



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: Charlotte

As a convener, we would like you to put together a short report from your group describing the following. When you're finished, please type in this report in one of the laptops and hand in this sheet. Thanks!

1. Names of group members - Jennifer Loiseau, moderator

Lynn M, C. Trehevne, Minda Searcy, Romie Barnere, Linda Lopez, Anna Matthews, Ana Perez, Holly Schellenburger, Flavia Burton, Trish Valento, Analee Taylor, Christine Mayhill, Tyson R., Lannie S., Alvarne, Meg Gabbard, Carey Haney, Kristen James, Holly Slick, Kristina Marino, Amanda Cogan, Carole Klein, Sarah Lang, Holleman Lessaie, Holly Falzarano, Liz Pratt, Rexana Rhovey, Emilia Sotor, Betsy Johnston, Rexana Rhoney.

2. Issue/Topic/Activity – ELL Students and Special Education

3. Highlights of Discussion/Recommendations/Next Action Steps

At what point do you suspect a student has problems other than a lack of English proficiency? What do you look for? What are the major speech and language disorders and how are they manifested in ELLs? What are appropriate interventions for different learning problems and styles? What behaviors typical of second language learners mimic learning/behavior problems? Over vs. underidentification of ELLs for special education. What needs to change to improve learning for ELL/Special Ed. students?

Always do a thorough background check on ELLs before referring for special ed. Looks at educational history, medical history, moves, culture and language exposure, age at which language changes were made, progress in ESL classes, etc. Consider each student as an individual but compare to students of the most similar background to check if progress is similar. Make sure a child is not just frustrated or bored in class when assuming a lack of attention or behavior problems are related to a disorder. Make sure all teachers are using SIOP-type teaching methods with language goals for all classes and proper modifying of all instruction to provide comprehensible input for the ELL all day every day. Push for bilingual/language immersion programs vs ESL pull-out to improve ELL student chances for keeping up with content while learning English. Have special ed. and ESL teachers work together to provide the best educational program for any ELL/Special Ed. students. Be flexible in scheduling and know that changes can be made.

4. Available Resources

English Language Learners with Special Education Needs, Alfredo Artiles and Alba Ortiz, eds.

Assessing Culturally and Linguistically Diverse Students, Robert Rhodes, Salvador Ochoa, and Samuel Ortiz

Making Content Comprehensible for English Learners: The SIOP Model, Jana Echevarria, MaryEllen Vogt, and Deborah Short

Response to Intervention (RTI) and English Learners; Making It Happen, Jana Echevarria and MaryEllen Vogt

Preventing Long-Term ELs; Transforming Schools to Meet Core Standards, Magarita Espino Calderon and Liliana Minaya-Rowe.

5. Follow-up requests – Further conversations, sharing of resources, let us know what happens with the “Conversations” findings. Thanks!