



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**

Teresa
Miguel Fernandez
George Torres
Gina Gamboa
Sandy
Douglas
Elizabeth Skinner

2. **Issue/Topic/Activity**

Bilingual Teacher Preparation

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

What characteristics/skills/competencies do our new bilingual teachers need?

Field experiences that immerse students in classrooms where practice reflects research and effective methodology, which should reflect transitional bilingual models as well as dual language models

Linguistic preparation in academic Spanish (or language other than English)

Linguistic preparation in the content areas

Explicit instruction in L1 literacy practices as different from English

Recommendations

Special endorsements specific to program (dual language, multiple languages)

Requirements of the University and State be more streamlined to allow more Colleges of Education to have bilingual courses that do not take more time or cost more money

Networking and lobbying at the state level to readdress certification requirements

Mentorship programs that support new bilingual teachers into their 1st and 2nd year of teaching

On-line coursework offered at the district level

ELL coursework required for all COE graduates

Clarity/consensus of critical skills and qualifications

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!