

**PCS-ED-OUS (US)**

**Moderator: Emmanuel Caudillo  
September 17, 2014  
1:00 pm CT**

Coordinator: Welcome and thank you for standing by. At this time all participants are in a listen only mode until the question and answer session of today's conference call.

At that point if you would like to ask a question you may press star followed by 1. Today's conference is being recorded, if you have any objections you may disconnect at this time.

Now I will turn the meeting over to your host Mr. Marco Davis, sir you may begin.

Marco Davis: Thank you, welcome everyone and apologies for the slight delay in getting started we had a bit of technical difficulty. My name is Marco Davis I'm the Deputy Director of the White House initiative on educational excellence for Hispanics.

I'm joined by several colleagues here at the initiative and we're really thankful that you all can join us here for this informative Webinar today. Two quick

business matters I wanted to inform and remind you that this Webinar is off the record and not intended for press purposes.

Also wanted to remind you that this Webinar as the Operator just said including the Q&A discussion will be recorded and the recording and the transcript along with the slide presentations will be posted to the initiatives Web site after the call to make the information available for anyone who was unable to join us for the live Webinar.

The agenda will go as follows: I will describe today's Webinar topic briefly and then introduce our first presenter who will speak for up to 15 minutes and then we will have 15 minutes for Q&A.

Then I will introduce our second presenter who will also speak for up to 15 minutes and then we'll open the floor again for Q&A for the remainder of the hour.

When we open the floor for questions the Operator will come back on to provide guidance on how to get into the queue for questions. And now onto our discussion today on college and career ready standards.

Education systems are only as strong as the expectations they hold for their students but for too long our nation's schools have not set consistently rigorous goals for students. There is growing consensus that America's students need to be prepared to compete in a world that demands more than just basic skills.

Over the past several years states have taken the lead in developing and adopting rigorous standards in English language, arts and mathematics that build toward college and career readiness by the time students graduate from high school.

The U.S. Department of Education is supporting the state led movement to ensure all students are held to high standards for learning and achievement. Today (Tara Whalen) Management and Program Analyst in the office of elementary and secondary education at the U.S. Department of education will describe the department's agenda on college and career ready standards and briefly touch on how states are addressing this issue.

Then Gabriela Uro, Manager for English Language Learner Policy and Research at the council of the Great City Schools, will share information about valuable resources and tools developed by the council to support implementation of the new standards with Latino students and English language learners in mind.

So without further ado let me turn it over to our first presenter, (Tara Whalen) from the U.S Department of Education, (Tara).

(Tara Whalen): Thank you Marco, next slide. As Marco said my name is (Tara Whalen) I'm an analyst in the office of elementary and secondary education. So I'm going to give a quick overview of how we define college and career ready standards and the department, some of the work the department has done to encourage states to adopt these standards.

And then Gabriela will really help dig into some of the great work that council of Great City Schools is doing around helping states and communities implement these standards and give you some more information about how this impacts the Hispanic, Latino English learner communities.

So as Marco said we strongly believe that it's critical we raise the bar so that every student in this country regardless of socioeconomic status, race, ethnicity or geographic location is held to high learning standards that will

ensure that students have the skills to compete in today's global knowledge based economy.

So when we say college and career ready standards what are we talking about and I think that's what you'll see on the slides. First, to make sure everyone has a clear understanding of what standards are, standards are what students are expected to know and be able to do.

Standards are not - don't tell teachers how to teach or what they should be teaching that's the curriculum. So that's another word you've probably heard thrown around.

So one way to think of this is a standard might say that students need to learn to add two plus two. The curriculum would be how the teacher teaches the student how to add two plus two. It's how they go about the everyday work of instruction in the classroom.

So the federal, our federal policies are aimed at encouraging states to adopt high standards college and career ready standards but don't touch on curriculum, which is a state and local matter.

We define college and career ready standards as content standards so English and math standards for kindergarten through twelfth grade that build towards college and career readiness by the time of high school graduation and to be more specific students that meet these standards should not need medical course work at the post secondary level.

Next slide, so why have we so strongly encourage that states adopt a college and career ready standard? I think we had some data to support this transition so as you'll see on the slide 1/3 of American students who enroll in post

secondary education require remedial coursework and that has lots of implications both financial and educational for students.

We've seen New York go from ranked first to twelfth in the world in completion rates, college completion rates for your adults so we have a lot of - this isn't even accounting for the students who don't make it into post secondary education but those who do we see are struggling to get through.

So college and career ready standards are one way of helping shift our focus to high order thinking skills, real world problem solving and making sure that students are ready for the demands of the real world and the 21st Century skills they'll need.

Next slide, so how do we know that standards are career ready? Through the department's policies and particularly (unintelligible) ability, which is our initiative to provide states with flexibility from some of the outdated and onerous requirements of no child left behind.

We've established two different methods that states can use to determine if their standards are college and career ready. First, the state can adopt standards that are common to a significant number of states.

So the common standards that you've probably heard are the common core state standards and I'll touch on that later and I know Gabriela will add even more information.

The second way that states can determine if their standards are college and career ready is that they adopt standards that are certified by a state network of institutions of higher education or IHEs.

And those IHEs certify that students who meet the standards at the completion of graduation, high school graduation will not need remedial course work at the post secondary level.

So several states have gone that route of having their IHEs certify their standards. Among those are Texas, Virginia, Alaska and I'll show you a map shortly that will show you which states have which type of standards.

Next slide, so the standards that a majority of states have adopted are called a common core state standard. So in 2007 a group of governor's and state education chief's decided that they were unwilling to perpetuate the cycle of low expectations for student performance.

And they wanted to find a way to collectively come together to address those concerns. So the designed development and voluntary adoption of these standards has been led by states and like I said particularly by the council of chief state school officers and the national governor's association.

The common core state standards are not a curriculum or set of lesson plans. Like we said they are a set of standards that show what students should know and be able to do by the time they graduate from high school.

When this group of governor's and state chief's set out to develop a new set of learning standards aligned to the real world they focused heavily on higher order thinking skills and what they could do to ensure that students wouldn't need remedial course work and would be able to complete college in a timely manner.

I think when they started the work what we've seen since then is that it's gone far beyond even what the expected, 43 states and DC have voluntarily adopted these new standards.

Most states began adopting the standards in 2010 and the majority of states fully implemented the standards during the 2014 - 2013, 2014 school year so last school year.

That is a general timeline. Some states started adopting standards - started implementing standards earlier others are continuing to implement through some kind of phased approach.

Next slide, so this is the map that can show you were all states including your state at - are at as far as standards adoption. So as you can see from the map 48 states and DC have adopted what we would call college and career ready standards.

The vast majority of those states indicated on green have adopted the common core state standards so that's 43 states plus DC. States in yellow have adopted college and career ready standards that have been certified by their institutions of higher education.

So you'll notice there are two states that are not marked as having adopted college and career ready standards here that's Nebraska, which has not adopted the common core and because they do not have yet the flexibility have not presented to us a certification from the IHEs.

And Oklahoma, which as some of you may know did adopt the common core state standards but this summer they dropped the common core state standards and reverted back to their old content standards from 2009.

A couple of unique states on here to point out you'll notice that Minnesota is a combination of green and orange. That's because Minnesota has adopted the common core state standards in English but not in math, they use their own state standards for math.

And then Indiana also marked in yellow was a member of the common core state standards, they dropped those standards, adopted a new set and their institutions of higher education signed off on them.

So as you can see from the map there are lots of states who have voluntarily decided to adopt these college and career ready standards to address the concerns we talked about at the beginning, which are that they wanted to make sure their students were ready for the real world and the complexities that they faced upon high school graduation.

Next slide, so there are a couple of resources I wanted to point out to you. On our Web site and you can see at the top of the page the ed.gov Web site about standards we have links to a number of resources there including the common core state standards if you'd like to get information on those.

And that can also point you to different states Web sites and resources that they've developed. And then you can see my contact listed if you have any questions. But hopefully that gives you a basic idea of college and career ready standards, what they are and which states have adopted them.

So I think we are going to open it up now for some brief questions.

Marco Davis: Thank you (Tara). Yes so Operator if you could please explain to folks how they can get into the queue to ask a question.

Coordinator: Okay sir thank you, for the participants over the phone who wants to ask a question you may press star followed by 1. You are required to record your name clearly and slowly when prompted.

If you want to withdraw your request you may press star followed by 2.  
Speakers one moment please for our first question.

Marco Davis: And by the way while folks are getting into the queue I'll mention that hopefully everyone on the call has received this slide presentation as a PDF attachment we sent out a little earlier today.

If you did not receive it simply send us an email at [whieeh@ed.gov](mailto:whieeh@ed.gov) it's the same email you should have received the invitation to this Webinar from but if you simply send us an email and let us know you did not receive the attachment we'll send that to you.

That will include all of the slides with the information you just heard which also includes the two presenters contact info so you that you can also follow up should you have questions or need information after the Webinar.

Coordinator: Once again for the participants over the phone you may press star followed by 1 to ask a question. And speakers we don't have any questions in queue at this moment.

Marco Davis: All right what we'll do is we'll go on ahead to our second presenter and then obviously we can obviously have a longer Q&A time in case questions come up at the end of the second presenter.

So our second presenter as I mentioned is Gabriela Uro from the council of the Great City Schools so we'll turn it over to you Gabriela.

Gabriela Uro: Thanks and I hope I can be as comprehensive as (Tara) that didn't get any questions right? So thank you no and I really appreciate that. I do want to say thank you to you and your team over at the White House initiative for Hispanic excellence.

And inviting us to share with you some of the work we've been doing and also what's great about after following (Tara's) presentation is to really also explain why at the council we are so behind the common core state standards or just the new standards that are being developed and adopted across the nation.

And then more importantly why we think for ELLs in particular English language learners and even Latino students that are not English language learners they are so key and critical for the achievement of such students and even for us as a nation. So I really appreciate the invite.

So if we can go to the next slide I want to just sort of give you some figures and I'm sure that for a number of your you're familiar with this just in terms of the work you do and the interest that you have in this topic, which is why you're here on the call or on the Webinar.

So just go hit the next - yes to give us some data. Just to, you know, remind us of what the numbers are we hear about it the Latino student population is growing at a very quick pace but it always helps to sort of see it in numbers.

Just in a decade between 2001 and 2011 we saw enrollment increase from 8.2 million Latin's in our schools to close to 12 million students. This represents from 17 to 24% so it's a significant number.

By 2023 Latino's are projected to comprise 30% of students in pre-K to grade 12 in our public schools. Now as you well know some of you and some of you

don't because I know there's a lot of misconceptions out there with regard to the nationality and whether or not these individuals are born in the U.S.

Since 2000 approximately 90% of the Latino children age of 18, which are typically then school age are actually born in the U.S. And that I just put it out there because that's something we in the work we do is something that always comes up and especially right now with the media coverage has been going on with regard to unaccompanied minors.

When it comes to the council of Great City Schools in our districts we represent 67 of the nation's largest urban school districts. We have about close to 40% of our enrollment, which totals 6.9 million total enrollment, 40% of them are Latino's.

So for us this is why it's so important we need to really get it right in terms of common core implementation or new standards implementation for Latino's. And then for English language learners if we go to the next slide I want to share some information with you about our English language learners in public schools.

Overall across the country depending on the databases that are used and the methodology and the calculation we're looking at approximately 5 million English language learners right now. Over 80% of such English learners nationwide speak Spanish at home.

But I think another way of looking at this, the 5 million students that are English language learners in our public schools represents approximately 10% of the total student enrollment.

Bu I think another way of looking at this that when I looked at the tables produced by the Department of Education it really struck me as a paradigm shift if you will in terms of how we talked about this population and the significance.

Seventy-four percent of schools in the nation have enrolled at least one English language learner and the significance of this has to do with principals. What is the type of professional development, what is the type of knowledge and understanding do that our principals have about English language learners?

And this is something that comes up time and time again in the work that we do at the council. When a school district maybe has 5% ELLs it seems like it's okay it's not that large of a population but when you extrapolate that figure to how many of those ELLs are enrolled in various schools then all of a sudden you really need to address the needs of those principals and understanding how to serve those students.

So two examples, California 94% of their schools have an English language learner and that is, you know, something that might be not necessarily common knowledge but understandable given that we know that English learners enroll in very high numbers in California.

However who would know that 22% of the schools in Montana have at least one English language learner. When I looked at the table I was even surprised to see that 38% of schools in West Virginia have at least one English language learner.

So for that principal that has one or two English language learners they need to know what should be in place to support those students and even understand what are the expectations for them.

So why is this important to the council of Great City Schools? For us 1.2 million of our students are English language learners and this accounts for about 26% of the nations total English language learners. So for us this is a critical segment of our student population that we really want to make sure are able to attain to the new standards.

So next slide please. So some of the issues that when these standards were being developed there were questions about whether or not they include English language learners, whether or not they are meant for English language learners.

Well for us given who we have in our school districts it's not a question. For us it has to be that common core state standards do include and are meant to be for English language learners and the actual common core state standards documents actually speak to this.

We as a community in terms of advocates for English learners and Latino's and then those here that work at the council where we are supporting our school district we want to make sure that we demand that the standards also apply to English language learners.

And again just to give you the figures, if English language learners are currently 10% of total enrollment, 74% of in nation schools and 18% of our council member districts it's non-negotiable we just have to move forward.

And essentially if you are going to succeed with implementing any new standards, any new programs for that matter or new initiatives it has to work for English language learners it has to mean success for English language learners because if not I suggest then it really isn't a successful implementation.

So for us what we've been doing at the council is really working with our school districts to support them from the very beginning when the standards were - when they first came out and folks started adopting them is to start preparing how can they move forward with the implementation.

So with regard to English language learners - next slide please. It was really important that we articulated why we thought the new standards one was applicable to English language learners but also what did it mean.

So we're not going to fool ourselves it's not easy we know there are many challenges ahead and folks have been grappling with that for several years now and especially with ELLs because the instructional shifts that many of you I'm sure have heard about with regard to the common core state standards.

Well when it comes to English language learners there might be even more. And why is that? Well for one the instructional shifts that are discussed have to be visible also in ELL instructional programs.

As many of you might know many times English learners are in programs that sometimes are parallel unfortunately other times sort of weave in and out of your general education programs.

We want to make sure that whatever is the delivery mode that you have for English learners the rigor that is expected based on the common core state

standards has to show up also in the support and the instruction that English language learners receive.

But there's also another shift that has to do with expectations for English language learners. In several other Webinars in other conversations here in Washington with other organizations and also just with the public - with the educators at large revolve around the question whether or not English learners can actually do this.

And that's something that we need to really shift we can't continue to question whether or not they can do. English learners can succeed they can meet high standards it's a matter of how you structure instruction and how you provide materials that really are aligned with that expectation.

And I really do think that it has to begin the English language learner researchers and educators as a field that we be able to articulate that higher expectation because if we don't nobody else will.

So in line with that there's also a shift in the roles of ESL teachers. There's a real opportunity here because for teachers well and it's both a challenge and an opportunity.

So ESL teachers to the extent they have been somewhat limited to work with ELLs while they're in the literacy block during the English language arts time, not so much in science, not so much in math may be a little bit in social studies or social science.

Well here's a chance and a real need to make sure that ESL teachers are able to work with other teachers in other content areas because if you look at the common core state standards or even the standards that have been adopted by

other states the language demands have been increased significantly across all content standards.

The type of texts that are being read, the way you read the text the way you articulate your reasoning, the way you present information and you integrate knowledge based on research the language demands have increased. And so there is a real shift in what the role of the ESL teacher might be because now it might be expanded but also it has to be elevated.

So in terms of opportunity these new standards because they have language demand that figure prominently in the standards that basically is an open door to bring up what we have for so many years talked about as the link between language development and the acquisition of content knowledge.

So it's a new opportunity and in that opportunity we can actually recommit ourselves to making sure that there's equity for English language learners and accessing rigorous content.

So this is what was at the premise of the work we've been doing with regard to English language learners and among the things we've been doing is making sure that we produce tools and resources for our districts that are helpful in communicating this way of thinking and this commitment to standards to their own communities.

And in preparation for a new set of PSAs that we're doing both in English and in Spanish we conducted a survey of parents and it was a separate one, it's the same survey but we did it for Spanish speaking parents and English speaking parents. So I want to share with you and we can go to the next slide what Latino parents say.

It was very interesting and it was actually illuminating and sort of just corroborating what I think the public agenda surveys have indicated and even the Hispanic Pew Center has found.

So the next couple of slides will show you these figures that I think if you download it or if you copied the PDF it might be easier to read but I'll just walk you through them briefly.

When we asked Spanish speaking parents and English speaking parents so what was your general impression about the common core just cold, you know, how much you knew about it or not and what was your perspective on it.

Seventy three percent of Spanish speaking parents had a positive impression compared to 48% of English speaking parents. When it came time to asking them about whether or not they believed that the standards would be beneficial to their child or their children 70 - the next slide please, go to the next one.

Yes, 72% of Spanish speaking parents believed it would be somewhat or very beneficial whereas only 50/% of the English speaking parents believed that to be the case.

And I think what we found with these two figures that I just mentioned to you was that corroborating again what some of these other surveys have found when they actually made the distinction between ethnicity of parents is that the aspirations were very high in terms of Latino parents they have high aspirations for their children.

If not they wouldn't be working as hard as they do, they wouldn't be leaving their countries as sometimes they do. But there's also very real concern over opportunity and equity and having information about how to go to college or taking the right classes or whether or not there are scholarships.

So to the extent that parents saw that the common core state standards really is trying to get the rigor of instruction and the high standards to their child so they can actually access higher education and be successful that's where we are seeing that there's a real positive perception around common core.

So let's go to the next slide. So when we asked about whether or not they thought they were important again it was 98% of the Spanish speaking parents thought that these standards were either very important or somewhat important in comparison 88% of English speaking parents so it was still pretty high but still it was markedly higher for Latino parents I mean that's virtually 100% thinking it was high.

In our survey let's go to the next slide. In our survey we also wanted to find out who do they prefer, who do Spanish speaking parents or parents in general prefer to hear information from and it was really interesting the difference between Spanish speaking parents and English speaking parents.

Spanish speaking parents virtually all of them 94% indicated that they'd rather get information from their child's teacher. For English speaking parents they were not as high it was 64% as you see there and then, you know, 28% had no preference.

But it was very, very interesting and for us this is important because as we produce for example these PSAs that makes a difference if the person they're going to have on the PSA is representing a parent or representing a teacher.

I'm sure that this might not come as a surprise to many essentially because if you think about it for a lot of the Latino's and there's a strong culture around respecting the role of the teacher and really relying on the teacher for knowing what's best for your child the teacher and educators.

So with this information for us it was important to really be clear about what is important to the Spanish speaking community, what are they concerned about. The survey had several other set of questions regarding concerns especially around assessments since there has been so much hype around that.

We really want to be clear about what were the concerns so then we could properly tailor our message to that. So my question to you and we go to the next slide is how do we engage our Latino community?

And I must say that it really has to do with the messaging education and tools, you know, they have to be on target, they have to be relevant. We need to know the numbers, we need to know the values and perceptions of our community as well as the issues and challenges.

I know that in one of the Webinars I had a chance to do with a radio program there was a lot of misconceptions around the new standards and many of the Latino parents calling in were concerned that it meant that their children would not work their home language in this case Spanish.

And so we need to make sure that parents are not reacting to things that are not necessarily true and that we provide information. So with that let me go to the next slide and sort of walk you through what I want - what I consider to be some culturally relevant resources, you know, what would it take.

So one is once you know your target audience your population and what are the issues what are the perceptions, it's really important that we have a couple of points and I'll just walk you through them briefly.

One, it has to be accurate, the information has to be accurate. The content as well as there has to be some way of controlling the quality to make sure that our communities are not being provided with incomplete information or misinformation.

You know, we have been fighting that with our ELLs we don't want English learners to get less, you know, materials that are less quality or less rigorous well the same goes to our community. We should have information that is robust and reliable.

It has to be well targeted. So if you look at the data that I just walked you through if we create a PSA that is only based on what the English speaking parents think and they're the majority well we're going to miss some very important points that are there with regard to Spanish speaking parents.

But if we craft and we just translate our PSA from English to Spanish but using the information based on the English speaking parents that will not necessarily meet the target and the intended audience.

There is a number of resources I'll date myself but just so you know I went to college when there was no Internet. So the fact that I can just go onto Google and type something in or go into the Web site for (unintelligible) education or the Hispanic Pew to pull up data to help inform what the work I do on a daily basis or this larger work we're doing with the PSAs is critical.

So there's no excuse it's not as hard as it used to be it's much easier to have all this information at your fingertips. And what's exciting is that there are a lot more researchers there are a lot more up and coming folks that are getting their PhD's and doing very culturally relevant research for our communities so we really need to make sure that we access that information.

So in terms of being effective, well what makes the tools whether they be for parents or for school districts that have English language learners or Latino's what makes them effective?

They have to be user friendly and accessible we can't over simplify things just like we don't want things over simplified for our children we should not also over simplify it for the families.

Multiple languages even formats. The Hispanic Pew has information about how Latino's use their smart phones at very, very high rates I think among the highest to access the Internet. So we need to make sure that when we produce things they can be accessible through smart phones.

Timely, we need to provide information that is relevant on a timely basis so that if it's about school selection if it's about selecting classes during the school year that it's relevant based on the school calendar or the education pathways, you know, what is important information for parents to know when the kids are in elementary versus when they're in middle school.

And then finally as I mentioned it's just having to be relevant based on research. So let me just give you an example and I'm about to wrap up so we have can have questions is let's go to the next slide.

One of the resources that we just came out with a couple weeks ago is one that I would consider to be a linguistically relevant resource. We looked at the fact that as I mentioned before our English learner programs have to reflect the type of shifts that are required by the new standards.

So we developed a framework we listen to our membership our audience, we looked at the numbers. We sought out some experts to work with us and create some helpful tools to guide our own districts in articulating what does their instructional program for ELLs look like currently.

And what does it need to look like in order to ensure that English language learners can access common core state standards. It includes a division for ELD that we call ELD 2.0 including the theory of action and providing you with citations and it's available free on our Web site.

We also included examples of instructional delivery models because as I'm sure is the case with many of you on the line our districts have varying models that they use for instructional programs.

And for us we didn't articulate this is the model you must use but rather these are the components and this is the type of rigor that has to be underlying and at the very foundation of the models and instructional programs for ELLs.

And then finally the framework also includes a set of criteria to guide districts in a selection of instruction materials. And this is in response to the numerous concerns and complaints that we heard there are no - there are insufficient high quality instructional materials for ELLs.

And so we really set out to figure out, okay, what would it take, what do we need to have in these materials to really support the type of instruction we need? And the vision that really drove this work was around acceleration.

It's not remediation it's around acceleration of both academic language, academic English language development but as well access to grade level content and that also being rigorous and linked to the common core standards.

As I mentioned earlier what was critical is that because the common core already has language demands embedded in their standards it gave us the opportunity to have a purposeful link to language development within the common core.

Having grade level content is critical but it would be appropriately scaffolded for ELLs so they can actually access this. And then finally having the type of instructional practices and materials that would support this type of instruction.

So we have additional resources, I'm going go to my final slide I just want to - I did a snap screen shot of some of the materials that we developed recently that I think have a particular relevance to English language learners and common core standards.

The one on the right is the framework that I was just describing and again these are all available at the addresses that appear in the slide. But then for example the blue one, which is English language learners in America's Great City Schools that provides you data on the enrollment of ELLs in our districts.

((Foreign language spoken)) [0:36:45.1] for kindergarten is just one that shows you we have K through 12 for ELA and math. These are very short but

they're very detailed in describing what is expected to be happening in the classroom.

What is a child going to be doing in the classroom for that year and even the subsequent year by content area and we did it in Spanish and we did these in English. And then these two other ones one has to do with the calendar of questions that is linked to what happens throughout the school year.

And you'll see by different stakeholders what are some of the questions that you might want to be asking yourself to really look at whether or not implementation of the common core is going as it should be.

And it has embedded in those questions, questions that are specific to English language learners. And then finally the one right next to the one that's blue is called beyond test scores is really trying to help people understand what is it about these assessments, what is it about what we expect students to be able to do to articulate their reasoning to be able to tackle problems.

And then how that feeds back into what type of instruction needs to take place to really prepare students to handle the new standards. And with that I conclude my time and there's information if you want to visit those Web sites or send me an email if we don't have time to answer your questions today.

Marco Davis: Wow well thank you (Gabriela) that was great that was really comprehensive we appreciate that. So we can open the floor now again to the participants for Q&A.

So Operator if you wouldn't remind remaindering callers how to get into the queue and maybe we'll have a couple of questions although again (Gabriela)

you gave such a great and thorough presentation you may have answered every question folks could imagine too, it was awesome.

Gabriela Uro: Thanks.

Marco Davis: So Operator if you could remind folks please.

Coordinator: Thank you sir, once again for the participants who wants to ask a question you may press star followed by 1. If you want to cancel your request you may press star followed by 2.

And we have one question in queue and it will be from Ms. (Crystal Harding-Jenkins), ma'am you have an open line.

(Crystal Harding-Jenkins): How can parents or community members advocate to schools or districts for those higher expectations or needs or just to push this agenda along in support.

Gabriela Uro: Great question so glad you asked that. I think it's something that has to become part of the agenda even of the PTA agenda. So it may be after you talk about the fundraising aspects maybe somebody raises the question how are we doing on this, you know, ask for somebody from the department or from the district to come present to you and give you information about where you are.

The school boards, you know these are elected officials in most of our districts. I know in some of them they are appointed but these are your elected officials they are public servants and approaching them and asking them how the district is approaching helping students that maybe are behind how are hey

going to make sure that they meet the common core state standards would be one way to do it.

At a more school based level even in the conversations with teachers. One of the things that we do in the roadmaps for parents is give parents some questions that they can ask the teacher because a lot of time in the parent teacher conferences if you start bringing in and folding in the questions it drives them to give you very specifics as to how to make sure that their child is meeting the new standards.

You really start driving the message, you know, from many points. The other thing would be if there are organizations and community groups and I know in many of our cities we have great groups that do advocacy work but to make sure that this becomes part of their agenda.

It really is sort of like the new battleground for civil rights it really is about access.

(Crystal Harding-Jenkins): Thank you.

Coordinator: Thank you so much and our next question will be from the line of Ms. (Chenille O'Queen) ma'am you may begin.

Man: Hi is there research that shows states that are successfully reaching standards within ELL population - populations and what are the quantifiable variables that have contributed to the success of these schools?

And then also is there a comparative analysis between Hispanic ELL populations and non-Hispanic ELL populations to compare achievement between ELL population for example Asians versus Latino's and some data

that shows what could be contributing factors between the different groups of ELL students?

Gabriela Uro: In terms of the research around the standards I mean that is still, I mean people are still working on implementing those. So we haven't even had the first set of assessments.

So that I think is a little premature people are ramping up. People - districts that have been working with this implementation at different grade levels for example it's been already two years in some of the districts where they started doing the work.

Let's say at kindergarten or at grade two they are seeing actual increases in achievement even in the current state assessments. So until the new next generation assessments are given we won't know what that's going to be like.

And states for example Virginia they're really having a hard time they ramped up their standards but they're still behind in ramping up instructions. So what they've been grappling with as a whole state is yes lower scores.

But whether or not the child is actually learning more or is another issue and that is something that folks across the country are having to grapple with because yes the standards have been increased and while you ramp up instruction it will take time to get to where you need to be.

In terms of your question related to different groups I know of quite a bit of research out there there's a pretty significant body of research on that question. So I mean I would suggest, you know, just looking that up.

I can send you some links at some point if you want of some of the work that I've come across and I've used in our work but what I would say though is it's not necessarily inherent to the student always it really has to do with what's the treatment.

So what type of schools are the students in. One of the research consortia out of Chicago they looked at English language learners and Hispanics that are not English language learners looking at that comparison of achievement.

And that's a pretty robust set of questions that they ask. They focused on Chicago schools so it's a small universe if you will but I think the ability to replicate that type of study in other parts of the nation or even larger populations might be helpful.

But they found some research around these issues and I do think that one of the things that they found was interesting but it really depended on the school the children attended.

And one of the things that the standards are trying to do is to really not have that happen. So that no matter where you live you still have access to all of the requisite courses that allow you to graduate ready for college.

Man: Thank you.

Coordinator: Thank you so much and our next question will be from the line of Ms. (Leeann Dawson), ma'am you may begin.

(Leeann Dawson): Hi, I am curious I have not worked with these standards. I am curious how they work with young people who really are desperately behind in the academic level to begin with.

We are in an area where there are a lot of recent immigrant most recently a lot of accompanied minors from Central America many of whom come in with a fifth grade background and they're 15.

Are you - do you really believe that they can be gotten to a point of meeting these standards in some realistic timeframe.

Gabriela Uro: Yes I do.

(Leeann Dawson): How?

Gabriela Uron: Well one is believing that they can. Two is understanding what did they bring. We need to stop seeing them as having deficits. For one if they were able to survive coming up through Mexico on their own crossing a desert on their own, my hat's off to them to figure out how did you do that?

So we need to figure out what assets did they bring that we can build on to then make sure that they learn what we consider to be schooling in the formal schooling sense.

The other thing is and I've been in many other countries in their educational systems even as a student. Other countries actually sometimes have had higher standards than we have had.

What happens in especially poor countries not all kids get the education but the ones that do get it on a national curriculum tend to be pretty high and what we have seen in several districts some of the kids that are coming in with schooling even in their impoverished countries might have higher math levels than our own kids here at the same grade level.

The problem is we need to get to their knowledge through limited English or no English and that's where I think is a critical piece that we schools need to figure out. How do you make sure that you don't compromise the students' cognition, the students' continuous development in cognitive knowledge while they're acquiring English.

And it's really tough if you've been to another country or learned another language it's very frustrating to know that in your head you have a very complex idea and when you hear yourself speak to another adult and you're - maybe you're a doctor already you sound like a fifth grader, you know, because it's not your language.

Yet in your own mind you know you have a complex idea formulated it's just not in the language that you are currently living in. So I do think it's possible but it does mean re-tooling our schools, it does mean having different types of materials, it means a lot of professional development.

And I'm sort of liking it to let's say you have a factory and there are new machines that are coming in and you change all the machinery in the factory. Well the workers there were familiar with how to use those machines before now you have machines.

We need to know, we need to learn how to work with these new machines. Same thing with the kids, if we have different kids coming in here with different issues and different competencies that maybe are, you know, the school system hasn't really seen before we need to figure out how to access those skills to really bring them into what we consider to be educated.

Marco Davis: Great thank you.

Coordinator: Thank you ma'am and we still have questions in queue and our next question will be from Ms. (Christina Fecione-Viaz) ma'am your line is now open.

(Christina Fecione-Viaz): Hi thank you for this presentation it is so timely because I was just coming from conducting a presentation for about 80 parents here in Chicago who are part of a statewide parent mentor program in which they work directly with teachers in the classroom.

And so I have a ton of questions but one of the questions that keeps on coming up in our discussion that, you know, we were also having trouble responding to because, you know, the trial is still out is concerning the assessment.

And specifically, you know, we're in Illinois so we're under the PARCC...

((Crosstalk))

Gabriela Uro: PARCC yes.

(Christina Fecione-Viaz): ...and the fact that, you know, the assessment for English language arts is going to only be done in English and the math will be trans-adapted only in Spanish not for any other languages.

And so how do we, you know, navigate that to one, ensure that these assessments are truly reliable and valid for English learners because if it's not what the research shows is that if it's not in your need of language it really can't assess your proficiency in the content, the subject content.

It really is if anything looking at your English proficiency but that test wasn't really even created to do that so how do we negotiate and navigate that so that

our kids are not, you know, being deemed unable to grasp the information because of their language?

Gabriela Uro: Right and that's a big issue and also I must say that if it's assessments in native language it also has to be for those students that have been provided instruction in native language.

(Christina Fecione-Viaz): Absolutely.

Gabriela Uro: Because what happens all too often is we have a lot of various languages that are sort of in a rest in developing right, you know, so you might learn the language at home you still might be using it at home but you never really develop the academic language or the academic register.

In ((foreign language spoken)) [0:50:27.8] in Spanish and whatever language. And so part of it is sometimes testing a native language isn't necessarily the (unintelligible) it would only be for those that actually have academic language that can actually then take a test in native language.

I think PARCC and smarter balance have - really having a hard time I know they've been doing a lot of work around this of how to really make sure that there's some accommodations to minimize that interference as you mentioned in terms of the language load with English because you're right.

If they don't know enough English then it becomes almost like an English proficiency assessment when it really wasn't designed to be that. So that is something that I think the consortia's are trying to grapple with.

I do understand that some states have left one consortia or another based on what they see their needs are. I don't know where Illinois is with this but that's something that I know is out there.

There's also the need to maybe figure out how do you have other types of measures to make sure you capture what this child knows. There was a study that was done by Boston they've been grappling with that as well, they're under the WIDA consortia for English language proficiency assessment.

And then Massachusetts if you know they've had one of the higher standards in the nation for a while now so their state assessments have been pretty tough. And what they found was looking at English learners when they were at their levels one and two they weren't scoring very high and even three they weren't scoring very high.

Once they hit like a level four on the WIDA scale the kids just shot through the roof. And what they found was it wasn't that the child didn't know the material before it's just that they didn't have enough English to actually be able to show what they knew on the test and that is I think something they're going to continue to grapple with.

I know districts and because now we have common core state standards to the extent some districts are able to come up with interim assessments or benchmark assessments that are aligned to the common core state standards and to next - whether it be the PARCC assessment or smarter balance to the extent that they can come up with those type of assessments that have much less of a language load I think it would help us.

But this is a question that every single district that we work with we're all grappling with that one it's not a fully resolved issue.

(Christina Fecione-Viaz): Absolutely and I mean I think the challenge to for us is that the math one that's going to be trans-adapted they're not going to feel tested and there's just some concerns about that because again that raises concerns about how seriously are you taking this tool if you're not going to feel tested to be able to know what you need to tweak, you know, what works what doesn't.

And so I mean it's just I mean the only thing that we can think of is an advocacy campaign around that because I mean, you know, good research tells you that you field test and you pilot before you actually put it out there to use as a standard measure.

Gabriela Uro: Right, right so part of it is, you know, is the parent mentor program is to see how, you know, you teach them to also engage with their elected officials, with the politicians maybe there's some other community groups that, you know, they can link with and sort of create a stronger voice on this issue.

(Christine Fecione-Viaz): Yes, thank you.

Marco Davis: Great.

Coordinator: Thank you ma'am and sir we still have three questions in queue.

Marco Davis: Okay perfect, we'll take those three and then we'll...

Coordinator: Thank you so much sir and now our next question will be from the line of Ms. (Crystal Harding) ma'am you may proceed.

(Crystal Harding): I'm just wondering what's the connection or plan of action with the Title 1 or schools that are considered improving schools with this measure with

common core. Like how do they all - is there anything Title1 specifics that they're supposed to be implementing or doing?

Gabriela Uro: I don't know if (Tara) want to take that one.

(Tara Whalen): Yes I was going to jump in there. So I think yes so under Title 1 under no child left behind, which is the last pre-authorization of the ESCA it does require that states have high quality standards.

So what this administration particularly has emphasized is that high quality means college and career ready so students are ready for post secondary education.

So there is a requirement within Title 1 to have standards and assessments, this is where that kind of fits but again the Federal Government has no role in determining what standards states should adopt and even approving the content of the standards.

So that's why we've provided states with a couple of ways that they could demonstrate their standards are high - college and career ready but we don't get in the business of evaluating the content of those standards.

So and to your second question about depending on your state a lot of states now identify priority and focus schools, some states still identify schools that have need of improvement and corrective action and all kind of have different planning processes for Title 1.

But no matter what the processes are we hope that they're looking and they should be looking at student achievement particularly in math and English. And if they're seeing that there are student populations or subgroups of their

students like their English learners are not proficient in math or English they should be looking then at the curriculum and the standards and to what extent those things are affecting performance.

(Crystal Harding): Okay thank you.

(Tara Whalen): That's a really broad description but I think that's it.

Gabriela Uro: And (Tara) wouldn't you say that like the case of what's going on in Virginia right now plays into that, you know, they raised theirs standards and they're really grappling with how to make sure that their schools are able to even pass their own accountability system that the set up with, you know, under the waiver.

(Tara Whalen): Yes and I think that's absolutely right and I think what Gabriela said earlier is that states are really just - they're in the middle of this work now. So a lot of states have implemented the standards for one year maybe less, they're rolling in standards.

And so the next phase of this and something you should really think about in your communities is this idea of continuous improvement and so now you're adopted the standards so on paper you have everything, how do we put the supports in place for teachers and students to achieve and to excel under those standards?

Marco Davis: Great and I think we have our last two questions.

Coordinator: Yes sir, and our next question will be from (Drew Trisdale), sir you have an open line now.

(Drew Trisdale): Hi Gabriela, my question is how do we support bilingual diverse learners? Are there any ideas and research around that because it's one of the issues that we're working with is how to support those children, could you please give some information?

Gabriela Uro: Yes I mean that ((foreign language spoken)) [0:57.26.8] has been doing a lot of work around dual language programs you have the center for applied linguistics, it also have their principles for effective dual language programs.

And what I would say is that the common core applies to that as well so even in our materials we talk about that. If you are going to have a dual language program you have to make sure that the English part of the day is just as rigorous as the Chinese, Korean, Spanish or whatever is the other language you're using for instruction.

It does become a challenge because many of the woe that I have heard from folks is that sometimes they don't have access to quality materials for the other language and now that we're asking for the quality of materials to be ramped up even further that will be a challenge.

But if you have a dual language program you definitely want to commit to that. In terms of a dual language learners for example very, you know, early childhood I know in some districts they have dual language learners is what they're calling them now in terms of early childhood.

You can actually also have a very targeted approach to make sure that you're providing the caliber of language development in their native language that really is aligned with the type of learning that needs to take place given the common core.

(Drew Trisdale): Thank you.

Marco Davis: Great and so now we'll go onto our last question.

Coordinator: Yes sir our last question will be from Ms. (Lucia Vendez) ma'am you have an open line.

(Lucia Vendez): Hi thank you for joining us today and I guess providing this lively discussion. I guess I wanted to build on the question that was discussed I think two questions before.

I feel like the focus is very much on the deficit of ELL learners and I guess language deficit in general and when it comes to common core. But what training are teachers I guess undergoing and what instruction are they receiving?

Not only when it comes to like Pedagogy but also I guess deconstructing like ethnocentric views in dealing with ELLs.

Gabriela Uro: Right, great question. The PD that folks are engaging in unfortunately I must say this that it's really hard because it's very siloed and so we're really - a lot of our districts and we're really trying to help.

And I would say a number of organizations in the DC area that are national in scope are trying to really bring down those silos because what these new standards are asking you to do is that the math teacher, science teacher, social studies teacher be in some way also a literacy teacher, right.

And what all too often we hear is like well no I teach science I'm not a reading teacher I don't teach literacy. Well but you have to be able to know how to

embed some of those learnings in your lesson because students have to know how to articulate their reasoning, they need to be able to argument and do research.

So I think the type of PD that it's going to take and it's happening in some places and not so much in others. So we're still trying to, you know, push that in helping any way we can is the content teachers need to learn about how language plays into learning content.

The teachers that have been more focused on literacy or for example ESL teachers that have been focused on language acquisition they're going to have to sort of do that crosswalk and really get into maybe more of a content aspect, so that's one thing.

I think there's also a need for teachers to sort of take it one step beyond and it goes to your point around the deconstruction of where they're coming from with their own perspective around expectations, around how language learn for example.

And then how do you build in the type of tasks and activities in a class that is respectful and that acknowledges the way that languages learn and how that plays into learning content.

There are - it's a little bit of what I mentioned to before it really is sort of learning like a whole new way of doing what your profession is. But if you are a professional as an educator that's what you do.

Any professional you sort of have to keep up to date, you know, you would learn all the new technologies well that's what we have to do. What are the

new Pedagogie's that I need to be attending to and that I need to learn to really address the needs of English language learners.

(Lucia Vendez): Thank you so much.

Marco Davis: Great, so that's all the time we have for the moment. As I mentioned earlier if you still have a question for one of the presenters their email addresses are in the slide presentation.

So you can reach out to them directly or you can certainly go through our office. And similarly if you did not receive the attachment please do let us know by email at whieeh@ed.gov, we'll be sure to send it out again.

I want to thank your presenters, I want to thank all of our participants for joining, hopefully this was in informative Webinar. We found it extremely informative and enlightening.

We'll be in touch soon to share the theme of our next monthly Webinar, which if you haven't picked up on the pattern is the third Wednesday of the month at this same time 2:00 pm Eastern.

So we will share information on that and hope you all will participate in that as well. Thank you once again everyone and have a good day.

Coordinator: Have a good day speakers that concludes today's conference thank you all for participating you may now disconnect.

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