



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**
 - a. Cheryl Green-Foster
 - b. Wanda Huertas
 - c. Maria Meyer
 - d. John Balbi
 - e. Susanne Marcus
 - f. Mary Stephens
 - g. Miriam Garcia

2. **Issue/Topic/Activity**

How to talk to administrators and content area teachers about...
Program models (SIOP and CALLA)
Nature of culture
Importance of wait time
Length of time it takes to develop conceptual knowledge
Development of lessons with pre-teaching concepts and vocabulary
Literary forms across cultures are not universal
Orchestrating conversations both in faculty/lunch room and in professional development sessions.

3. **Highlights of Discussion/Recommendations/Next Action Steps**

Sensitizing mainstream colleagues and administrators to the issues
Understanding how to initiate conversations
Strategies for getting people to listen
Six pronged approach to scaffolding
Bloom's Taxonomy hierarchy
Understanding the abundance and redundancy of the above topics and how it relates to the mainstream population and emergent bilinguals

4. **Available Resources**

Call on the elders in the field to help provide the support to voice the concerns and needs
ESOL and Special Education personnel should seek support in one another
SIOP manual (Echeverria)
CALLA manual (O'Malley and Chamot)

5. **Follow-up requests**