



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New Ideas for Today

Open Space Report: New York City

As a convener, we would like you to put together a short report from your group describing the following. When you're finished, please type in this report in one of the laptops and hand in this sheet. Thanks!

1. **Names of group members**
Jackie LeRoy, Laura Vierira-Suarez, Danny Kofoed, Giuvela Leisengang, Khanna Borukhov, Katie Kurjakovic

2. **Issue/Topic/Activity**
How can we strengthen/create connections between educators of ELLs both within districts and across district lines and including institutions of higher learning?

3. **Highlights of Discussion/Recommendations/Next Action Steps**
Many Educators of ELLs are a small minority in their schools – sometimes there is only one staff member in a school. Teachers need to connect with colleagues so that they grow as teachers, keep abreast of best practices and can be advocates for their students and their professional field. The ELL community has often been an island within each school. It is important to first forge connections within the building and with the administration. Quality professional development and collaborative discussions can start to create a community. There needs to be opportunity for educators to meet across school and district lines. There are few structures in place at present for these types of connections. Also at the present time, there is a distrust of imposed professional development by some practitioners, as some imposed models of instruction and curriculum have not met the needs of ELLs and their teachers. A Kiva and open space structure for a forum would provide a good model to for a first meeting. Time is needed for meetings to take place and connections to be made.

4. **Available Resources**
Teachers of ELLs, instructional coaches, local colleges and universities, vendors, union locals

5. **Follow-up requests**
Schools need to be encouraged, and models provided, to free up time for teachers to meet together. Some models include a weekly “late start” for students or a monthly half day for students.