

Readiness Matters

SREB/Hunt/NCLR Meeting

Atlanta

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- Perspective on CCSS is that it is the third major wave of reform after IASA, NCLB – the ELL perspective is that these waves have washed across instruction for a category of students identified through Civil Rights Act and Lau v. Nichols.
- Throughout these waves, we have struggled with a “two-cyclops” problem of access to language and access to content, but often separately, when in fact the mind integrates these two perspectives. That is a problem with the debate over bilingual v. English-only that has dominated the field -- it only focused on the language of instruction, not on how language and content can integrate productively.
- Understanding Language asserts that the new college- and career-ready standards privileges the ways in which language is used for learning and instruction by including in the practice standards active uses of language – such as explaining and understanding each other’s reasoning and reference to evidence.
- In policy, this privileging of language within content is fortified by the use of the term “correspond” to refer to the relationship between the content standards and the English Language Proficiency standards that appears in the ESEA waiver provisions. This signals that ELP standards represent the language demand dimension of the content standards, and are not separate content. Further, how content and language standards may “correspond” is clarified in the ELPD Framework from CCSSO, which was used as the direct foundation for the new standards used by the ELPA21 consortium of states.
- Understanding Language has now embarked on using MOOCs (Massive Open Online Courses) to communicate with and to engage the field with looking at the oral and written language produced by students, and how teachers support it. The MOOCs are not of the “watch powerpoints and videos and then answer questions” variety, but rather are active communities of teachers who share examples from their classrooms and engage in peer review and teams. We have successfully launched 4 MOOCs engaging thousands of teachers – the evaluations have been very positive, but we are continuing to improve based on our experience and analytics.
- A MOOC on formative assessment practice has just launched (as of May 6) – enrollment is free and open, and teachers may enroll until May 13 - <https://novoed.com/formative-assessment-common-core/home> More information on the MOOCs as well as the work of Understanding Language is available at <http://ell.stanford.edu>
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Helping English Learners Successfully Transition to College- and Career-Ready Standards

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(a cartoon history)

