



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

John Hilliard, Delia Rodriguez, Erin Centanni, Joe Wiemelt, Rosa Ascharya, Adrian Puentes, Olivia Mulcahy, Gabriela Delgado, Nancy Villafranca, Laura Mudd, Beatrice Reyes Click

2. Issue/Topic/Activity

Capturing & Supporting the Bilingual Learner: Programs, Assessment, Instruction, & Policy

3. Highlights of Discussion/Recommendations/Next Action Steps

Background on topic:

WIDA consortium is developing SALSA standards and Poder Assessment for Spanish Development for K-2. Looking at ELP standards and providing a complimentary set of Spanish Development standards. The 6th standard of the Spanish Development Standards will be related to what the bilingual child can do between languages.

- Can we capture what a bilingual child can do?
- 6th standard of SALSA will look at what students can do between languages.
- Children who can mediate between languages
- Bridging skills
- Paradigm shift for FEDs to fund a Spanish development standard
- Would apply to those who are fluent in both languages.
- Codeswitching would be validated
- WIDA SLA standards are not specific enough to language development.
- How might we emphasize the meta linguistic skills?
- Certain programs may use SALSA and ELP standards in different ways.
- Capturing Bilingualism
- How to build a bridge between languages?
- How to build on bilingualism as an advantage and not a deficit.
- Gives both languages credit.

- Develop languages in organic, real ways.
- Students don't lose anything from one to another
- 6th standard will give these students credit for bilingual skills.
- Could develop a screener for incoming students.
- Could be part of accountability for bilingual programs.
- Rtl could be better informed with 6th standard.
- Teaching Spanish to be bilingual, not necessarily Spanish for Spanish only
- Benefit to combination, framework to transfer ELP & SALSA
- PODER assessment will be given to all students in Dual language programs.

Available Resources

4. Follow-up requests

5. Next steps/Action Items/Recommendations

- Should be part of accountability and AYP
- Work form bilingual strengths
- PD must be incorporated for instruction of 6th standard
- Teacher accountability tied to 6th standard in teacher evaluation
- System that captures L1 & L2
- 6th standard could be applied to any language w/ English
- What is captured w/ that 6th standard? What types of questions can be included for an assessment?
 - i. Vocabulary
 - ii. Cross cultural aspects
 - iii. Skills for communication across languages

6. Please type in this report in one of the laptops and hand in this sheet. Thanks!