



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**

Diego Giraldo, Joseph Wiemelt, Griselda Flores, Roberto Martinez, Patricia Alvara, Olivia Mulcahy

2. **Issue/Topic/Activity**

What do administrators need to know and be able to do and what needs to be in place in order for them to lead and support solid bilingual education programs?

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

We need to collaborate with principal training programs to make sure that working with ELLs is an integral part of their curriculum and goals. For example, there should be a requirement for part of the internship hours to be done in a solid program for ELLs.

ALL Administrators (not just principals) should have some training in working with ELL programs

We should create more structures and expectations and allot time (through professional learning communities, for example) for admin and teachers to learn together. There is a dangerous disconnect when teachers are learning and using new innovative techniques and principals are evaluating these using outdated experience base.

We need to change policy, and make sure we are using reliable assessment tools, and looking at success in multidimensional ways, so that principals and teachers do not make bad education choices for ELLs based on the THIRD GRADE PANIC.

We need to educate parents about the benefits of bilingualism, and the intended outcomes of different bilingual models so that they can make informed choices.

We should support parents, teachers, principals in gaining information and advocacy skills to defend choices in instruction/curriculum.

Teachers are evaluated all the time – when do teachers (& students) get to evaluate principals?

Professional learning communities are needed at every level (central offices, area offices, schools, among principals, and across all of these) as a vehicle to keep people in touch with each other's work,

and to be able to revisit our plans and direction – what’s working and what isn’t and how do we deal with it?

We need a system of checks and balances to monitor (watchdog) the choices made about how touse Title I and Title III monies.

Every principal should work with their school to develop a position statement on the education of ELLs , a five-seven year plan (to mirror the length of time that it takes to develop a 2nd language) that is revisited. This as a measure to prevent the chaos that happens with high admin turnover.

3 examples of things one of us can do:

Reach out to current principal training orgs to partner with them on developing their component regarding linguistic diversity and working with ELLs.

Create an association, think tank, watchdog group focused on action – not just talk – email eachother!

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!