



# ***What Makes for Quality Education for English Learners in the 21<sup>st</sup> 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**

Barb Marler, Leah Radinsky, Delia Rodriguez, Alan Matan, Yadira Mata, Josie Yanguas, Maribel Saldivar, John Hilliard, Luisiana Melendez, Krystina Lewsi, Leticia Saucedo, Linda Hoste, Jeni Rodriguez, Cori Nelson, Alena Laube, Lillian Narvaez, David Phillips?

**2. Issue/Topic/Activity**

Rtl and ELLs

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

- More flexibility in the assessments given for Rtl, including how often administered, and that the process should also utilize documented teacher judgement such as the use of rubrics to help create inter-reliability for teachers
- That ISBE should release the “Entitlement and Eligibility for Special Education Guidance Document for ELLs” as soon as possible which also include clear guidelines as to what is considered to be documentation.
- Good to refer to the WIDA website [www.wida.us](http://www.wida.us) for information on typical growth in English for ELLs as well as other relevant research sites
- Ask that ACCESS data be given to schools districts by no later than April/May in order to facilitate student placement for the following year
- Not to re-invent the wheel – have available research-based interventions for ELLs such as found in the Hamayan, Genesee, and Cloud book on Literacy Instruction for ELLs which includes the evidence that supports these interventions

**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!**