



# ***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: 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:**

Barbara Marler, Elisa Marquez, Tamara Witzl, Sam Ryan, Jill Sontag, Rick Aceves, Josie Yanguas; Joseph Wiemelt;

2. **Issue/Topic/Activity**

**Recommendations for ESEA reauthorization**

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

- **Need for a meaningful ELL subgroup which currently siphons off high performers**
- **Goal of 100% proficiency unreasonable**
- **Exit from the bilingual/ESL program, is NOT the measure of success; and transition out of the bilingual/ESL program is NOT the measure of success regarding ELLS.**
- **Until one meets AMAO #1 and #2, then AMAO should come into play.**
- **This reauthorization should stop using invalid and unreliable test data for accountability. Certainly this type of test data should NOT be used for personnel evaluation.**
- **Must include ELLs in consideration and norming groups to address upcoming assessments which will be part of the common core standards.**
- **Stop high stakes testing altogether. Stop making entry/exit decisions on just one test score.**
- **Multiple choice assessments is not congruent with President Obama's vision and doesn't drive or measure creativity, inquiry, or problem solving.**
- **Charter schools should be held to the same standards re ELLs, and have to follow federal, state, and district policy and practice.**
- **Increased money for test development, teacher training for planning/collaborative time to develop and interpret formative assessments, increased social services Additive bilingual context should be integrated throughout not only for ELLs but for all students**

- **There should be a high degree of flow of input from stakeholders including parents for reauthorization.**
- **Legislators should be held accountable for legislation.**
- **Legislation needs to be grounded in the ESL/bilingual research, not ideology. Here is a list of appropriate research**

**Succeeding with English Language Learners: Lessons Learned from the Great City Schools: Research Conducted by the Council of the Great City Schools: Horwitz, Uro, Price-Baugh, Simon, Uzzell, Lewis and Casserly, 2009**

- This study takes a different direction by asking a series of new questions: Are some school districts making progress in teaching ELLs? If so, what are these districts doing that others are not?
- Investigates district-level policies and practices in addition to historical, administrative and programmatic contexts.
- Compares and contrasts systems that showed growth in ELL student achievement from 2000-2006 to those that did not.
- Identifies contextual features, promising practices and limiting factors.

**Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth: August and Shanahan, 2006**

- Investigated five topics related to English language learners: development of literacy, cross-linguistic relationships, sociocultural contexts and literacy development, instruction and professional development, and student assessment.
- The key components of reading—identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and text comprehension—have clear benefits for language-minority students; however adjustments to these approaches are needed to have maximum benefit with language-minority students.
- Instruction in the key components of reading is necessary—but not sufficient—for teaching language-minority students to read and write proficiently in English. Oral proficiency in English is critical as well—but student performance suggests that it is often overlooked in instruction.
- Oral proficiency and literacy in the first language can be used to facilitate literacy development in English.
- Available through the Center for Applied Linguistics ([www.cal.org](http://www.cal.org)).

**A Meta-Analysis of Program Effectiveness Research on ELLs: Rolstad, Mahoney & Glass, 2005**

- Bilingual education faces opposition primarily for political rather than pedagogical reasons.
- Bilingual education is not only as effective as English-only alternatives, but it tends to be more effective.
- In addition to positive academic outcomes, bilingual education results in positive effects on self-concept, self-esteem, ethnic identification, tolerance and development of children's native linguistic resources.
- Based on studies conducted since Willig (1985)
- Available through the University of Arizona and the Bilingual Research Journal, 29: 1 Spring 2005.

**ELLs in US Schools: An Overview of the Research: Genesse, Lindholm-Leary, Saunders and Christian, 2004**

- ELLs who participate in programs that provide extended instruction (two-way immersion and late-exit) through the medium of their L1 outperform ELLs who receive short-term instruction (early-exit) through their L1.
- Bilingual proficiency and biliteracy are positively related to academic achievement in both languages of ELLs.
- Funded through the Center on Research, Excellence and Diversity in Education (CREDE).
- Available through Cambridge University Press, AERA and the Journal of Education for Students Placed at Risk, 10(4), 363-365.

**Effective Reading Programs for ELLs: A Best Evidence Synthesis, Slavin & Cheung, 2003**

- Native language instruction can be beneficial for the English reading of ELLs.
- Quality of instruction is at least as important as language of instruction.
- Instructional programs/approaches reviewed:
  - Success for All in English and Spanish
  - Jolly Phonics
  - Bilingual Cooperative Reading and Composition (BCIRC)
- Available through the National Literacy Panel and US Dept. of Ed.

**A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement: Thomas and Collier, 1997 and 2003**

- Six program models are compared.
- ESL should be taught through content.
- Late-exit is preferable to early-exit.
- The amount of formal primary language schooling is the strongest predictor of second language student achievement.
- ELLs must demonstrate achievement gains of more than the average yearly progress of the non-ELL group until the gap is closed.
- Widely available on the internet.

**Supporting the Development of English Literacy in ELLs: Key Issues and Promising Practices: August 2003**

- The report addresses the relationship between oral language proficiency and literacy. Then, component by component, describes in detail what the research tells us about effective literacy instruction for ELLs, the issues ELLs face and promising practices for promoting English literacy for ELLs.
- Available through CRESPAR.

**The Effects of Sheltered Instruction on the Achievement of Limited English Proficiency Students: Echevarria & Short, 2001**

- SIOP is a highly valid and reliable measure of sheltered instruction.
- The ELL students in classes whose teachers had been trained in implementing the SIOP to a high degree demonstrated significantly higher writing scores than the control group.
- ELL students in classes whose teachers had been trained in implementing the SIOP to a high degree outperformed control students.
- Illinois ELLs formed a portion of the sample group.
- Available through the Center for Applied Linguistics ([www.cal.org](http://www.cal.org)).

**A Meta-Analysis of the Effectiveness of Bilingual Education: Greene, 1998**

- Bilingual education positively affects educational attainment.

- Educating ELLs is not just about helping them learn English, but helping them learn the academic core curriculum as well.

**Preventing Reading Difficulties in Young Children, National Research Council: Snow, Burns and Griffin, 1998**

- Provide initial literacy instruction in a child's native language whenever possible.
  - Literacy instruction should not be introduced in any language before some reasonable level of oral proficiency in that language has been obtained.
  - Available at Amazon.com, Borders, etc.
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- **Additive bilingual context should be integrated throughout not only for ELLs but for all students**
  - **There should be a high degree of flow of input from stakeholders including parents for reauthorization.**
  - **Legislators should be held accountable for legislation.**

**4. Available Resources**

See above list of research citations

**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!**