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 members
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2. Issue/Topic/Activity
   Title: High Quality Professional Development for All Practitioners/Teachers of English Language Learners
   
   Briefing: Participants will learn essential components of 1) essential and effective professional development 2) challenges facing practitioners, and 3) policy implications. Join us for an invigorating conversation.

3. Highlights of Discussion/Recommendations/Next Action Steps
   - Demographics
     - Most teachers have at least one ELL in their class
     - 29.5% have opportunity for professional development in working with ELLs
     - only 20 states require all teachers to complete courses on working with ELLs
     - 2001 NCES survey, only 27% are “very well prepared to meet the needs of ELLs
   - Challenges
     - Teachers lack skills to teach ELL students
• Lack appropriate assessments to determine student linguistic and academic needs and measure students learning
• Wide range of English language skills among ELLs

• Essential Components of Effective Professional Development
  o Process for establishing high standards for English language acquisition, English language development, and academic content in lesson planning and instruction
  o Process for integrating teachers’ understanding of academic content and English language proficiency standards with instruction in teaching methods and assessments
  o Knowledge of effective use of pedagogy
  o Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible
  o Exposure to a demonstration showing how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement
  o Exposure to a demonstration showing why increasing academic achievement of ELLs is dependent upon multiple instructional approaches or methodologies
  o Providing a “strategies toolkit” for teachers, which offers ways to enhance and improve instruction for struggling students, based on assessment results

• Policy Recommendations
  o Use of reliable data by states, local school districts, and individual schools—to assess working conditions for teachers and the resulting impact on students learning. Input from teachers themselves is crucial.
  o Use of data to improve teaching and learning programs and to guide professional development policies and strategies.
  o Engagement of a broad coalition of state education officials, policymakers, union officials, teachers, community and advocacy groups, and administrators to reflect the needs of students and teachers in professional development and school reform.
  o Funding to provide professional development for teachers, principals, specialized instructional support professionals, and paraprofessionals who work with ELLs
  o Teacher diversity workforce initiatives that recruit males and minority students into educator preparation programs, including candidates with diverse language skills
  o Annual assessments of the professional development needs of general and specialized teachers, professional support personnel, and paraprofessionals
  o Teaching and learning initiative that reflects the needs of individual school districts and states

4. Available Resources

• National Education Association http://www.nea.org
• Keys to Excellence for Your Schools (KEYS) http://keysonline.org
• ELL Culture and Equity Training Cadre http://www.nea.org
• Taxation, economic development, and school funding http://www.nea.org/tef
5. **Follow-up requests**
   - Share outcomes of the meeting
   - Place us on a listserv for document/resource distribution

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