



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: New York City

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 Samson
Alexia
Dominika
Patricia
Maria Torres
Larisa Kabbaj
Richard Bellis
Ellie
Yin Rui
Kirsten
Rose Colon
Alison
Laura
Mayan
Susan

2. Issue/Topic/Activity

What makes for Quality Teacher Education for English Language Learners: Special Education Identification, Placement, & Instruction

3. Highlights of Discussion/Recommendations/Next Action Steps

How can we better prepare teachers for the following?

Assessment

Appropriate referrals/under- and over- referral
Indicators for identification of ELLs
Compare the child to his peer group
Identifying prior knowledge of students
Adequately trained Personnel
Validity of tests
Addressing English Proficiency students with severe disabilities

Alternate assessments or excluding ELLs from NYSESLAT

Effective Teacher Practices

Addressing misconceptions

Bilingual Benefits

Know how to observe a student

Collaborate with specialists

Identifying learning trajectories

Cultural and Linguistic knowledge

Need better tools

Improve teacher training

SIFEs and over identification

Data monitoring

Placement

Distinguishing Services

4. Available Resources

Bialystok, Bryce, Ortiz

5. Follow-up requests