices throughout general teacher educational courses.

## CARD 33

- National core standards for education should include cultural competence
- Being “proficient” in 2 languages (hold schools accountable for students being illiterate).
- Set National Teacher Standards to include teacher and administration training to include: strong foundation in language acquisition
- Instruction – Teachers should all be required to meet all ELL endorsement standards.
- Fund grow your own bilingual teacher grants
- Find/develop a systematic process for ELD instruction and set specific standards and expectations

## CARD 34

- Assure that cultural competency is a part of national core standards.
- “We need to create ht weather” for our ELLs
- Develop a marketing strategy that portrays our ELLs, their families, communities in a positive light.
- We need a plan that focuses on parent enforcement

- We need to develop an accountability system at the federal level that runs across the states
- Aligns expectations for ELLs.
- Need to start planning for a coherent, aligned program/services for ELLs.
- Teacher recruitment (bilingual/ESL endorsed).

## CARD 35

- If education is to go to a collaborative inclusion ELL model, then all key stakeholders need to be trained properly, aligning the information for everyone, along the way. Since differentiated instruction is more than a “buzz” word, it makes sense that ELL training be an integral part of practitioner outcome, on all levels, and for all jobs. ELL needs a positive perception, with rewards for positive results, staffing at the Federal level. What constitutes a quality, rigorous ELL program? What does it look like? How can we start? Perhaps a clearinghouse of information and data is needed to be shared by all stakeholders.

## CARD 36

- We should be able to help for as because can be if you don't understand to we say to you if teacher have to support ELL student to help for them.

## CARD 37

- Parent involvement and empowerment: EL family should be reached out by us. They
- Organizing a accountable system
- Classroom teacher should have an ELL endorsement.

## CARD 38

- I think we should start using a dictionary in MSPE when we are doing the test. Mostly to the ELL students if we have the cultural class our parents can get involved in theirs and they get to know what we are doing.
- Teach the parents about how to help the students about their work when they don't speak the English. We should have the ELL support class and regular class.
- If the student have been in America less than a year then they should not take WLPT or HSPE test.

## CARD 39

- WE need to start empowering parents and equipping them with the tools they need to help support their children.

## CARD 40

- Educate the principals and the mainstream teachers to have bilingual abilities/experiences
- We need to advocate for the bilingual education.
- Recruit more multilingual teachers who speak the students' primary languages.
- More bilingual English language certified teachers and bilingual staff.
- Hire teachers who speak the students' primary languages.
- Educate the parents to be able to involve in their children's' education.
- Hire more bilingual instructional assistants who speak the students' primary languages.
- Multicultural educational teachers and bilingual instructional assistants.
- Educate the principals and teachers to be able to and know how to accommodate the bilingual staff.

## CARD 41

- Funding/incentive grants for bilingual programs/native language. Like the old Title VII, that LEAs can apply receive without going through the state departments of Education.
- More focus on parent empowerment.
- Add teeth to compliance with program requirements different from outside of testing.

## CARD 42

- Start a dialogue about common core standards for English language proficiency. Do we need/want national standards similar to common core?

## CARD 43

- Start treating parents as parents of children rather than the teacher of their children. Parents' responsibilities should be to have their students be ready to learn when in school – by providing a quiet space for homework, clean clothes, well fed, good manners, good work habits, self esteem, skills in follow-through. The teaching of the content should not be part of parenting.

## CARD 44

- What should we start doing in ELL education?
- How many more truly bilingual programs offered would be a wonderful asset to our country. WE should be offering language immersion programs to all students at a young age.
- Yes, all teachers and administrators should be required to have ELD training, particularly schools which have any bilingual students.

## CARD 45

- We need to start providing high quality cultural responsive teachers (including administrators) (starting with courses at higher education) – so we can stop making inappropriate referrals to special education and yet also ensure ELs in learning disabilities do receive appropriate services.
- We need to start ELL and special education talking together – we have the same issues.

## CARD 46

- Recruiting bilingual ELL educators
- Empowering parents to be active participants in their students' education.
- Realizing ELLs are not disabled and should not be treated the same.

## CARD 47

- Begin actually meeting the needs of our EL and enforcing the laws. (Currently content information is not being shared in comprehensible ways).
- ALL staff (administrators and teachers) to be trained in language acquisition and the differing of the EL student.
- Promote multi/bilingualism for ALL students.

## CARD 48

- Adequate funding
- Language acquisition classes for all content teachers not just ELL teachers
- More teachers who speak the languages of the students.

## CARD 49

- Empower parents give them access to language classes in English OR classes that develop literacy skills in their first languages.
- Define quality for ELL programs.
- Change policies, regular testing, teacher preparation programs.
- State policy – Mainstream teachers must be required to have certain classes in teaching ELL kids.

## CARD 50

- Require language acquisition classes for mainstream teachers.
- Decide what penalty programs for ELLs look like and start implementing them in our schools.

## CARD 51

- Language acquisition for content area teachers
- Requiring mainstream content area teachers to be language teachers are well.

## CARD 52

- Start giving ELL teachers time to collaborate with general education teachers. This would include any funding needed.

## CARD 53

- “Grow your own” teachers recruiting multicultural teachers
- Collaborate model
- Coherent language education
- Administrators trained
- We need to start utilizing the recommendations for the reauthorization of the ESFA form organizations such as AMMF Executive Council and working Group on ELL Policy!!!

## CARD 54

- Stop focusing on NCLB and focus on students. Keep rigor in mind where assessing student growth but recognize growth!!
- All teachers and administrators should be ESL trained as part of their certification process.
- Accept the fact that “minority” students are now the majority in many states.

## CARD 55

- Recruit/hire teachers that are multilingual, multicultural and are great role models more our students.

## CARD 56

- Wave or modify AYP for school and districts that provide effective bilingual programs. Measurement tools: need to be appropriate English modified and primary language assessments.
- DOE – Put the B back in the title of the federal office that supports ELs.

## CARD 57

- Start reclassifying ELs when they are ready and not reclassified and then served as remedial students by Title I.

## CARD 58

- Focus on cultural component of adapting to US/teachers/Culture.

## CARD 59

- Put the B back in the title of your office to show that you value multilingualism.

## CARD 60

- Develop funding that promotes qualitative as well as quantitative data as scientifically based research (fellowship for research).
- We should investigate how we can embrace technology to effectively meet the needs of our CLD students and parents.
- We need to address the national political caucuses to move beyond awareness and political activism empower parents to be the voice to advocate for their students without retribution.

## CARD 61

- We should start training regular teachers or endorsed them in DLL education. That will help them to understand students more and help them in their learning better.
- We should start empowering the parents more, so they can help their children.

## CARD 62

- Share resources/ideas/ELD standards with other distinct states so we are not all instantly re-creating the wheel.
- Empower parents and students to advocate for DLL needs-build leadership from within.
- Require all teachers to have ELL endorsements!
- Integrate DLL support in a systematic, coherent way for students-not fragmented!

## CARD 63

- Expect English acquisition training of administrators.
- Start valuing speaking two languages.
- Start recruiting bilingual ELL educators.

## CARD 64

- Start Parent empowerment.
- Start Having a bilingual English language teacher.
- Start listening to kids and asking them what helps them understand the vocabulary and [illegible] to collaborating their input to the PLL community.
- Start Looking at schools demographic and looking at wash will best assist the students.

## CARD 65

- Continue to bolster programs and models that promote EL best practices.
- Require that state/district/school/school board/higher Ed are educated in them and use them.

## Card 66

- Create meaningful assessments that inform instruction, but assess student's true abilities.
- Create language assessments for he ELs so they can use their L1 as foreign language requirements for college.
- Give IAs the tools/resources they need to do their jobs effectively.
- Get rid of the North Seattle/South Seattle division that exists. Quality and fair education for all students.

## Card 67

- Providing resources ( \$) district and universities to work together to grow our own educators draw from students and para-educators.

- Addressing needs of ELs with interrupted education and ELs who seem to have plateaued and are not making progress or transitioning.
- Requiring administrators and general Ed teachers to be trained in second language acquisition and effective strategies for working with ELs.
- Empowering our parents so they feel welcomed in our schools.

## Card 68

- start offering additional English class to the ELL students. Not just only EL L class and support programs. Because most of us ELL students who are willing to go for years University will be impact if we are not offered to additional English class. Because we need four years of English to enter to four-year university.

## Card 69

- Start fully funding EL L programs.
- Provide structure for schools to share successful practices with similar schools. What models work in large districts with small population of ELL students? In rural districts?
- Provide structure to share heritage language resources.
- Develop capacity in community to support heritage languages (Saturday school?)
- Financial incentive for bilingual para-professionals to become teachers.
- Increase support for dual language programs.

## Card 70

- Need to ensure that we are preparing globally competent teachers who are multilingual. Even bilingual teachers may not be sensitive to all cultures. So the goal is more than just knowing to languages.
- Allow funds for two-way dual language programs to support the language learning needs of both groups (E. G. Spanish native speakers learning English and English speakers learning Spanish).

## Card 71

- Start encouraging bilingual education.
- Start reaching parents bring them the curriculum.
- Have all school staff know and get a lot of professional development. To learn ELL.
- Bring public interest to school, parents and community about the benefits of bilingualism-how student knowing both language or more will be more successful in school and life.

## Card 72

- Teachers should learn another language other than English so that they can value a second language and can empathize second language learning.

## Card 73

- Start training for teachers and administrators in language acquisition being required for all new and current educators.
- Defining what a quality ELL program can look like.
- Changing the attitudes of educators to think of having EL L as a positive addition to classroom students.

## Card 74

- Need to require principal and administrators to have an endorsement in language development/acquisition.
- Need to require that all teachers regardless of what they teach to have an ESL/bilingual endorsement.
- Need ESL/bilingual coaches in schools with ELL students.

## Card 75

- More ELL training for regular Ed teachers and administrators.
- Guidelines for effective ELL program delivery models.
- Recruitment of bilingual teaching staff.

## Card 76

- District focus on LD standards aligned with curricula.
- State mandates and support of ELL certification and training of all teachers and administrators.
- Recognizing the diverse needs of ELL - ELs born in the country versus new arrivals.
- Support parent empowerment.

- Thematic meaningful instruction.

## Card 77

- Start figuring out how to really develop, value, and honor student's first languages. This impacts:
  - hiring
  - assessments
  - program design
  - curriculum
  - parent engagement
  - and more

## Card 78

- I believe as was suggested by the panel, that we need to start moving away from characterizing ELs as a disability, to a school and being multilingual as a hindrance to a student's abilities. However, I think that characterization will change when we change how ELs are measured and treated in statistics.

## Card 79

- Start acknowledging that so many ELs in our schools are undocumented and that impacts so much of their school experience especially their motivation to become college ready.
- Start teaching more job ready classes (technical education) for students instead of college prep for students who are not on the path.
- Start developing the ELL awareness/skills of our non-ELL colleagues.
- Start holding districts accountable for tracking the education of ELLs who withdraw from school to be homeschooled.
- Start helping administrators see ELL as a plus not a disability.
- Start training administrators in EL L.

## Card 80

- Literacy squared-University of Colorado. Effective for bilingual programs with a focus on simultaneous literacy and cross linguistic connections.
- Teacher preparation programs specifically focused on teaching and bilingual programs.
- Cultural competency or responsive instruction as core standards for teacher practice.
- Funding for research and EL' S effective and innovative programs.
- Funding for bilingual teacher preparation programs with direct collaboration.
- ELD instruction that is integrated and focused and application in content areas.
- Dream act!

## Card 81

- Providing resources and models for all types of PLL populations and district configurations, including rural districts, medium districts with small ELL populations and larger districts with small ELL populations. For example, my district has 14,000 students and just over 500 ELLs K-12 in 21 schools. What is the best program model for that situation?
- Fund the ELL program. Local levy dollars fund half the teachers and all the paras in my district because state funds don't cover the instructional needs.
- Create and offer free online literacy instruction in a variety of languages to build L1 literacy for students in districts where few others (and no educators) speak their home language. Use distance learning to create a nationwide system.
- Start seeing second language ability as an asset, not a disability or a deficit.

## Card 82

- ESL endorsement for classroom teachers at high density schools.
- Guidelines or inclusions/pullout. What makes a quality program.
- Changing assessment/high-stakes discourse so teachers don't see ELLs as a problem.
- Realistic expectations by proficiency level.
- Appropriate supports guaranteed.

## Card 83

- Requiring administrators to be ELL trained.
- Increasing the ELL L professional development for certified administrative and para-professional staff to get everyone on the same page.

- Create cohesiveness among programs in order to effectively and equitably deliver ELL instruction and support for students.

Card 84

- Under NCLB highly qualified teachers did not include qualifications for ESL/Bilingual this is a must!
- Research agenda.
- Identification of potential ELL – uniform across country.
- Cannot defend or promote evidence of highly effective programs when every state has own targets.
- Fund programs that promote teachers learning another language-not foreign language programs.