The CCSS in ELA and math and the Next Generation Science Standards reveal that they not only raise the bar for learning, but they raise it in a way that requires high levels of academic uses of language. This necessitates a shift in the education institutional pipeline and a shift in the way we prepare educators. Conference participants will:

- Learn about the major shifts that are articulated in the CCSS and the Next Generation Science Standards
- Experience an ELA unit designed for the middle grades which embodies the major instructional shifts that are called for in the new standards
- Learn about the 2012 framework document developed by the Council of Chief State School Officers that articulates key research and policy for designing correspondence between ELD Standards and CCSS
- Learn about CA ELD Standards in development that correspond with the CCSS in Language Arts and discover ways in which they reflect the language demands that are implied in the CCSS
- Consider policy implications of the CCSS during the California State Superintendents’ Round Table
- Discuss opportunities to enhance/re-envision teacher preparation and professional development programs

**Featured presenters from the Understanding Language Initiative**
- Kenji Hakuta (Stanford University)
- George Bunch (UC Santa Cruz)
- Phil Daro (Strategic Education Research Partnership)
- Robert Linquanti (West Ed), Aida Walqui (West Ed)

**Featured presenters from California State Department of Education**
- Lupita Cortez Alcala, California State Department of Education Deputy Superintendent of Instruction
- Karen-Cadiero-Kaplan, Director of English Learner Support Division

*The Understanding Language Initiative is a national effort based at Stanford University whose goal is to identify and promote connections between the Common Core State Standards and English language proficiency development for EL students. Further information can be found at: [http://ell.stanford.edu](http://ell.stanford.edu)*