



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

Judie Haynes Jean Di Vincenzo Trudi Durrell Xae-Alicia Reyes Colleen Kubinski Kerri Whipple
Maureen Connors

2. Issue/Topic/Activity

How do we create a professional development that reflects student needs and connect to teachers' goals?

We need a buy-in from all staff that will result in a successful program to support achievement and ownership for all students.

3. Highlights of Discussion/Recommendations/Next Action Steps

New Opportunity: #LChat: Twitter Discussion for classroom teachers: ESL Worldwide
Mon 9-10 #LChat to begin discussion: research posted with range of interests

Successful PDs:

Team approach: Administrator/mainstream/content area teacher/ ELL specialist: working together
On application in problem-solving situations

Smaller population districts: advertise PD as Best Practice or for "at risk students" to widen audience:
purpose is to serve the need of all students not just limited to ELLs

L. Maxwell: recommended speaker for K-1 oral language development

PD need: "buy-in" for content area teachers:

- Building framework: get to know the culture and your audience...tailor to needs
- Use of "tuning protocol" to set non-threatening, collaborative atmosphere for teamwork
- Think of a language experience for all to personalize the dialogue: Teach mini language to set the stage of ELL newcomer for all
- Needed: data-based research to support suggestions/strategies
- Culture of building important to success of any PD: use people from within to organize and run PD

- After initial PD presentation, administrators, content area teachers and ELL specialists need separate strands for their particular applications after training
- All PD should have some assignment for participants to apply to their classroom + follow up and revisiting of student work that reinforces PD initiatives and goals
- There is a need for accountability among all program coordinators to support interdisciplinary collaboration for PD learning to be applied across the board for all students.

4. Available Resources

5. Follow-up requests