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: Los Angeles

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

1. Names of group member
   Peter Cobin—convener
   Iris Chavez
   Jane Hill
   Sonia Flores
   Billy Demaree
   Patrick Kilcullen
   Lizette Diaz
   Norma Silva
   Jose Espinoza
   Rachel Lagunoff
   Candace Kelly
   Rosa Lizardi
   Jose Franco
   Olivia Gallardo

2. Issue/Topic/Activity
   English Learners and Common Core Standards in Mathematics: Examination and inquiry of Core Math standards from a cognitive linguistic angle

3. Highlights of Discussion/Recommendations/Next Action Steps
   - Common Core: Addendum on how to provide access for ELs in content area—ELA + Math but it doesn’t have practical information.
   - Teaching language that has linguistic skills that transfer to math core standards. Developing math skills symbiotically along with language skills. E.g.,
     - Decomposing verbs/actions into sequence
     - Morphological/syntactic agility—helping ELs to acquire this agility.
   - Using math to teach language.
   - WIDA has high level of math standards.
   - Use Bloom’s taxonomy with language proficiency level
   - Teaching language vs. teaching language of math
   - Extending to writing
   - Academic language—metacognitive modeling, progression of language development
   - Math practices are important
   - Some math is language driven
   - What about assessments? Performance tasks and interactive questions
   - One word can throw a student
   - What about testing accommodations?
   - Language correspondences to Core math—how to balance ESL teacher and classroom teacher
• Math language—“Function” – “Grammar” – “Vocabulary” Work with teachers to think about 3 levels.

4. Follow-up requests

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