Thelma Melendez de Santa Ana, ED Office of Elementary and Secondary Education

- NAEP: 37-pt gap between ELs and general population on math; 40-pt gap on English
- Obama goal: By 2020, US will be first in the world again in number of college graduates
- Lincoln HS, near Tacoma, WA
- imperative to align EL standards to the curricular core; integral to reform strategy rather than peripheral
- bilingualism and multilingualism are strengths
- EL needs to be integrated into turnaround strategy for low-performing schools
- state-led, done in collaboration with EL groups, educators, and leaders
- $800M request for EL in ESEA reauthorization: support for states; parent and family engagement; continues formula funding stream, not competitive
- 28 of 49 i3 winners had EL as a focused priority in their application
- develop standards for EL proficiency aligned with the Common Core State Standards
- Cesar Chavez: “We cannot seek achievement for ourselves and forget about progress and prosperity for our community....”

**Overview of the Common Core State Standards: What We Are Doing Now in Preparation for the Classrooms of 2014**

*Chris Minnich:*

- it’s important to recognize that we’re entering this work in an expectations gap (story about high school student from Morehead, KY)
- for states, giving up power to set own academic standard is a hard thing, so the collective work is really to be commended
- “Standards define what students should know and be able to do to be successful in college and careers, not how students get there.”

*Sue Pimentel, Lead Writer, ELA CCSS:*

- EL community involvement in ELA and math standards development since October 2009; provided first input
- standards developed based on scholarly research, survey data, assessment data; internationally benchmarked; built upon strengths and lessons from state standards
- K-5 standards are cross-disciplinary; grades 6-12 for ELA and grades 6-12 for literacy in history/social studies, science, and technical subjects (shared responsibility for literacy development)
- college and career readiness “anchor” standards; integrated model of literacy; media requirements blended throughout
- literacy standards in history/social studies, science, and technical subjects complement content standards, not supplant
- ELL experts asked for stronger global and cultural diversity of reading standards, so added a world literature requirement in high schools and more titles to Appendix B (sample reading excerpts) from diverse cultures and worldviews
- ELL experts pushed to add standards that require students to adapt their writing to a variety of contexts and communicative tasks
- in response to ELL community input, added aspects of comprehension monitoring (metacognitive capacity, e.g., ability to request clarification, confirm comprehension, and ask questions); made sure grammar and usage are to be acquired in the service of communication and comprehension; clarified grade-by-grade progressions to be smoother and more comprehensive
• math standards carry across all grade levels; describe habits of mind of a mathematically-expert student; high school standards expressed in themes; emphasize problem-solving and communication

Susan Lafond, NBCT in English as a New Language:
• “The standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above average...”
• the document on application of standards for ELLs is separate from the standards
• matching reader to text and task (variables)
• to help ELLs meet the standards: know students; know best practices (engage in learning, use instructional strategies that support academic achievement; connect to prior knowledge); know what students know and can do; establish two-way communication and collaboration; maintain high expectations (analogy of providing a set of clothing to a student)
• teachers need to: know the English Language Proficiency Standards so they are aligned; develop a content-rich curriculum; provide instructional resources; ensure both formative and summative assessment; time to work collaboratively in a supportive environment; access to high-quality professional development

Diane August, Center for Applied Linguistics:
• important to incorporate ELLs into a standards-based accountability system where there are content standards
• ongoing issues: dropout rates remain high; rigor of state assessments
• development of native-like proficiency in English takes many year and ELLs that start schooling in the US in later grades will need additional time to meet the language arts standards; ELLs will meet language arts standards according to the English proficiency levels and grade-by-grade progressions need to take this into consideration
• we have not done a very good job of teaching children how to adjust text for the task
• pragmatic and linguistic knowledge are underplayed in the ELA standards; in context, based on functional demands; recognize variations from standard English in students’ own and others’ writing and speaking and identifying and using strategies to improve expression in conventional language
• system supports needed: additional time, appropriate instructional supports, aligned assessments; educators well-prepared to support ELLs and take advantage of the strengths and skills they bring; coursework that prepares ELLs for postsecondary education or the workplace yet that is made comprehensible for students learning content in a second language through specific pedagogical techniques and additional resources

Margo Gottlieb, Assessment and Evaluation, Illinois Resource Center:
• comparison of CCSS to ELP standards: distinct but related
• language and content teachers need to collaborate, need support from the school and district to do so
• need to create crosswalks: range of text types (genres), concepts/topics, vocabulary use, conventions (elements that are in both CCSS and ELP standards)
• language is always a medium; connections between CCSS and ELP standards facilitate opportunities for teaching and learning while offering continuity for ELLs to succeed academically

Q&A:
• Sue: states are attending to literacy across content areas; great hope is that so many states have adopted CC, real incentive for publishers to get serious about literacy; re: assessments, may be tests of reading and writing with subscores in content (e.g., science, social studies); re: professional development, opportunity to organize around 10 reading standards regardless content area
• Q re: call for additional resources, how do we attain given enormous funding cuts? A: huge issue; talking to many states/chefs, not an easy issue, going to have to be choices made, start working together; CCSS enable collaboration across states
• Q: how information in being disseminated with institutions of higher education for teacher preparation?
• Q: given equity commitment and yet impervious nature of education institution to change, language of ELA CCSS doesn’t have a discernable taxonomy of how standards are to be implemented; there is such a wide
range of interpretations; couldn’t we have a glossary? A: definitely more work that needs to be done; will be a survey from large urban districts about what questions come up, then will provide answers; if you have information, please send to us so we have a supplemental document as a tool

- Q re: four strands of ELA standards; A: a little artificial because all interrelated; not sure how the assessment consortia will decide how to test those areas
- comment from a California school board member: $800M is a drop in the bucket; need to advocate to Congress for $5B [applause]
- Q: what is the timeline for common ELP standards and what groups will have influence? A: rests with ESEA reauthorization; Secretary has called on states to work on this; too early, no plan as of yet
- Q: how will the states that aren’t part of the CC going to be brought in, especially as Texas has so much influence in textbooks; A: Texas issue re: textbooks is a big issue; FL and CA along with TX lead the textbook industry, we are trying to move away from Texas; if we are quiet and watch Texas I think eventually they will come around

Lily Wong Fillmore, Professor Emeritus, UC Berkeley

- proponent of the CCSS but they negatively affect ELLs
- if texts have been dumbed down in general, they have been much more so for students who are thought not to be able to handle the “regular” curriculum
- increasingly segregated where materials are pitched at much lower level
- the CCSS can’t guarantee that students will be better educated 10 years from now
- so much depends on state and local levels because that’s where decisions about structure, instructional approach, textbook, and other factors are made
- in too many places, attention is focused on turning ELs into English speakers rather than educating them
- “language minorities” speak English; English proficiency by itself is not enough
- massive confusion about what’s needed
- result of current system is “long-term ELLs” who have been ELL for 6+ years
- counter-productive practices: peer tutors who are sometimes only slightly more English proficient; use of text materials that are adapted for ELs so much that they don’t provide access to the English students need to learn
- “niceness run amok”
- simplified + decodable = limited, restricted, and thin in meaning
- adapted texts are needed for a year or so, but not much longer; must be a gradual increase in level of language complexity and content; need authentic, age-appropriate text with appropriate and necessary instructional support
- academic language can lonely be learned from texts
- Hank Levin’s approach: accelerate, don’t remediate
- the only way ELLs can gain the complex language skills needed is by working with complex and demanding text
- ELLs need the English that figures in complex thought and communication
- bloated noun phrases are a hallmark of academic discourse (e.g., “That much-reviled bottleneck known as the American supermarket checkout lane”)
- written language makes use of linguistic and communications resources that are not typically used by people in the usual course of speaking...
- critical to the process: access to linguistic data on which learners can figure out how academic English works; fidelity of the data to the target; learner attention to the forms and functions in the data; cooperation and support from more competent others
- students need experiences that incline them to notice language in all activities, to discover that attention to language facilitates understanding and communication
• support must be for meeting the same set of standards that prepare students for college and beyond, not a set of modified standards
• most student require instructional support to deal with the complex language demands of school
• language development is not a zero-sum game: learning English and academic language builds on powerful primary language skills, it does not require the forfeiture of primary languages

Ensuring Our Place at the Table
Josef Lukan, National Council of La Raza:
• NCLR sees CCSSI as one of the ways to improve the system; need to pair high standards with a strong, authentic accountability system
• as a civil rights organization, see three important components: inclusion, accountability, and enforcement
• a weak accountability system would render high standards meaningless
• CGCS six‐district pilot; carefully selected communities for diversity/demographics

Sharon Darling, National Center for Family Literacy:
• “from the twinkle to the wrinkle”
• help the kitchen table turn into a really powerful school
• CCSS is very, very exciting; systemic and actionable way to engage parents; now we will have a way to communicate between states and share best materials: “work from a common songbook”
• what role do parents feel they have in their children’s education and what role do they want to play? frustrated, don’t know how or if what they’re doing is helping with their children’s achievement
• ELL parent population is very frustrated, but part of their culture is that education happens at school, not at home; feel intimidated by schools, afraid of schools; send children off to school thinking things are going to be fine and then discover in fourth grade that things are not fine
• 91% of time from birth to age 18 is spent in home and community, not in school
• analogy to oxygen masks on planes: first help parents, so they can help children
• 90 million adults in need of basic literacy skills
• largest decline in literacy in Hispanic adults (18 percentage‐point drop)
• one‐third of children in elementary grades have parents without high school diploma
• scaffolding for parents; parents as learners, not just engaged in children’s learning
• NCFL in 30 cities working with ELL parents to go into elementary schools
• need to build a parent engagement system right alongside the CCSS implementation

Kerry Venegas, National Indian Education Association:
• 562 federally‐recognized tribes + state‐recognized and non‐recognized; Native population is only about 1.5% of US population; 93% of Native children attend public schools
• Native students often not proficient in English
• community engagement—tribal leadership, school boards, community organizations, etc.; inclusion of communities is critically important: consultation and collaboration with Native tribes
• Native students are one of the most mobile populations in the US
• assessments in native languages may be necessary (e.g., questions about snow not relevant to Navajo students)

Q&A:
• Q: how can we engage ELL and communities of color in implementation of CCSS? A: have to look at culture, background; have to be culturally‐sensitive; SEAs help LEAs know where strong parent engagement programs are; role for national organizations to work with SEAs to connect to LEAs; not a lot of guidance in parent engagement; how it gets done needs to be a constant conversation
• Q: what resources do MALDEF and others have to help us? A: go to websites
• Q: re: making parent conferences available in native language, educational interpreting but a lot of school systems may not be aware that the law is on the side of families, so how can we help inform parents? A: meet w/ parents where they need to be (e.g., restaurant so children can get dinner); many Native languages
aren’t written, only oral (love photo novella idea); parents not fully literate in home language; discourse at federal level is changing; NCLB put into place a new set of rights for ELL parents, finding however that that information is still not being provided—lack of monitoring and enforcement that parents have these rights; more work being done to reauthorize ESEA beyond information dissemination to more robust technical assistance (e.g., National PTA Family Engagement Act)
• charter schools are more in the public eye now thanks to “Waiting for Superman”—but only 40K students in NYC are in charter schools and ELLs are not well-represented in charters; there is also a great deal of fear among parents to be out and advocating for their children

**Implementation of Standards for ELLs with Special Needs**

*Martha Thurlow, National Center on Educational Outcomes:*

- [www.ncela.gwu.edu](http://www.ncela.gwu.edu)
- [www.idea.data.org](http://www.idea.data.org) (Part B Child Count, 2008)
- 11-12% of all students in US are labeled with a disability
- ELLs with disabilities: 423-510K in 2007
- ~9% of ELLs have disabilities
- ~80% identified with a learning disability or speech/language impairment; Spanish speakers highly represented

*Shelly Spiegel-Coleman, Californians Together:*
- without ELP standards in conjunction with CCSS, each state will have to revise and adopt their own standards
- “Common Core for all, but access for who?”
- language arts standards for content areas in grades 6-12 support literacy development across content
- ELP standards support language development specific to second language learners in conjunction with language arts standards
- ELP standards will serve as the blueprint for new instructional materials that scaffold and provide differentiated instructional support for teachers with ELLs
- acceleration and access are not “one size fits all”
- to incentivize ELP standards, need ED to require assurances
- new generation of measures must provide accommodations for ELLs

*Margaret McLeod, Alexandria City Public Schools, VA:*
- Virginia not adopting the CCSS; Alexandria City Public Schools is a good school system that has done poorly by ELLs and students with disabilities; Mort Sherman has decided that the VA SOLs are a baseline
- implementation requires tapping into essential understandings for depth of knowledge; robust curriculum; teacher skills and knowledge; and organization of schools by teams
- fewer/deeper standards will benefit students with disabilities; allow time to really process information and build skills
- “end in mind curriculum design” (identify essential learnings, backward design); performance-based differentiated assessments; differentiated instruction that incorporates strategies for ELLs and accommodations for students with disabilities
- learning disability or language difference? debate for 25 years; “two-year rule” (can’t assess a child for a disability until they’ve been in the country for two years)
- role of RTI: is data-driven (universal screening, progress monitoring); provides immediate supports (evidence-based interventions for academic and social/emotional needs); allows for much deeper understanding (sound decisions)
- role of strong instructional leaders and effective teachers