



# ***What Makes for Quality Education for English Learners in the 21<sup>st</sup> 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 – Sue from Lewiston, Maine; Jenny from Many Languages One Voice in Washington, D.C.; Linda from Utah State Dept. of Education; A ESL teacher from NYC, Carlos – ESL teacher and AP Spanish Teacher in NYC; M & M from Hunter College; Arlene from Regents Research Group; Jennifer Deng-Pickett from Collaborative Communications Group; from Vermont
2. Issue/Topic/Activity – EL programs and best practices  
  
Concentrated on MS and HS strategies.
3. Highlights of Discussion/Recommendations/Next Action Steps
  - Utah Future's program and the Governor of Utah's commitment to 2050 – 65% of students will be college bound and using the internet for every student at the 6<sup>th</sup> grade level to create their own IEPs with their parents to establish what their education plan is going to be from the 6<sup>th</sup> grade on. Working with parents now to get them computer literate to implement the program. The capacity building is happening with the school district personnel, especially guidance counselors.
  - Title III and how H.S. teachers are providing adult ESL through getting parents prepared for citizenship test and the English skills necessary to pass the USCIS test.
  - SIFE program → city/state distinctions on how to transition out of SIFE. How do kids exit the program? Working on data and progress which is measured in test scores and SIFE students move into ESL. In the program we discussed most of the students are Dominican who are in SIFE. The model is still moving from bilingual into monolingual courses.
  - The NY Regents test can be requested in multiple languages for various portions of the test. However, there is an English mandated portion that all students have to pass? However, a lot of teachers are providing ESL students instructions in English so the language for the test isn't comprehensive.
  - You have to pass all 5 regents to graduate.
  - Students are moving to states where there are no state assessments like Maine and Vermont where there are only local diplomas.
  - That despite the diplomas, remediation abounds in the community college levels. Many immigrant students and families do not understand that remedial courses, thought it costs money and they pay tuition do not yield credits until they can pass the Acuplacer. For many ELs, particularly the older ones, they have a hard time disconnecting oral proficiency and written proficiencies. Older ELs want to take AP classes and higher level classes despite only having a 3<sup>rd</sup> or 4<sup>th</sup> grade reading/literacy level.

- Even in NY, where there is a Regents requirement – there are still 80% of students who pass the Regents who go into remedial college level coursework. Too many teachers are teaching to the test and not developing learning skills.
- Fan of the Common Core – have clear national standards and ensure assessment and alignment.
- Use of collaborative learning strategies → different schools have seen outcomes using this method of collaborative teaching, collaborative learning across different skills sets/literacy levels. Teachers are a fan but do not have the resources/time and incentives to team teach in this way, especially if they are the only ESL teacher in their school. How do we use influential comprehension?
- Engage PD with all teachers and use in-service time and if you are the only ESL teacher in the school, get the administration to support professional development for all teachers in ESL teaching strategies so there are supports and tools beyond the ESL teacher.
- Discussed briefly the Denver Public Schools/University of Colorado @ Boulder/Padres Unidos i3 validation grant on Collaborative Strategic Reading as an integrated teaching strategy for all middle school teachers in DPS. The point is that all teachers can teach reading across all subjects and this not only benefits ELs but it also benefits LDs and other struggling readers. The innovation is that this is an integrated strategy not one that sidelines ELA teachers but makes it mandatory that all teachers are able to teach to struggling readers. If this works after 5 years in MS – it will scale to a district wide strategy.

#### 4. Available Resources

- a) [www.utahfutures.com](http://www.utahfutures.com)
- b) Denver Public Schools i3 Validation Grant at the Dept. of Education website.

#### 5. Follow-up requests