

Kiva Process: Charlotte – May 9, 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

- AMAO 3 is a Title I AMO (Academic Achievement)
 - Using it as a Title III AMAO as well is a form of “double dipping”. Because the accountability is in Title I, it should be removed as a Title III accountability factor.
- Testing students who have just arrived in the US in math is unfair. Although many claim that “math is a universal language”, there are many factors that prevent students from demonstrating what they know in math. Many math assessments have a heavy emphasis on word problems (in English) and new students do not have the language ability in English to understand the problem, therefore they can’t solve it. Symbols and methods of solving problems vary among countries, for example: decimals vs. commas; how a long division problem is written and solved.

CARD 2

- We should stop punitive testing of EL students. Currently in NC they are required from the first year to take all the state end-of-grade tests for their grade plus a comprehensive English language test (ACCESS).
- We should stop making one size fit all for every district. We definitely should not mandate how Title III or other EL funds are spent. Each district is so diverse and must have the flexibility to do what is best in their situation.
- We should stop equating ESL with Spanish.
- We should stop lumping EC (Special Ed) and ESL together.

CARD 3

- Stop testing constantly for all students. Preparing for and taking assessments (high stakes) has replaced true learning and created a negative environment for teachers and students alike.
- Use research based information to inform policy instead of what a handful of individuals recommend.
- Start looking at the colleges of education that are not adequately preparing teachers to educate diverse student populations.
- Stop viewing ELLs through a deficit perspective and recognize the assets they bring into the classroom.

CARD 4

- We should stop putting so much of an emphasis on testing, where ELLs are concerned. It need to be taken more into account that these students often lack both the vocabulary and background knowledge necessary for passing state end-of-year assessments. Either these students need to be given an adjustment period, or some modifications need to be made. More resources and support for our teachers in preparing ELLs for testing.

CARD 5

- To close the achievement gap between English learners and native speakers such as having equal access to higher education and same civil rights as other people. Without policy changes on immigration, changes in ESL education is fruitless.

CARD 6

- Create a common assessment tool to be used for initial and ongoing assessment. Assessment results are accepted nationally.
- After two years of consistent proficiency, bank scores so students are not subjected to 5-4 hours of English proficiency testing yearly.
- Pass the DREAM Act so ELLs have a reason to stay in school.
- Common assessment nationally does not “pad” numbers for ELLs.

CARD 7

- Change the acronym: MF-LEP it just sounds wrong!
- Stop testing so soon and so often- except to get baseline.
- Stop the mentality of linking EC and ESL. These students do not need “remediation”. Stop the negative perception.

CARD 8

- Stop having ESL teachers working in isolation.
- Restructuring teaching days so staff can work cooperatively to plan for ELLs.

CARD 9

- Pull out programs that cause a disruption to the student’s education. They miss information presented in the regular class, come back in the middle of a class and have no clue what has been going on. It is hard enough for them to understand the material, but the breaks caused by the pull out makes it harder for them. I feel no program would be better than a pull out program if that is all the school system is providing.

CARD 10

- Students need to be continually supported and monitored in their language acquisition; not exited as quickly as possible. One comment from a university ELTI teacher stated that students had exited out of the EL program in public schools were found to struggle at the high education level.

CARD 11

- Testing; not testing ELs so early or using simplified English as alternative assessment types that focus on content concepts.
- Funding; university vs. LEA/SEA perspective differ greatly? Those in the field know what the needs are and how to address them. Guidance is needed, but not restrictive mandates.

CARD 12

- Allow students to have 3 years of American education before requiring them to take state tests.
- Remove AMAO 3.

CARD 13

- Use linguistic modifications in all content without reducing the rigor of the test for ELs. This is a suggestion to eliminating the amount of testing and testing ELs in their first year.

CARD 14

- Letting big business run accountability (Gates, broad)
- Letting administrators get away w/ not serving students.
- Using ESL teachers as instructional assistants.
- Using ESL teachers as interpreters; they are language experts.
- Hiring people who do not have specialized degrees when there are qualified teacher trained candidates.

CARD 15

- Hiring non-certified/without specialized ESL degrees to teach ESL classes.
- Testing ELs their first year in US schools, let alone their first 3. We are doing a disservice making newcomers sit and struggle through high stakes tests; this is not educational best practices.
- Letting schools not be accountable and not serve ELs’ specific language needs.
- Stop under-utilizing ESL teachers – using them as “instructional aides, “co-teaching”

CARD 16

- Testing for standardized content achievement in the first 3 years in US.
- Allowing people w/out specialized training in language acquisition and cultural backgrounds be the schools’ ESL teacher.
- Looking at the only teacher that can help an EL learn language.
- The loose directives on how ELs can be served which allow schools to get away with not serving students at all.

CARD 17

- Letting administrators (district, school) with no knowledge on ELs or EL education make crucial decisions about programs/services for ELs.

- Test ELs with tests that are not designed to accommodate their language needs.
- Testing ELs in their first year in US schools.
- Not serving ELs that have an intermediate or high level in reading in English (ACCESS).
- Stop retaining ELs based on non-reliable data.
- Stop letting districts to interpret policy on their own.
- Stop changing the criteria for exiting LEP status; only 1 should be established based on reliable data.

CARD 18

- No funds/services for exiting ELs.
- Taking assessments every year – too much.
- Eliminate PBC 111 – making funding fit because it doesn't
- We need freedom to spend funds – we can't even pay interpreters/translators with Title III funds.
- Separate ESL/EL
- High school EOCs on first year in US schools.
- Dual language – not enough prepared bilingual teachers to teach – we must train ESL teachers/content area teachers to train ELs.

CARD 19

- Stop counting academic yrs when students has only been in the country a couple of months
- Do not require students to re-take the entire lang. test (access) after they have passed domains

CARD 20

- Stop testing the 1st year!
- Don't count the 1st year let them get use to their new surroundings

CARD 21

- Stop testing the first year
- Stop looking ESL and EC as the same group

CARD 22

- Test only domains where didn't test out.
- Where would we get bilingual teachers

CARD 23

- EOG&EOC TESTING for students who are new to the country need to release from assessments for all content areas for at least 2 yrs.
- Principals have final authority on who is held back or moves on and many principals should not be permitted to overrule decisions made by a committee- this happens in the retention area the most

CARD 24

- None of our great ideas and fantastic plans are going to amount to a hill of beans if our teachers don't get the time they need to learn, plan and collaborate
- Given the evident majority of the Spanish speaking population and the nascent success of dual-language and heritage-language programs in Charlotte, further exploring dual- language initiatives is an idea with potential

CARD 25

- Stop testing the first year
- Dual language (while a great thing) is not feasible with most states budgets. Not all student's language (some with tribal language) would have access to that language in the US

CARD 26

- Testing
 - Increase time in U.S. schools before require state testing.
 - Cut the # of tests given to students in a year
 - "bank" scores from passed portion of English proficiency test so don't have to re-take whole test
 - Use National test of English proficiency(same test throughout USA)

CARD 27

- Scheduling
 - Fix NC wise scheduling works better for LEP students eg, add prerequisites for some courses

CARD 28

- Early and appropriate identification of ELL students' "special education" needs, disabilities, etc. should be seen as a means of enhancing successful outcomes throughout the ELL process/system. EC teachers involvement/outreach should be actively solicited (mandated?) attentions directed to a student's "special needs" does not dilute the education of the group as a whole; rather, are ultimately benefited.

CARD 29

- Testing guideline/policy do need to be modified, but there will still need to be something to show ELs are being taught and right now the testing is what is tied to funding.
- Incorrect scheduling that places our ELs at a disadvantage makes them more likely to become disenfranchised and ultimately dropout. Scheduling also affects testing, which being tied to funding causes undo harm, and will need to be looked at.
- I say have true 1st and 2nd year waivers for those whose initial language scores are low

CARD 30

- Stop testing (math, science) grades 3-8 first year in US schools—therefore we would need to adopt a standardized math and science assessment for LEPs only...
- Principals need to stop trying to shang-hai ESL teachers to be literacy team teachers

CARD 31

- Why are pull-out ESL models allowed to continue across country when there is minimal research that supports their success with getting LEP students to master grade level content as well as language?
- All states should require additional certification to teach ELS; all content area teachers should be trained and licensed in EL strategies.
- Teacher ED programs should require training in EL strategies.

CARD 32

- Stop:
 - Inconsistent applications of immigration policies (ex. 287g) that split families and create fear among families and students, resulting in lack of attendance and achievement; ex: parents without drivers licenses are afraid to take children to school or to participate in events
 - Policies punishing students that are undocumented, disallowing them jobs & college education when a high school degree is earned
 - AMA03/ testing issues that overwhelm learning , reducing teaching/ learning opportunities; testing after 1 yr in US

CARD 33

- OCR needs to get involved with what will happen to students who are undocumented and graduate but have no future of school/job but were protected by OCR while attending school.
- Bank scores that can be utilized by other states for placement when students relocate PLUS it provides data for closing the gap
- A common assessment should be developed for initial placement and assessment for future services while training progress.

CARD 34

- One thing that we need to stop doing in EL education is trying to use a one size fits all approach for all EL education. The background and strengths of each student and teacher makes this practice impractical. Creating a more flexible system would help us to better serve these students creating a generation of students who test is keeping them from truly learning.

CARD 35

- We should change our funding policies. A great number of our LEPs in kindergarten were born in US and not considered immigrant. We do not qualify for immigrant funds but these students need the extra funding that allows for extra support.

CARD 36

- We should stop counting one day, 1 month, etc. as first yr in US schools in regards to testing federal law states we must test LEPs in math, science in first yr and reading in 2nd. If a student arrives in May, by Aug. he/she is considered to be 2nd yr. in US schools.

CARD 37

- Content area teachers and administrators need to be adequately trained before having EL in their classrooms/schools and be provided explicit systematic and ongoing professional development and support.
- They also need to be held accountable for their students' progress
- Language proficiency portfolios would be a great way to show growth rather than having 1 shot test.

CARD 38

- What should we stop?
 - Excessive testing
 - Penalizing states not meeting AYP because of large numbers of ELs
 - Stop using mainstream rubrics with EL students
- Revisit NCLB and AYP policies as well as assessment policies

CARD 39

- Stop using tests that are neither valid nor reliable and resulting in negative consequences (punishment) not only for the students but also for the schools, districts and soon(w/ revised teacher evaluation) the teachers. ELLs once successful are exited from the category so should be treated differently in terms of how outcomes impact state accountability plans.

CARD 40

- The conversation was very beneficial. One participant's suggestion to create a differentiated rubric (for testing) for 1st 3yrs child is learning English would be a more equitable approach. It would facilitate more fair evaluation of teachers and students.

CARD 41

- Reevaluation/evaluation and testing of ELLs needs to be looked at/ revisited nationally
- Reevaluating only in the area not proficient (WIDA/ACCESS) is a great idea

CARD 42

- What should we stop doing in ELL education? Grouping EC and ESL together
- Testing students so that it is used in a way to help students instead of deflating their confidence. To stop grouping all ELLs in the same category

CARD 43

- Get content area teachers certified in ESL
- Keep all teachers in ESL research
- Nationwide ESL testing/placement- too much retesting state to state
- Stop pulling out ESL for separate classes when they reach certain performance levels
- Stop counting 1st academic yr for testing-count 2 calendar yrs.

CARD 44

- Newcomer centers that keep students isolated for ESL instruction for months/yr. should be eliminated. Students need to be able to acclimate with the other students in the school. Isolating does not help with the acquisition.
- Requirements for all teachers to have ESL training is needed in every state.

C CARD 45

- Stop!-attendance issue should be looked at 1:1-too much penalty
- Testing is overdone!- 1st yr testing in math, 2 yr testing in math and reading
- Statewide yearly testing to be uniform- share into across lines

CARD 46

- Stop looking at ESL and EC as same

CARD 47

- Less standardization, more local control. Including; assessment, funding, curriculum
- Change cultural impression so that English learners are viewed as an opportunity not a burden.

CARD 48

- STOP moves to impose any one method/methodology-verities of students, #s serviced etc is too great
- STOP excessive testing. Banking idea is good.

- STOP having wide variety of regs/policies across different states

CARD 49

- 1st yr students should not be tested when there WAPT is 4 or lower. If a student came in today, he/she would have to take an EOG in all courses except Eng 1- it takes a person 5-7 yrs to become proficient as an English speaker

CARD 50

- Testing students in 1st yr in US schools. The state tests of EOG/EOC are reading and comprehending English. Time is a key factor in allowing them to be successful.
- Funding should be changed. Districts should be allowed to have ESL teachers with federal funding states do not have enough funds to have the number of teachers needed.

CARD 51

- Testing is obviously an issue
- State Testing plus Language Testing
- Banking scored
- Does WIDA/ACCESS have potential to be a Nationwide language test
- Dual Language ESL Program with a better understanding of how this could be implemented (have reservations)
- I understand the importance of a bilingual population such as native English speakers speaking more than one language.

CARD 52

- Strongly agree with the idea/recommendation to not require students to retake a portion of the annual language assessment that has been passed previously
- Support the idea of a uniform annual assessment nationally

CARD 53

- Testing too much, too soon!!
- Scores take on too much importance
- Do not look at ELL's as a group but individually (what works for one may not work for another)
- We need many approaches not just one

CARD 54

- Stop testing ELL like ELDA. Use current test like PASS or MAP to establish the improvement in the student.
- Continue pull-out for beginning students
- Testing in L1 is often not helpful. Many students have never had academic education learning in their L1
- Do – separate ELL from other special needs programs. ELL's do not have cognitive learning disabilities

CARD 55

- Academic Testing – test ESL students based on their language level. Consider using the test in their routine languages, not on how long they've been in school.
- Encourage dual-language curriculum
- Bilingual education, go!
- Funding for teachers to learn a foreign language

CARD 56

- It's important to test pre/post English proficiency – but it should not be tied to funding because tying it to funding results in over testing & testing fatigue & draining school resources
- The S. Eastern U.S. has additional problems with politics of language affecting policy & instructions
- Pull-out programs are ineffective, take children away from the content, create a tiered social system, and are not tied to the classroom curriculum

CARD 57

- The common thread from Round 1 is centered on testing. From listening and talking with those in the public schools system, there is far too much of it so it seems be redundant and a waste of too much time and effort leading to great frustration for the teacher and the student. Also many students are ill prepared to take a test and have not learned test – taking skills. I teach adults ESL and most have never gone to school much less taken a test

CARD 58

- Suggest focus for S7FE student instead of all immigrants

CARD 59

- No funding for year 1 & 2 exited students
- No support for exited students
- Suggestion – Policy to ensure continuity of services

CARD 60

- Weighted formula for funding
- Flexibility regarding calculating AMA03 for LEP sub-group
- Lack of specific guidelines for retention for ELL's
- 2% indirect cost – too little

CARD 61

- STOP – Smothering out students w/testing
- START – common Cure testing
- Reinforcing value of heritage language
- Beware of [can't read word] Spanish – approach generally

CARD 62

- Assignments need to be reviewed for validity and used in a more targeted way for ELL students

CARD 63

- Stop ignoring research. For example, we test before research shows children /ELL's are proficient, we use same EOG/EOC as native speakers
- Stop exit or take away modifications too soon

CARD 64

- Testing is a problem when it is tied to money
- Assuming all the ELS/ELL's are illegal
- We need to stop pull-out program
- No co-teaching without training
- All teachers need to have sensitivity training

CARD 65

- Stop practices that are a mismatch with research ex.1 taking students w/state tests within 1st year of US entry with research shows it takes 4-7 years for social language proficiency. ex.2 being bilingual is “shameful” – all classes & content are monolingual – ESL pullout students carry a stigma as an ESL student – treated separately then Native English speakers through pull-out --- separate classes reinforce to bi-language students that they are “wrong” or need help
- Research shows dual language increases cognitive abilities and closes achievement gap also prepares ALL students for the 21st century career readiness

CARD 66

- Once children exit ESL either in K or beyond we need to monitor them more than 2 years. We have students failing in 3rd grade that exited ESL in K
- Stop retaining ESL children!

CARD 67

- Districts should not be held accountable for AYP TWICE (AYP & AMA03)
- EL'S with special needs should not be held to the same standards as regular education EL's (in Assessment of ELP)
- EL's should be counted in limited # of subgroups under the Title1 (Districts might have 1 student impacting them in 4groups!)
- No longer fund immigrants due to “increase-only”. (Used can change immigrant definition to exclude many kids who don't need IMM services – children of U.S. parents, but born overseas?)

CARD 68

- Funding formula should be revisited to address a changing population (PRC)
- Immigrant (by head count instead of growth)

- Refuge (by headcount)
- SIFE – Consider additional funding for students w/interrupted education
- Eliminate AYP-concept of “double jeopardy” where by Title III District held accountable
- Funding should be allocated for programs that promote heritage language maintenance such as dual average
- It should be “cool” to be bilingual, intercultural and bilingual
- A language is a terrible thing to waste!

CARD 69

- Change the name of OELA to represent broader language policy a language goal issues (that can even encourage English speakers to be multilingual)
- Establish strong federal leadership – STOP LOCAL & STATE CONTROL OF FEDERAL FUNDS
- STOP funding pullout ESL, Sheltered English/Immersion (except for small numbers of EL’s), and transitional B.E. and fund only programs that work – (maintenance and dual lang)
- Stop allowing politics, emotions, and anecdotes to inform fed policy – look at the research, be courageous and follow it!!
- States should assess in the L1 (stop Eng only assessment)
- Stop regarding L1 as problem instead of resource

CARD 70

- Stop spending money on professional development for teachers without implementing effective ways to monitor the effectiveness of instruction once teachers have been trained!
- Increase accountability measures for teachers who work with EL’S (in terms of holding them accountable for implementing SIOP with fidelity)

CARD 71

- Fold PRAC III Funding into 104
- More flexibility in the use of Title III (e.g. allow testing w/ federal funding)
- Eliminate AMA03
- Reframe achievement gap debate when referencing ELL’s Our goal under Title III is to exit ELL’s, not close the achievement gap.

CARD 72

- Stop counting one day or one month in the U.S. as 1 year in U.S. Schools – One day does NOT equal 1 year – use real time. Right now if a student comes to school for the last day of school when he starts back in August he is counted as a 2nd year student. Who came back up with that stupid rule? It needs to change.
- Stop inadequate testing of ES1 students who could have disabilities. More effective testing to truly evaluate them needs to be developed.

CARD 73

- Testing is a major issue that could be answered in part by asking the teachers who prepare the students for the test.
- It’s important that there be some commonalities across districts but districts do know what their children need.
- Bilingual education is fine for some languages but what about places with many languages? Charlotte has probated it dual language programs K-12
- Sending ELL’s out to the mainstream with no more attention to their reading and writing is a dis-service to the EL’s and to their classroom teachers! BURDEN!

CARD 74

- Stop isolating language and content language is embedded in content and needs to be explicitly taught to all students. Teachers need to explicitly plan for language in their lessons and not think that it is the responsibility of the EL teacher.

CARD 75

- I believe that every student in America should be bilingual. I think it would increase their ability (aptitude) for math and sciences and give us (Americans) a cultural awakening that will help us to be more understanding of other cultures and more tolerant. We have lost ability to empathize.

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

- Thinking about the whole child includes the child's parents but parents, teachers, and children all need to be a part of the learning process. Parents need some kind of "permission" to come into the classroom as a language/culture expert-long-term, not just a guest visit-to teach the children.
- Too much politics!
- ESL list serve is a powerful resource- north Carolina- but not everyone knows about it. Need to use the internet to allow communication among all stakeholders without "titles" to blur.

CARD 2

- My "keeps" are more "need to promotes"
- Promote ESOL/ mainstream cooperation
- Promote programs like RTI & SIOP
- Don't mandate specific programs
- Promote parental involvement
- Promote pre-k and early grades ESOL

CARD 3

- Keep "LEP" accountable in the content areas with some flexibility
- Whole-child approach: every teacher is a language teacher
- Sheltered instruction for ELLS
- Pre-k

CARD 4

- Pre-k programs for ELLS should be included in new legislation
- Keep focus on parent outreach
- Continue requirement for HQ prof. dev. Of administrators and teachers

CARD 5

- Why do colleges not offer ESL courses to undergrad? How do we get that as part of curriculum for teaching degree? SIOP- continue implementing.
- What does research show about ELLS in pre-k and improvement when get to schools
- Continue ESL pullout/inclusion for certain beginning students
- Allow districts to look at each child as an individual.
- I don't want to see more mandated programs

CARD 6

- Academic language is a 2nd language. Parents need to be encouraged and educated in order to help child

CARD 7

- I believe we should continue to fund health care and community health services for our ELL population. The students will not be successful in school if they have health issues to face. My idea is that there should be several different modes of serving ELLS push-in, pull-out, 1 on 1(for new comers)and any other method that is promoting ELLs success academically and that ESL teachers should have the choice to decide which method is most appropriate for each student based on their proficiency levels and their particular academic needs.

CARD 8

- Promote the implementation of sheltered instruction
- Keep funding preschool programs

CARD 9

- What should we keep doing in EL education?
 - Focus on the whole child
 - Utilize parents in the program
- Academic language is a 2nd language for all students
- We need to focus on the whole child

CARD 10

- We should keep providing professional development to teachers. If we do not continue to adequately prepare teachers for the challenges provided by changing student populations, we will be keeping students back

CARD 11

- We should keep funding preschool and More A Four to help English learners be more prepared for school
- We should involve all classroom teachers in professional development (such as SIOP) to help prepare them to meet the needs of our students in every content area

CARD 12

- We should continue offering professional development to empower classroom teachers with strategies to scaffold instruction (SIOP)
- Professional dev. Should be ongoing and not a one shot deal
- We should fund pre-k as many of our kindergarten are born here and could benefit from early intervention
- We should continue to provide specific newcomer rubric. While classroom teachers with 30-35 students may be able to modify curriculum to meet various linguistic bench. Newcomers need a very specific curriculum

CARD 13

- I completely support dual language immersion from early on, i.e, pre-k/bright beginnings, etc. I think it is key that our ELLs receive services even before kindergarten, as a way to teach the necessary background and vocab. At the same time as our native speakers.

CARD 14

- Inquiry curriculum in some schools- students are motivated, multiple languages spoken, content language used, side by side learning by Edelsky & Smith
- Funds of Knowledge- bring home and community knowledge into the classroom, increases motivation to learn and stay in school.

CARD 15

- Keep working to build parent/community involvement in schools
- Keep training teachers at colleges of education and those in the field to develop and improve best practice/SIOP strategies
- Provide teachers time to plan
- Get rid of the rigid time restraints on schedules
- Funding for newcomers program

CARD 16

- Keep on!
 - School wide SIOP pd
 - Parent “English” classes
 - Rich program for newcomers
 - Planning w/classroom teachers

CARD 17

- SIOP and PD for classroom teachers
- Begin the process of working with PK teachers
- Support newcomers program
- Keep funding newcomers and early intervention
- Promote parent involvement

CARD 18

- Newcomers programs should be given to start their learning curve- survival shells, cultural shields

CARD 19

- What should keep doing in EL education?
 - Keep shelter instruction techniques for ELLs
 - Maintain training for teachers (mainstream classrooms)
 - Professional learning communities
 - Funding for early school education
 - This conversation we are having today with the office of language acquisition

CARD 20

- Keep pre-k programs to better prepare EL students (and parents) for public school
- Keep providing training to regular classroom teachers who have EL students in their classrooms. (cultural awareness, teaching strategies) educators must be global thinkers and prepared to teach and interact with increasingly more diverse populations
- Keep promoting the importance of ESL to create awareness, as it relates to the future at our country's success.

CARD 21

- Early intervention in pre-k is way important
- Develop \$ is non-existent in NC

CARD 22

- SIOP strategies
- ESL pull out
- RTI

CARD 23

- Work with pre-k's
- Help classroom teachers with SIOP training
- Show them the importance and do something to benefit the teachers is she goes for the training
- Look at the whole child

CARD 24

- Continued PD for classroom teachers and administrators on the attitudes towards ELLs and increased use of strategies

CARD 25

- The initiatives mentioned in this round- PK ELL instruction, SIOP, parent involvement- should be baseline, minimum standards. They're not but should be

CARD 26

- Funding needs to continue and although federal funding only represents upwards of 7% of a LEAs budget, I think it is targeted in that it really provides for personnel, materials and professional development that would not otherwise be available without this funding, ELs might be tested, enrolled and taught but there would be a greater chance for a lack of direction and guidance that can be instrumental in EL achievement. I also think that EL policy and law will eventually better formalize what needs to be provided to ELs in the same vein that title 1 guides economically disadvantaged students and the way in which students with disabilities are funded.

CARD 27

- Parent involvement with easy access to interpreters and translated school documents
- ESL classes for parents
- Bilingual parent advocates in schools

CARD 28

- Emphasize pre-k and k ESL programs and newcomer centers
- Require SIOP training in all university teacher training programs if don't already
- Require an siop course for state license renewal for teachers and administrators

CARD 29

- Funding pre-k
- “we are failing students who are low incidence, the one place I would not want my child is an environment of low incidence”
- Teacher training is a must, but the training must be ongoing and applicable. The teachers must know how to apply their training to teach ELLs.

CARD 30

- Keep
 - Newcomer programs w/bilingual personnel
 - Early intervention-pre kinders
 - SIOP strategies in content areas
 - Interpreters/translators/parent liaisons who teach and prepare parents, keep them informed
 - Professional development for teachers and administrators

CARD 31

- Working with pre-k for early interventions
- Continue SIOP/ExCell/Inclusion of content area teachers
- RTI (response to intervention)

CARD 32

- Keep doing:
 - Maragrita Calderon ExCell framework has proved very intuitively appealing for our school system and we are continuing to implement in various high density, low reading performance schools
 - WIDA assessment- standardized across almost 50% of states

CARD 33

- Keep finding ways to engage parents of ELs in the school community and in their children’s educational journey
- Keep the same test for measuring ELs’ proficiency across the state. (encourage states who joined the WIDA consortium to do so that we can all use the same measurement tools for these students)

CARD 34

- We should definitely keep providing professional development to mainstream teachers possibly ever making it a requirement for all teacher certifications(some component of working with ELLs)
- We should continue early literacy interventions including programs like:
 - All day 4k
 - First Steps
 - Reading First
- We should continue to be a resource for parents and acknowledge them as their child’s first teacher

CARD 35

- Continue incorporating SIOP into the regular education classroom.

CARD 36

- Professional development opportunities for all staff on teaching language
- Initiatives that develop academic language for students
- Opportunities for implementation for new technology as it becomes available

CARD 37

- Evolving our professional development to meet the evolving EELs.

CARD 38

- Keep/require staff-professional development for all admin and content area classroom teachers
- Parental engagement – KEY!

CARD 39

- Stop sheltered inst. prof. development for all teachers
- Parental involvement

CARD 40

- Keep heading towards Common Core Standards—teach less but teach deeper

- Keep pre-K education
- Keep engaging parents—teachers should be forced to make frequent contacts
- Offer childcare/food for all parent events

CARD 41

- ESOL in pre-K program
- Funding for parental support and parent learning school related vocabulary to aid in conferences, etc.

CARD 42

- Pre-K; language support in pre-K
- Dual language and dual literary programs

CARD 43

- Looking at what is working around your school, district, and state, to connect to successful practices that engage parents, promote early intervention (Pre-K) and look at the whole child as we build capacity in our teachers to be intentional language instructors.

CARD 44

- Write LEP/ELLs being largely born in the U.S.; Pre-K programs are critical
- Academic language is a second language.

CARD 45

- /Whole child approach
- What does the student bring? Not what is lacking?
- All teachers responsible for ALL students.
PD for contact teachers and pre-service teachers on working with ELLs. Stop ExC.ELL, etc.
- Parent involvement—from English classes to school climate courses to involvement in the classroom
- Lifelong learners—REALLY?

CARD 46

- Continue the staff development of sheltered instruction for all teachers K-12. This has helped tremendously in helping them learn how to work with the ELs in their classrooms no matter what subject they teach. The use of teach scape with administrators also has allowed them to go into classroom with walk throughs to monitor the use of the sheltered instruction strategies being used in classrooms.

CARD 47

- Support for HEADSTART, NC MORE AT 4; PRE-K and family literary programs to prepare or accelerate children for academic language and learning.
- Funding for community health centers to support health of all children and family.
- Professional development such as STOP and co-teaching for all content teachers.
- Consortium such as WIDA to promote inter-state placement and language proficiency data sharing, especially given Common Core Standards.

CARD 48

- Continue sustained PD for all classroom teachers and administrators. Focus on best practices for all core content areas and the importance of academic language (and ensure they understand what academic language encompasses).
- Parental support, ESL classes, involving parents in the schools, providing resources that allow parents to support/help their students achieve are integral to students' success

CARD 49

- ELL need to be grouped under the umbrella of special education BUT ELL should not be labeled SE unless they qualify.
- MOST IMPORTANT—Staff Development/graduate credit for ELL training undergraduate students should be required to take a minimum number of hours I ELL teaching and strategies.
- Address needs of whole child starting at an early age with correlation to other programs.
- Correlate REI, SE, ELL Record Keeping & Data support to eliminate restating of data and duplicating of cost.

CARD 50

- Keep finding ways to engage parents and community members in the schools.

- Keep providing information to parents in their native language via parent meetings and empowering and collaborating with them.
- Keep providing trainings in SIOP but HOLD TEACHERS AND ADMINISTRATORS ACCOUNTABLE and give them on site supports.
- Keep supports at early interventions, in Pre-K, but show data to see how this improves language acquisition.

CARD 51

- Sheltered instruction—in (Spanish, French, Chinese, etc) for English speakers & in English for ELs for 1. Dual language programs 2. For Schools with small EL#s in same L
- Keep promoting dual language models with strong rhetoric & funding incentives.
- Keep funding It.

CARD 52

I got several ideas from this conversation:

- To Keep SIOP “fresh” for teachers of intermediate ESL students (who tend to “forget” their students language accommodation needs):
- Use public TV to feature teachers who are using SIOP effectively.
- Give teachers paid time to share SIOP strategies that have worked well

CARD 53

- Establish a menu of the 3 most highly program (best-researched) models for states to select from when servicing ELs.
- Promote biliteracy & biculturalism within program models
- Establish chats with higher education to better prepare teachers so that districts do not have to train teachers.

CARD 54

- Keep policies in place requiring supplemental funds be allocated for ELL instruction, parent involvement and staff development. This funding needs to also support evaluation of existing programs so best practices can be determined on data-based manner.

CARD 55

- Speaking a common language when it can to District initiatives. What is RTI? What is the program model?
- Teachers involved in District/State wide decision making processes regarding ELLs
- PreK interventions
- Integrating technology into ELL education

CARD 56

Keep:

- Continue training classroom teachers in sheltered instructions.
- Continue early interventions (PreK programs)

CARD 57

- Integrate involvement/efforts among parents, reg. ed. Teachers, special ed. Teachers; see each ELL student as a “whole child,” not as a member of a “separate group, have enhanced professional development for reg.ed. teachers AND spec. ed. Teachers.

CARD 58

- Sheltered instruction
- Training teachers—effective training works.
- Parent involvement works when communication is made in parent’s home language and parents are made to feel comfortable.
- Early intervention works.

CARD 59

- SIOP and EXC-ELL are too great research based models that really work in the regular classroom—These programs provide instructional tools to improve teaching for all students. Somehow these programs need to be imbedded in teacher training at the college level.

CARD 60

- Increase funding for early education
- Continue with SIOP
- Increase ELL professional development w/reg ed.
- More Pre-K ESL teachers.

CARD 61

- Research-based programs:
 - Pre K ESL – early intervention programs such as more at 4 and Headstart.
 - SIOP: sheltered instruction observation protocol.
 - Ongoing staff development for classroom and content area teachers (we have done initial training beginning 5 years ago, but funding is not available for ongoing staff development and coaching.)
 - A one-time shot for professional development is very poor and not research based;
- Ongoing staff development and coaching for classroom teachers, content area and ESL teachers.
- Bilingual parent involvement and education policies that make coming to schools welcoming (ex. Background checks that do NOT include social security numbers or other info. That is linked to citizenship.)
- Funding for parent outreach programs;
 - Research based programs for education systems in US how to help their children academically, college preparation opportunities; many ESL parents do not know programs that are available for their children for college. But when they find out through outreach programs there is a higher graduation rate and rate of college bound students.

CARD 62

- More professional development for regular classroom teachers
 - SIOP
 - Margarita Calderon
 - Etc.
- Early intervention:
 - Pre-K
 - Early elementary
 - Newcomers

CARD 63

- While expecting students of other languages to achievement we should expect our teachers to learn more about their students' languages and cultures.
- Support ESL students from all subjects; but aspects, not only language.
- Parental involvement for teachers to know more about students and for parents to know more about school teachers.

CARD 64

- SIOP
- Pre-K, begin as soon as possible,
- Variety of methods, programs,
- Parental involvement.

CARD 65

- Early intervention is important!
- High quality on-going staff development regarding best practices and research based strategies (i.e. SIOP) for classroom teachers and administrators is integral!!
- Would/could it be possible to require all students in education programs in colleges/universities to take a course focusing on language learners?
- Regardless of funding, assessments, regulations, etc. we should continue to hold high expectations of language learners and expect and demand their best!

CARD 66

- Administrative support is integral to the success of initiatives/strategies in schools.

CARD 67

- Looking at the whole child; early language development.
- SIOP; involve teacher; OK if you have large population; administration doesn't care when not a sub group.
- Classroom teachers; problem with small population. One child in class of 30 is easy to lose.

CARD 68

- We need to continue educating the parents; birth to graduation.
- SIP and programs need to continue being used, but at a greater scale.
- Pre-K for all students/parents who want the program.
- PD for all administrators and teachers understanding the language.

CARD 69

- Increased parental outreach and support to assist parents in acting as educators and advocates for all EL students.
- Professional development/SIOP.

CARD 70

- Increased parental outreach and support to assist parents in acting as educators and advocates for EL students.
- Professional development/SIOP.

CARD 71

- Keep Title III as a formula grant; politically, there will be states that do not apply if it were competitive.
- Keep requirements for parent involvement, ongoing professional learning; these will fall by the wayside if LEAs aren't forced to do it.

CARD 72

- Classroom teachers are underprepared to deal with the needs of English learners. We need to keep training teachers with SIOP and require undergraduate courses on teaching culturally diverse students.
- Teacher collaboration (ESL & classroom)
- ESL programs/dual programs, inclusion.

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 21st century?

What ought to be initiated?

CARD 1

- SEAs, and LEAs as well, need clear and consistent guidance for OELA, OCR and Title III, especially regarding any change for reauthorization.
- Don't always assume Title I will "take care of"/include Title III in conferences, guidance, funding, etc. Although the Title programs do need to work together and reform needs to address all, Title III is all too often the stepchild or forgotten/ignored relative of Title I.
- Please reinstate OELA conference and Title III conferences at the national level; they provided valuable professional learning opportunities and near to cutting edge research and reform. They have not been available, except 1 very limited occasion.
- Since OELA and Title III were divided and Title III personnel were moved under Title I there is much less support and clear guidance regarding Title III reaching SEAs and LEAs since this change took place.

CARD 2

- Critical need for ESOL pre-service training in NC college/universities.
- Appreciate that we are able to use Title III funding for SIOP because we must provide this for our pre K – 12 staff.

CARD 3

- Setting standards for ESL teachers to ensure high quality of educators to teach ELs.
- Educating stakeholders (administrators, principals, parents, and teachers) on EL education.
- Holding all stakeholders accountable for students' learning.
- Involve the OELA in all decisions affecting ELs. We need to hear more from our office, especially in those districts where English language learners are a new population.
- Empower ESL teachers to be advocates for the students by providing tools and policy information from the government.
- Nationwide, ESL education needs to be revised. NCLB needs to be updated with valid research.
- More accountability for districts new to EL education.

CARD 4

- Pedagogy should drive classroom instruction, not curriculum companies or core standards.
- The OELA can lead the way towards a more tolerant stance toward all languages, and seeing families as cultural strengths.
- The OELA should continue to offer opportunities for innovative practices and programs building upon current research and theory regarding language acquisition and teaching methods. Teaching reading to EL students – a linguistic approach.

CARD 5

- Common is the word and not just for standards, but also for curriculum, testing, professional development, materials, etc.... I think state/local determination was great at the time we had distinct local issues, great distances between each other, and people staying where they were born. That is no longer the world we live in and this is most especially true in those countries w/high levels of education and access to technology. We need to embrace our globalness and look toward what we want to be as 21st century citizens in order to determine what we expect our ELs to look like to mirror and to achieve.

CARD 6

- Addressing professional development for both instructional staff and administrative personnel in better understanding and addressing ESL/ELL.

CARD 7

- Equal access to all quality programs, such as gifted.
- More research on ESL programs, with refined definitions.
- Accountability system based on multiple criteria (growth, weighted, etc.)
- Specific research based ESL and special education guidelines.
- Pre-services for aspiring teachers the college levels.
- A systematic data collection tool across the states.
- Guidelines on ELs and RTI.

CARD 8

- Create strong incentives for more focused training for all teacher preparation programs (undergraduate and graduate) to better prepare all teachers to teach ELs. (we all teach languages)
- Train administrators to coach and support best instructional practices for ELs.
- Ensure high expectations for all ELs.
- Ensure equal access to quality education and all publically funded programs (talent develop/gifted, IB, AP, CTE)
- Provide for innovation.

CARD 9

- Embrace diversity and culture.
- Have those in power, supervisors, principals, etc., understand what best practices are for ELs.
- Prepare teachers for working w/ELs.

- Focus on positives. These students are assets.

CARD 10

- Consider nationalized standards for ESOL.
- Reach all teacher candidates w/ESOL training.
- Treat EL kids as assets.

CARD 11

- Deal with ELLS who do have learning differences. Assessment materials that do measure and describe the differences that are not language dependent or are prepared professionally by the appropriate people in those universities where the languages are the first language.
- Nationally use benchmarks of language acquisition that can be measured objectively in the four skills (listening, speaking, reading and writing) plus grammar, pronunciation and the cultural knowledge needed to use English with a particular English speaking culture; the USA, in our case. This would allow for movement across the states.

CARD 12

- Nationalizing standards.
- Implementing accountability or program model.
- Bettering teacher education programs and hiring qualified candidates out of teacher education programs, not Americorps.
- Aligning state EI assessments w/common core.

CARD 13

- Ensure all have high expectations and equal access in quality programs.
- Developing and implementing national standards and common standards for ESL, begin the process of banking scores from national tests. Thus, students only test in areas needed.
- Federal support for funding in providing transportation to and from after school tutoring, family education programs.
- Federal control for funding like ED programs who have advocates.

CARD 14

- Implementing and following up with a school EL program of services that serves; holds schools and students accountable.
- Mandating teacher education programs to prepare teacher candidates to teach ELs.
- Raise administrator awareness of best instructional practices for ELs and scheduling.
- Dig deep into ELL program models.
- Treat ESL teachers as the specialists they are; value their expertise as we do facilitators; speech pathologists, counselors and therapists.
- Student focused; do what is in the best interest of the students.

CARD 15

- Implementing accountability practices that provide students with guaranteed services to help them learn language.
- Require EL courses in teacher education programs.
- Reward teachers or college students who peruse education programs that teach them how to work with ELs (specialized instruction)
- Actively training admin in best practices for ELs.
- Educating all staff on law as it pertains to ELs.

CARD 16

- Better training and support for administrators, counselors and classroom teachers.

CARD 17

- We have no way of assessing first language skills, when students come into our schools, except informally. This would be helpful information for the teacher.

CARD 18

- PD and classroom experience for administrators.
- More “teacher education” prep for dealing w/ ESL population (at university level).

- Better way to ID gifted LEPs.
- Allow for collaboration with classroom teachers.

CARD 19

- National curriculum and standards.
- Building a database of resources that include teaching vignettes web-links, blogging, etc.

CARD 20

- Nationalization of standards; need it!
- We differentiate teaching for each child, but we haven't differentiated the assessment for each child.
- We need more options to show assessments for what students have learned, than the multiple choice, paper and pencil test.
- Parents/students should have the right to remove themselves from the ESL program; i.e. w/EC program.

CARD 21

- National standards
- Principal and teacher education program.

CARD 22

- Standards nationalized; similar to Common Core – research based implemented per state/LEA.
- Then what about testing?
- Offer guidance on special ed/ELL students identification, annual testing, exiting.
- Pre-service requirements/training to work with ELs (state level?)
- New innovative approaches from the field? Teach teachers to do research; share.

CARD 23

- We need to start professional development for teachers to execute ESL so that when students exit ESL programs their academics is not
- We need to change the testing so that ED students can exit the ESL program.

CARD 24

- I believe that our schools need to be made multicultural in intent and that teachers, administrators and everyone involved in the school needs to be trained to know what DSL is and what goes into language acquisition and how it helps the students to assess the curriculum.

CARD 25

- I think that more in services and training at the admin level is key. If our administrators are not properly trained on what DSL is and what it should look like, how can we expect our teachers to be able to effectively educate and prepare our ELLs? We need that "by-in" by all involved.

CARD 26

- same standards throughout.
- Training and colleges to work with ELLs.
- Training for administrators and the lessons.
- Allow ESL teachers to get together at least once a week to share.

CARD 27

- we need to look at the whole child and making the best educational placement or program. Segmenting the school day by providing public service is not the answer. Classroom teachers need to be more responsible for the education of all their students and not delegate some of their students to others to teach. The ELs need to be challenged and need to be present in the classroom to succeed.

CARD 28

- nationalize standards.
- Supers and principles need more information getting them involved.
- Classroom and ESL teachers more cooperation.

- What do I say to a 15-year-old girl who says she's going to drop out because she can't go to college anyway.
- Create the opportunity for all kids to further their education.

CARD 29

- train administrators and best practices in teaching LEP's so our educators may be evaluated properly.
- National ELD standards through common core that are more specific than W I D A.
- incorporate LEP strategies and methods for all content teachers in undergraduate teacher programs in NC.

CARD 30

- training for administration.
- Standards/expectations for serving ELs so administration/principles do not use EL teachers as "reading" teachers, etc.
- surfing pre-K and early elementary. Combine dollars and efforts with Headstart, etc.

CARD 31

- training of administrators - assessing promoting initiating.
- Preparation of teachers: everyone should be armed with knowledge of teaching/working with ESL students.
- Technology for ESL teachers.
- Diversity among teachers: more teachers from minorities.

CARD 32

- we need to teach others to have high expectations for ESL students. Our students are brilliant. They speak two different languages.
- Look at licensing: you should not just be able to take Praxis and be an ESL teacher. You need to have taken ESL classes.
- Start teaching administrators about what ESL should look like.
- More pre-K slots and more ESL teachers in the pre-K.

CARD 33

- start doing:
- nationalize standards for DSL instead of each state deciding their own standards or whether they are part of a consortium.
- Standardized testing that is helpful in making instructional decisions. Although the just reporting achievement and percentile levels.
- Teach more, test less- we spend more time weighing the cattle rather than feeding..
- Strong preservice programs at universities for teachers and administrators.
- Treat ELL students as assets rather than liabilities. (When ELL students are tested in part of accountability as native speakers-tested with/same tests and held to same standards-that creates liability. But when ELL students are assessed aligned with research for language acquisition. They can be assessed fairly and not seen as a liability.)
- Extended learning opportunities that also provide transportation.
- Ongoing staff development. Our coaching models for classroom; content area teachers and administrators.
- Dual language and by literacy programs-we need more.
- More pre-K programs-more at four, head start.

CARD 34

- There are many programs that are ELLs to not participate in because of transportation-how does that meet equal access. If you can't stay after, come to classes in the summer, take summer school classes, or be involved in a camp if there are no funds to pay for transportation?
- We need a Fed. Mandate for districts to follow for background checks.
- Social Security are used, which prohibits many parents helping in schools.
- Fingerprints are not used-there seems to be an unclear issue with using fingerprints-cost?

CARD 35

- PD, PD, PD, space on
- how to work with students from culturally diverse backgrounds.
- A well-trained teacher in this area will value and reassure the child's self-esteem, ease up their anxieties and create a friendly and positive environment conducive to learning.
- Also, we need to educate the community about the great financial contribution immigrants give to this country. Statistics show that the cost of social cost (Medicare, education, etc.) is extremely low compared to the contribution through taxes (sales and paychecks or refunds. They never get back.) This information is public through the IRS but people lack knowledge. That's why they see ELLs as liability.

CARD 36

- educate the community-starting with school administrators-require training that makes them take notice.
- Advocate for change-dream act, ES, EA.
- Combine record keeping-RTI, SE ELL so as to assist teachers-make it electronic so it can be shared!
- Place ELL teachers on committees at national, state, district levels to help educate the community and schools-businesses.

CARD 37

- educate administrators.
- Pass the dream act! Space give ELLs a recent graduate and a future other than crime.

CARD 38

- I was struck by watch one volunteer presenter said: "we must treat our EL students as assets instead of liabilities." This is true and is washed, we must emphasize in our schools and other programs. Also, I believe we must begin to provide more adult ESL classes in our communities to help empower parents to better help their children with homework, etc., understand the US school system and the mole importance of education and parental involvement. Space this will lead to better job opportunities and the ability to better provide for their children and families. More citizenship classes are also needed. The immigrant population is growing and we need to better prepare ourselves.

CARD 39

- need full-fledged courses in teacher education programs.
- More funding for newcomer programs.
- More early intervention instruction for pre-candor.
- More interpreters/educational interpreters/translators.
- More technology-innovation-programs.
- More funding in general for ESL.
- More collaboration for teachers/ESL teachers.

CARD 40

- PD for administrators and teacher candidates and universities.
- All educators should be educated about the importance of having a positive attitude towards ELLs.

CARD 41

- everyone in education, anyone making policy should spend time in the classroom.
- The superintendent should teach a class.
- I understand there is a loft business involved in edge education, but it is a holistic business, idea, concept.
- How can policymakers make educational decisions without being involved.
- Everyone, everyone should be involved in teaching.

CARD 42

- Stop meaningless politics and pass quote, “dream act.” So our kids can further their education beyond high school-.
- Preservice content area tea

CARD 43

- Start:
 - National standards/WIPA-like consortium
 - Professional licensure requires language acquisition/2nd language development courses as part of certification
 - DREAM ACT to support our children and allow communities to give their investment in these children
 - Understand and view bilingual students as an asset and not a liability

CARD 44

- The government needs to continue to make it clear to all educators that identifying, serving and assessing all ELLs and developing their language and academic proficiency is a legal right. Provide the same “clout” for ESL/ ELLs as is provided to students with disabilities- give us the teeth to implement change
- Put practices and policies in place to strongly encourage IHEs to provide ELL focused training from all pre-service teachers as a matter of course and a requirement for a degree. Training for working with special needs students is routinely a requirement.
- Educate the public of the importance of multicultural, academically successful students and the importance of ensuring ALL students are ready for post-secondary options
- Reauthorize ESEA and ensure that ELLs policies explicitly addressed. Encourage instructional best practices, innovative teaching, sustained professional development for all educators
- Increase funding for Title III and allow SEAs to retain a higher percentage of funds in order to be able to truly support all LEAs.
- Provide flexibility of funding, not tied so directly to supplement, not support regulations

CARD 45

- I meant what I said about “assets”...now, how do we work undocumented students into the equation?

CARD 46

- Start rational standards for ELL assessment and instruction; communication with, awareness by, the larger community- so that every child is perceived as an asset
- Educate awareness of changing demographics, more children born in USA to non-English speaking parents

CARD 47

- National curriculum and assessment standards
- Bring these issues to the public through national leadership

CARD 48

- What should we start doing in EL education?
 - Pass Dream Act
 - Stop penalizing minors for being in America

- Foster acceptance
- Provide more resources for college
- National standards
- More intensive teacher training
- Administrator training
- More extra-curricular programs

CARD 49

- High but realistic expectations. No more targets and goals that do not jive with research (e.g. ELLs will exit LEP status in 5yrs when the research shows it takes students 7-8 yrs to learn academic English)
- Need better guidance on the identification of ELLs for special education. Too many sp.ed. Folks responsible for testing ELLs for sp.ed. services refuse to test students when those students in those students speak a language for which they lack an assessment

CARD 50

- More inclusive practices with ESL less pull out
- Require foreign language for all (k-12) to help them understand what ELLs experience and to make us more globally competitive

CARD 51

- Start requiring ESL departments to evaluate ESL teachers. Currently, principals evaluate ESL teachers, despite the fact that they may not know anything about language acquisition. Specialists should evaluate specialists.
- Start assessing ELs' content knowledge via performance-based tasks, rather than standardized tests.
- Start requiring minimum standards of English fluency for ESL. Teachers speaking a foreign language does not qualify them to teach English.

CARD 52

- Start requiring the district to observe ESL teachers to ensure fidelity and give them more tools to coach content teachers on best practices for ELs
- Start requiring administrators and other district level personnel to attend training on best practices with ELs and have them monitor teachers using these practices. Hold them accountable for the students' growth

CARD 53

- Address the fact- elephant in the room- that not all ELs are "foreigners", that learning is a civil right... these needs to be publicized much more heavily. The Tea Partiers are not getting it and they are vocal-killing our programs, leading schools to tromp on kids' title IV rights. (Thank you for Friday's letter, by the way, OCR)
- Have more opportunities- via webinars?- where LEAs can get guidance and info from the horse's mouth- Title III, OELA, OCR

CARD 54

- Use Thomas & Collier's "chart" to inform federal policy. Fund what works as shown empirically
- Fund professional development programs that produce more high quality bilingual teachers (university level)
- Reward states (w/funding) that have state policies that support strong bilingual and dual language programs
- Make bilingualism for Americans a strongly articulated national goal and support it w/ funding for dual language programs (not ESL or foreign language programs, neither of which works)
- Change name of OELA and NCELA ASAP (they're horrible reminders of a really bad administration)
- NCLB= No Child Left Bilingual

CARD 55

- Start strengthening the teacher prep programs so that when teachers enter the classrooms they are better prepared to work w/diverse learners

- Start grassroots organizations to empower parents and communities to become actively involved in their student's education. Funding to support community initiatives is imperative among groups that don't have the human, cultural and social capital that the white middle class has/is privilege to
- Start using research, not fear/emotion, to inform policy
- CHANGE OUR PERSPECTIVE. ELLs AND THEIR FAMILIES ARE AN ASSET TO OUR SCHOOLS, COMMUNITIES AND COUNTRY
- Start more newcomers programs and programs that support newly arrived students and their families learn to navigate social systems
- Start using authentic assessments that look at strengths of the whole child

CARD 56

- Newcomer program schools should be funded w/rigorous programs
- Banking scores- if students receive a 5 or higher in one or more language domains, let them bank their higher scores and only have to retake the test that was not at the level of proficiency needed to exit LEP status
- Nationalize language standards for ELLs

CARD 57

- What should we start doing in EL education?
 - We should not start national standards, because we lose local diversity
 - We should reward innovative programs with grant money to try new things
 - We must get more training for administrators on the needs of ELLs

CARD 58

- We need to start creating a national standard for ESL levels. We live in a society where people instead of struggling to place students. We need to have a standard level that ESL teachers of different districts can look at and know where to start

CARD 59

- What should we start doing in ELL education?
 - Find a way to have more guidance for all components of a school from super to janitor

CARD 60

- For NC: training superintendents and admin on best practice
- For ELL teaching: continuity across the state

CARD 61

- Establish a clearly articulated evidence-based professional development for teachers to address the needs of diverse students.
- Establish career academies based on student strengths and needs.
- Establish training component for guidance counselors at all levels and most needed of the secondary level.
- Encourage moral and emotional support for students and families validate their heritage.
- Establish parent TV shows.

CARD 62

- Recognizing the strengths that ELL students possess and provide. Recognize and reward successful teachers, schools, teachers, initiatives to build on strengths and change culture and mind frame education have when dealing with yellow instruction and accountability.
- This recognition can also provide framework for staff development in EL education.

CARD 63

- Too much "fluff". Space need to move toward a complete "mind shift" in the way we educate ELLs (as well as all learners). District/administrators far too busy with half-hearted space attempts at PLC, S, space or ineffective professional development. Must start with University/schools of education so as to truly prepare future teachers and best practices. Need systematic approach to better educating present teachers and best practices. Such an approach needs to be implemented in a practical manner that keeps educators in their classrooms as much as possible while still maintaining impact.

CARD 64

- Treat ELLs as assets, not liabilities.
- This could be easier to focus on if in college education teacher courses.
- Allow states to have their own standards. Not national standards. This allows us to see the students as individuals with individual needs.
- More grants for more teacher PD.
- More collaboration between ESL teachers and classroom teachers.

CARD 65

- More of a focus.
- From one language to a respect for all cultures and language.
- Bring administrators who make policies at these conversations.
- Standards can be the foundation. As long as we don't lose sight of student learning.
- More training on effective leadership and effective schools.
- More focus on brain learning that we should help us understand how we learning.

CARD 66

- Require administrators to have lots of public school teaching experience and stopped training.
- Two diagnostic coaching of all incoming students so they can be scheduled into appropriate classes, commensurate with their background, e.g. don't place in geometry. If can't do multiplication.

CARD 67

- Superintendents and administrators should be educated about research-based best practice for language learners (as well as classroom teachers).
- Teacher Ed program should include training about language learners (including language acquisition, best practices, etc.).
- Everyone needs to be cognizant that we are all language teachers and all responsible for educating language learners.
- Everyone should hold high expectations of language learners.

CARD 68

- Increase communication between teachers and administration.
- Less testing/more accurate testing.
- More training for Edmonds especially.
- More certified educators.

CARD 69

- Coordinate with universities to better prepare teachers to work with LEP's.
- Allow for innovation.
- Have a national (standardized). Terminology.
- I hate to use DEC (. Exceptional children) as a reference point ... But when we receive an IEP from anywhere, the common terminology allows any EL teacher to understand. But unfortunately if we get a child from another state or even County the LEP plans, documentation like he looks very different.
- Require newcomer programs.