



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: Chicago

As a convener, we would like you to put together a short report from your group describing the following:

1. **Names of group members**
 - Beatriz Ponce de Leon—leader
 - Luiz Maria
 - Reyna
 - Maria Luisa
 - Tamara
 - Adrian
 - Lilliam
 - Leticia
 - Sam Ryan

2. **Issue/Topic/Activity**
 - Broadening the definition of language education
 - How can students be academically literate/ successful?

3. **Highlights of Discussion/Recommendations/Next Action Steps**
 - How do you feel about redefining language education like Chicago Public Schools (CPS) is trying to do?
 - i. Policy-wise:
 1. Opens the door to begin leveling the playing field
 2. Want to take away the stigma of being an ELL
 - ii. Opportunities:
 1. Innovative ideas
 - a. European models may not be the best for American students
 - b. Might consider looking at special education inclusion models for ideas
 2. Reframe IL budgets, use systems integration
 3. Bilingual preschools are a great place to start, roll out new possibilities
 - a. EG Start in preschool with BEWL
 4. Reconsider teacher preparation:
 - a. Needs to be very different to address ELL and academic language and bilingual ed
 - b. Don't want to forget about 12th graders, but need to build from the bottom to change the culture and incorporate BEWL
 5. Organize schools pre-K to 2nd grade

- iii. **Potential problems:**
 - 1. **In CPS, how can we keep consistency with so much CEO turnover?**
 - a. **We need to spread the programs we use so that they don't get lost in transition**
 - b. **Let community/ parent groups know what works, so that they will keep CPS accountable**
 - c. **Build these recommendations into CPS policy**
 - 2. **Money**
 - a. **We don't necessarily need more money, we need to re-prioritize the funding that we currently have for professional development**
 - 3. **Integration:**
 - a. **As Oakland saw when it tried this with Ebonics, sometimes when you integrate you lose the bilingual component and/ or funds**
- iv. **Communication/ PR issues:**
 - 1. **Need to make parents understand the value of dual language teaching**
 - a. **Dispel misinformation and promote the advantages**
 - b. **Show them the positive results/ focus on framing the message**
 - 2. **CPS departments/ areas have a lack of communication**
 - a. **Be sure to frame the message in the vernacular of the CPS department that you're working with**
 - b. **Know your audience and tailor your message accordingly**
 - c. **It is helpful to have the weight of the current CEO behind you**
 - d. **Focus on the reason for the BEWL report→ STUDENT SUCCESS, remind people that this is about child development**
- v. **Suggestions:**
 - 1. **Consider different language arts strategies/ methods**
 - a. **EG Spanish teaching is different than English teaching**
 - b. **Customize to the student that you are trying to teach**
 - c. **Use an eclectic methodology**
 - 2. **Integrate language into all classrooms—work to get all teachers on board and make them understand that all teachers should think of themselves as language teachers**
 - 3. **Start at the bottom—try BEWL in one school/ area, preferably in a low grade, then build and refine the model as it grows**
 - 4. **For early childhood/ bilingual education: Students MUST be taught the alphabet in their NATIVE language!**
 - 5. **Make this very tangible to promote the program:**
 - a. **Use a pilot program**
 - b. **Publish and promote the results**
 - c. **Show people how the practices can work**
 - d. **Get small groups of “believers” together to “sell” the program to other (math) teachers/ groups**
 - 6. **Create a task force to continue this initiative—Beatriz took volunteers at the conclusion of our session.**

4. Available Resources

5. Follow-up requests

6. Next steps/Action Items/Recommendations

7. Please type in this report in one of the laptops and hand in this sheet. Thanks!