



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

Elisa Marquez
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2. Issue/Topic/Activity

Program models : Finding the best fit & looking at needs for research and policy

3. Highlights of Discussion/Recommendations/Next Action Steps

1. How do we find what's best for our ELL population?

a. IRC model:

- i. Teams work on a design for their community, starting with looking at data.**
- ii. Data informs program needs.**
- iii. Program incorporates best practices.**
- iv. Develop a value statement that cites research and legal base.**
- v. District teams are encouraged to “think big” – beyond resource restrictions**
- vi. Plan incorporates district mission statement & what districts currently have in place**

2. “Start doing what works” – what would / does that look like?

- a. At CPS, a lot is focused on data and assessment. Brainstorming stage, using data, determines framework, looking at the students' needs.**
- b. Good instructional practices need to match assessment.**
 - i. Example: Reading instruction teaches slower reading for self-monitoring and comprehension. Assessment is on speed and fluency. These do not match.**
- c. Teacher preparedness**
 - i. Needs to be an incentive for non-ESL teachers to attend PD for best practices in language instruction**
 - ii. Co-teaching model works well for this, because PD is “covert” and embedded. Non-threatening for gen ed teacher, and has continual support.**
- d. Push-in model has no research, yet is very common in schools.**

3. Recommendations for further action and research

a. Push-in model needs more research

- i. Currently only 1 study out of Boston College, does not measure student achievement, but morale and satisfaction of ELL teacher**
- ii. NO research states that this model is good or bad**

b. Service models at middle and high school

- i. **Models at these grade levels have very little research on what's effective**
 - ii. **Bilingual special ed at these levels need more research on what is best practice**
 - iii. **Content teachers need to obtain ESL endorsement. One possibility is to develop and fund university partnerships for action research.**
- c. **Funding for research is needed**
- d. **Research is needed on length of time versus depth of instruction**

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!