

TRAINING MATERIALS FOR EXTENDED CONVERSATIONS

This packet contains the resources used during optional training the week of November 18. Review these resources to consider how you will plan for these conversations, training participating educators and as well as activities and guides to help families support student learning at home.

These resources are divided into 2 sections:

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TEACHER MATERIALS

HOW TO TURNKEY THIS TRAINING..... 3-18

- Facilitation guide 3-15
- Resources from the Coalition for Educational Justice 16-18

RESOURCES FOR EXTENDED CONFERENCES.....19-23

- Frequently Asked Questions 19-23
- Parent-Teacher Extended Conversations: Suggested Agenda 24-25
- [School Allocation Memorandum](#)

[Guidance on Meeting with Families of Students who Scored Level 1 or 2 on the 2013 State Common Core Exams](#)

- Parent Conference Notepad

English	Bengali	French	Korean	Spanish
Arabic	Chinese	Haitian Creole	Russian	Urdu

- 2013 NYS Common Core ELA Test Sample Individual Student Report

English	Bengali	French	Korean	Spanish
Arabic	Chinese	Haitian Creole	Russian	Urdu

- 2013 NYS Common Core Math Test Sample Individual Student Report

English	Bengali	French	Korean	Spanish
Arabic	Chinese	Haitian Creole	Russian	Urdu

FACILITATION GUIDE

FACILITATION GUIDE

Overview: The materials in this packet are designed to be used during training with school based staff and teachers to prepare for and plan extended conversations with families of students who scored at Level 1 or 2 on the 2013 State Common Core exams.

This guide can help you share this initiative within your school community.

Staff should turnkey this training back to educators who are participating in extended conversations within the school. These materials are designed to help your school effectively engage families and maximize these extended conversations to develop open, ongoing relationships between teachers and families.

TRAINING AGENDA

1. [INTRODUCTIONS & VIDEO \(15 MINUTES\)](#)
2. [WHY IS THIS IMPORTANT FOR PARENTS, STUDENTS & TEACHERS? \(15 MINUTES\)](#)
3. [HOW DOES MY SCHOOL IMPLEMENT THIS INITIATIVE? \(25 MINUTES\)](#)
4. [WHAT DO EXTENDED CONVERSATIONS LOOK LIKE? \(15 MINUTES\)](#)
5. [ADDITIONAL RESOURCES FOR FAMILIES \(2 MINUTES\)](#)
6. [Q & A \(15 MINUTES\)](#)
7. [FEEDBACK FORM \(3 MINUTES\)](#)

1. INTRODUCTIONS AND VIDEO (15 MIN) – CEJ, CSA, DOE, UFT

- Welcome teachers & thank them for coming.
 - *The Coalition for Educational Justice (CEJ) is a coalition of grassroots community groups and unions that are organizing parents in low-income communities of color for equity and excellence in the NYC public schools.*
 - *The idea for this Parent-Teacher Conference initiative came out of conversations among CEJ parents after the release of the Common Core test results. Parents were frustrated about their children’s scores and wanted concrete tips and deeper relationships with educators to help their children. They felt that the only way for parents to more effectively support their children’s academic growth would be in-depth, one-to-one conversations with their child’s teachers. CEJ parents approached the DOE with a proposal for these extended conversations, and through conversations among CEJ, DOE, UFT and CSA, this initiative was born.*
 - *The DOE committed \$5 million to allow schools to offer up to 30-minute one-to-one conversations for the parents of every parent whose child scored at Level 1 or 2 in grades 4-8. In these conversations, teachers and parents will have enough time to get to know each other a little, discuss the child’s strengths and challenges, and talk about things the parent can do at home to support the child academically.*
 - *This initiative emerged in response to the Common Core test results; it is not about doing better on tests. It’s about strengthening relationships and collaboration between parents and teachers, to advance student learning. The fact that we have the DOE, parents, teachers and principals all on board are a new step in building these partnerships to support our kids. We all want to prepare our students for success in college and careers.*
 - *It’s a joint initiative by DOE, UFT, CSA and CEJ to involve the families of struggling students more deeply in these meetings and their children’s’ learning. We’re going to spend more time with them and be more specific about how they can help their children reach their academic goals. When children fulfill their academic goals, they can fulfill their dreams.*
- Show Video: <http://vimeo.com/79565026>
- Facilitators - Review agenda for today: *Now let’s dive into this time together. We’re grateful for the opportunity to spend time focused on deepening relationships with families to help students master the Common Core. By the end of today, we want you leaving knowing three things:*

- *How does my school implement these conversations?*
- *What do extended conversations look like?*
- *Finally we'll leave time for Q & A*
- *We know that there are many questions about logistics, but before we begin talking about that, we would like to talk about why a parent-teacher partnership is so important. We have asked a parent leader to share their experiences and why this initiative is so important to her/him. We would also like to hear from you why this is important for you and what you're trying to accomplish in the classroom.*

2. WHY IS THIS IMPORTANT FOR PARENTS, TEACHERS & STUDENTS? (15 MIN) – CEJ, UFT

Materials needed:

- CEJ Quotes & supporting document
- CEJ Representative to share their perspective on why these conversations matter.

From the front of the room: *Tell the story of when you were a teacher, what parent-teacher conferences were like, and why this initiative would have made a difference. You've been doing this work for years. What's new is that this is extended, informal time for real conversations with families. You don't have families waiting outside to get in. Over the years, due to other constraints, we have had less time to connect. This initiative is about bringing back that connection.*

We'd like to spend some time talking about how this initiative could make a difference in your school:

1. Ask teachers to pair and talk about their interactions with parents and how this initiative could make a difference. Share with one another. (4 minutes)
2. Towards the end of that conversation, mention the CEJ materials. *"Let's look at materials from CEJ, that include quotes from families and their relationships with teachers. Let's use this document to jump start a conversation about best practices and how to approach this initiative. As parents & teachers, we know that this is happening in many schools as you have shared, but we want more schools to think in this way as they approach parents. If a relationship is built, parents will feel respected, you will feel appreciated and our children will succeed. (2 minutes)*
3. Use CEJ documents. Read quotes & ask teachers to talk about best practices.

3. HOW DOES MY SCHOOL IMPLEMENT THIS INITIATIVE? (25 MINUTES) – CSA, UFT

Logistics for extended conversations (20 min) - UFT

Materials needed:

- Logistics Q & A
- SAM 88
- Guidance to Schools

This work is being supported by the CEJ, UFT, CSA and DOE. Your schools have received funding to support the additional work for this project. We're going to spend the next 10 minutes talking about the logistics involved in implementing this program within our school community, and also talk about resources/strategies for successfully engaging families.

Some assumptions or suggestions for how this will work well within your school community:

1. *You need to have a coordinator who is organizing these conversations. The funding for this initiative can be used to cover a coordinator doing this work. We highly suggest the coordinator take on a leadership role in organizing these meetings.*
2. *Think about how you'll conduct outreach to families to get them into the school. How will you support families who work during the day or evening?*
3. *You should share this initiative with your SLT to develop a plan that will work for your whole school community.*

In your folder you have copies of guidance shared with your school principals. After or during this activity you can review these documents for additional suggestions/ideas for implementing in your school. On the right hand side of your folder are some green sheets, including the School Allocation Memo that describes how funds can be used for this project, the Guidance for schools, and some frequently asked questions and answers.

Working in pairs or triads, take five minutes to discuss your planning process. How is your school implementing, what was your process for planning and how was staff engaged? How are you reaching out to families? (5 minutes)

Facilitators should circulate throughout the room to support questions from tables and to keep conversations moving. Help teachers find partners and look for potential strategies to recommend for the share out.

Share out & possible scenarios (5 minutes)-UFT

Speak to the whole room:

Let's come back together. What are some of the best ideas you heard? What are suggestions or questions you have about sharing this with your school community?

School community Presentation (5 min) -CSA

- Share with the room *"We've spent some time talking about the conversations families and teachers will be having. To ensure this is successful within your school, it may be helpful to discuss your plan for these conversations with families about this initiative*

during another meeting you have planned, such as a PTA meeting, awards night or sporting event. We're going to quickly walk through some suggested talking points to help set the tone for these conversations to develop deeper relationships between families and teachers, to help students succeed."

- Review suggested talking points:
 - *Share video about initiative: <http://vimeo.com/79565026>*
 - *Talk about the Common Core, the new State Tests, and the connection to ensuring all students have an education that prepares them for success in college and careers, relevant to the skills they will need to succeed in the real world. Focusing on college and career readiness is more important than ever.*
 - *Identify the challenges families are facing, and engage them as key partners in student success.*
 - *Discuss how families in your school can participate.*

4. WHAT DO EXTENDED CONVERSATIONS LOOK LIKE? (15 MIN) – CEJ, CSA, UFT

Facilitators: *Now that we have shared why this is important for all of us and answered questions about logistics, we also wanted to provide some resources and guidelines about the conversations.*

Materials needed:

- [Parent-Teacher Conversation Notepad](#)
- Suggested Agenda
- Sample Individual Score Report ([ELA](#) & [Math](#))
- Activity Templates for Grades [4](#), [5](#), [6](#), [7](#) & [8](#)
- Guides to Interpreting the ISR ([ELA](#) & [Math](#))

Share Framework, including ISR & Notepad and Explain Their Purpose (5 minutes)-CSA: *We're going to share a potential framework to guide your conversations with families. In your folder, pull out the yellow sheets. We want to talk about a few materials that can help you with these conversations.*

The first sheet is a parent conversation notepad. We developed this notepad to help guide your conversation with families. This notepad is structured to help you or another teacher prepare for the conversation in advance, and then to fill out together with the family during the conversation. The notepad is organized into the following sections:

- *The template is organized into three focus areas: ELA, Math and Social Skills. Social Skills are included as we all know that social skills are critical to student success, and by focusing on those, in addition to ELA & Math, you could see real progress. We'll talk about some possible strategies for completing these guides later in the training. Right now, let's get comfortable with the different sections.*
- *Before the meeting, you can prepare the student's strengths and needs from the 2013 State Common Core Exams, in ELA and Math, as well as the student's current strengths and needs in ELA, Math and Social Skills. For each section, make sure to identify strengths as well needs, and give parents concrete information they can use. For example, in Social Skills, you might want to share that the student is good at asking for help from her peers, and that she needs help being organized at school.*
- *Based on the student's current strengths and needs, develop a short-term goal in ELA, Math and Social Skills. It should be a goal that can be worked on and addressed in 3-6 weeks.*
- *Identify how you will be supporting the student to achieve that goal.*

- *Then come up with an activity that the parent could do at home that is specific to that goal. We'll talk about potential resources that have activities for families later in today's session.*
- *Finally, talk about how both you and the family will work together to talk about the child's progress on that discrete goal, as well as how you will work together throughout the year to support their child's progress.*

At the end of the conversation, you can then share an activity guide with families. These Common Core-aligned, grade-specific guides can provide families with more activities and suggestions for supporting student learning at home.

Let's look at the suggested agenda. This provides an idea of how to use the 30 minutes effectively to meet our goals of creating relationships between parents and teachers and beginning a partnership where school academic goals are reinforced at home.

Now let's look at an Individual Student Report (ISR) sample. Your school can download each student's Individual Score Report from your school's private community within ARIS. As you can see, the front of the ISR includes the student's overall performance, their proficiency rating, scale score, and percentile range in both New York City and across the state. It will be helpful to share the student's overall score with families, as well as their scores on the different test sections.

On page 2 of the report, you can see test section scores – including the number of points earned by the child in each test section, as well as the number of points possible for that section, and the average number of points earned in that section by students across New York. That information can be helpful for families to see where their child performed well, and where they may need additional support.

The last two documents on the left hand side of your folder, named "Understanding the English Language Arts (ELA) Individual Student Report" and "Understanding the Mathematics Individual Student Report" provide more information about the data on each report and how to use it. These guides are available in the Common Core Library in 10 languages.

Finally, if you look at the packet that says "Parent Resources", you will find grade-level activity templates that outline different activities that parents can do at home. It also has tips and additional resources that parents can use. For each grade level, you have ELA on one side and Math on the other. There are also materials from the Common Core library that helps parents understand the student reports in ELA and Math. Lastly, this packet also has the flyer for extended conferences that can be distributed in your school.

Activity: Model Extended Conversations & Debrief (10 minutes): UFT & CEJ

Facilitator: Those are the resources that you can use, but we also wanted to model this for you so you can get an idea of what we mean. Most likely, you already do this in your school, but we

wanted to model this so we can then discuss together what could be potentially hard about these conversations. **If time permits, consider doing role-plays.**

Representatives from CEJ & UFT will model a short version of this extended conversation.

Debrief: Based on your experience and this role play:

- a. *What seemed natural?*
- b. *What was hard about this?*
- c. *Ideas to support each other?*

5. ADDITIONAL RESOURCES FOR FAMILIES: (2 MINUTES) - DOE

While you were role-playing, you might have struggled to come up with activities families could do at home to support specific skills in the Common Core. These extended conversations are part of a larger strategy to engage families to help students succeed. We're going to review some additional materials available to help families that include suggestions and activities families can do at home to support student learning.

- *Resources available through the DOE*
 - *Common Core Library*
 - *The [Resources for Learning at Home](#) page on the Common Core Library includes "Tips for Talking with your Child."*
 - *The [Understanding the Common Core](#) page on the Common Core Library includes a brief introductory video from Chancellor Walcott, an Overview of the Common Core, and more.*
 - *On the [Family Engagement](#) page of the Common Core Library, you can access resources and materials to help you, as educators, engage families.*
 - [Expect Success Guides](#)
 - [Planning for Success Guides](#)
 - [Sample ISR and Guides to Interpreting the Individual Student Reports](#)
- *Additional resources for families: www.powermylearning.org, www.merriam-webster.org/games*

6. Q & A (15 MINUTES) - EVERYBODY

How did you learn about this training and this initiative?

What other questions and suggestions do you have for making this successful?

Provide teachers with time to ask questions about the information that you have shared, as well as share reflections on what they have heard so far. Try to keep questions focused on this initiative. If participants suggest questions that are off-topic, recommend a parking lot for questions that will be addressed separately.

7: FEEDBACK FORM (3 MINUTES) - EVERYBODY

Materials needed:

- Feedback form (pink)

Provide teachers with time to fill out the pink feedback form to be collected by facilitators at the end of the training. Make sure to collect the feedback form from every participant.

Collect feedback forms so they can be transcribed.

**MATERIALS FROM THE COALITION FOR EDUCATIONAL JUSTICE
(CEJ)**



CREATING POSITIVE PARENT-TEACHER RELATIONSHIPS- WHAT PARENTS CAN

“We love talking to my child’s teacher! She always greets us with a smile and makes eye contact with both of us. It feels like she listens to us and provides clear explanations for issues related to our child. It doesn’t feel like a one-sided conversation.”



“I have a really hard name to pronounce, but I could tell that my daughter’s teacher cared about my family when he made an effort to learn how to say my name and also asked the school to provide a translator and translated materials.”

“The best year that my child ever had was when I had an amazing relationship with their teacher. If there was success, I knew about it right away! If there was a problem, we would problem solve together. What my child learned in school, he would learn at home. It was seamless.”



“One of the best things that my child’s teacher ever said to me was that he knew that my expectations for my child were just as high as his. So often, people talk down to me because I’m a single mother, but not him. I felt like an equal partner and we would brainstorm together how to make multiplication fun for my child. It worked! He

FREQUENTLY ASKED QUESTIONS

Extended Conversations – Frequently Asked Questions

1. Who should be involved in the conference planning?

Since this conference is a team building exercise between home and school, we need to bring all constituent groups together. The SLT is the perfect vehicle for this planning since parents, teachers and administrators are all part of the discussion. We can also add the UFT Consultation Committee, PA/ PTA meetings, and faculty meetings.

2. Is there any money to support this work?

Yes. Schools with students currently enrolled in grades 4-8, who scored at Level 1 or Level 2, received funding to support this program in October. Schools were notified in School Allocation Memo (SAM) 88. Funding is based on the number of students enrolled in your school in grades 4-8 who scored at Level 1 or 2 on the 2013 State Common Core exams (as of October 15, 2013.)

3. There is a need for a Conference Coordinator. How do we select that person?

This is a voluntary program and the coordinator will be paid per session for work done, therefore we will need a (expedited) posting. The coordinator could be a teacher or AP; we are not recommending that it be the parent coordinator. The parent coordinator has a different function for these conversations. The coordinator should work with the principal to determine how the budget for this program is used. Principals have discretion over how they choose to implement this program within your school community, and any plans for per session or other expenses should be approved in advance by your principal.

4. Will there be training for the staff?

Yes, the school was asked to send two staff members for turnkey training in each borough. Your plan to share with your school community should include a school-wide training for every teacher participating in the conferences.

5. Is there a need for any other posting?

Yes, there needs to be a posting (again expedited) for all staff who participate in this program outside of school time, since they will be paid per session for their conferences and time to prepare. The budget supports conversations of up to 30 minutes with families and 10 minutes for preparation. However, please check with your Principal and Coordinator to determine exactly how this program is being implemented.

6. Will we need to do an SBO?

Yes, if any of the conferences occur during the school day or during the 37.5 minute tutoring time. If it's all done after school or on Saturday, then no SBO is needed and everybody is paid per session.

7. Does everyone have to volunteer?

No. This is a voluntary program. It's possible that a parent may meet with someone other than their child's teacher, particularly in middle school, when teachers see so many students.

8. Do we need to have permits for use of the building?

Yes, just like any other function that takes place after school hours. Conferences that are scheduled during after-school hours that require the use of a building permit must include the term “Extended Parent Teacher Conference, SAM 88” in the permit description.

9. Who does the payroll and necessary paperwork for the program?

That work is normally done by the school secretary. Don’t forget to budget for this extra work for the secretary who volunteers (which, again, would require a posting.)

10. How will this program be advertised?

There has been information put out by all of the partners, CEJ, CSA, DOE, and UFT, including a flyer from the DOE that you can customize for your school. The money allotted to your school for this program can be used to make copies to distribute.

11. How do I plan my budget?

Each school has been allotted approximately \$16 for each student in grades 4-8 who scored at Level 1 or 2 on the 2013 State Common Core Exams (based on enrollment 10/15/13.) A good estimate of attendance might be to consider your normal PTC attendance percentage. So, for example if normally, you get 30% of the parents attending, you could expect similar results at these “Extended Parent Teacher Conversations”.

12. How should this program be implemented?

The following questions address specific concerns raised in training. However, throughout training, many participants had additional suggestions or ideas for how to make this successful within your school. Those ideas were great, and you likely have other ideas. All schools are encouraged to do this work by the end of January, but you have discretion to determine what makes the most sense for supporting within your school. All normal regulations are still in effect, but beyond those rules, your school community is empowered to design this to best meet your school’s needs. This is an exciting initiative, and we do not want to create unnecessary burdens or restrictions. The following documents provide guidance and suggestions for how to implement, but this is not a mandate:

- *The School Allocation Memo (SAM) 88:*
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam88.pdf
- *Guidance Document:* <http://intranet.nycboe.net/NR/rdonlyres/CFDDB4E9-7909-4521-8D14-C15EB58F111E/0/GuidanceDocument.pdf/>

13. What can the allocation cover?

You can see more details in SAM 88, available here: http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam88.pdf. The funds can cover costs associated with per session/per diem, supplies, preparation and training time, and related needs used to support expanded parent teacher conferences.

14. Will it cover the training that I attended this week?

Yes, it can. Schools can use funding from SAM #88 (extended conferences allocation) to pay staff per session to attend training, or to use per diem to free up staff to attend training.

15. Will it cover professional development about this initiative?

Yes, that's the training time noted above. It can also be used to cover per-session expenses for sharing this training with teachers, if you deliver that training outside of the school day.

16. Will it cover interpretation?

Yes, this funding can be used to cover costs for translation and interpretation services as a 'related need' as mentioned above.

During the school day, as always, interpretation support is available through the office of translation and interpretation. In addition, the DOE is providing after hours interpretation support, similar to the support available during regularly scheduled parent-teacher conferences. Your school can access interpretation until 8:30 pm on the following nights:

December

12/9/13

12/10/13

12/11/13

12/12/13

January

1/13/14

1/14/14

1/15/14

1/16/14

17. What is the role of the Conversation Coordinator?

The coordinator should organize the outreach and scheduling of appointments. They should plan out how the budget will be used across all potential costs and strategies for completing this work, and work with the school community to develop a plan that makes the most sense for scheduling these conversations to deepen relationships. In many cases, it will be helpful for the coordinator to gather materials to support teachers to hold these conversations. Potential work could be assembling folders for confirmed appointments, and/or downloading and printing Individual Student Reports from your school's private ARIS community. The coordinator can be anyone that is part of the school's payroll and schools can decide which school positions are eligible for this responsibility through the posting.

18. Can teachers schedule their own conferences?

That is at the discretion of your school. You should determine how these should be scheduled to ensure timing is convenient for both families and teachers, and your budget covers the planned meetings and preparation.

19. What if we ended up getting over 50% of parents to participate in these conferences? Who will pay for that?

If you anticipate larger turnout, you will want to think through a plan that uses your budget thoughtfully. You may want to explore options that do not require additional funds. Through this partnership, we identified several strategies for holding these conversations without requiring per session, such as using professional developments days or an SBO to use school time. You can see more in the [guidance document](#). Please design this program to make sense for your school community, and consider how you can do this most effectively within your own school's budget. Principals have discretion to use additional funding from their own budget to supplement this program, if timing and finances allow. However, participation is voluntary. Schools, teachers and families cannot be forced to do this work.

20. If we do sessions after-school or on Saturday and an administrator has to stay in the building, can you use this funding to pay for their time too?

Yes. This funding could be used to cover costs related to the administration of this program. However, it's possible that many administrators in many schools may already be in the building for Saturday Academy or other after-school programs, so you may not need to pay for additional administrator time.

**PARENT-TEACHER EXTENDED CONVERSATIONS:
SUGGESTED AGENDA**

**PARENT-TEACHER EXTENDED CONVERSATIONS-SUGGESTED AGENDA
(BASED ON APTT[®] Individual Meetings)**

Time	Essential Elements	Recommended Strategies for Delivery	Outcome
8 Minutes	Welcome And Relationship Building	<ul style="list-style-type: none"> • Thank families for taking the time to meet. • Involve the student if present. • Engage in light, informal two-way conversation. • Get to know what the student/family likes to do during non-school time, such as sports, art, and music. 	Parents are made to feel as trusted, responsible partners.
10 Minutes	Academic Progress Update	<ul style="list-style-type: none"> • Give update about student’s performance on Common Core (i.e. overall performance level, subscores, etc). • Identify student successes and challenges (get the student and parent involved). • Recognize family support efforts. • Give update about current progress in class (i.e. Math, ELA, social skills) • Provide the family with samples of updated student work and assessments related to their goal and other areas. • Show parents what students are learning in class; tell them about expected outcomes. • Ask for details on the home learning environment and support. • Inquire about how learning time is structured at home and how it is working for the student and the family. • Be open, honest, and supportive. 	Parents feel a sense of urgency and clarity on student progress as a result of learning support at home.
10 Minutes	Action Plan for Academic Success	<ul style="list-style-type: none"> • Outline school and help identify family plans for meeting or exceeding 1-ELA, 1-math and 1-social skills goal; provide step 1, 2, 3.... • Ensure that the family is clear on the expectations and feels confident about what they need to do to support the achievement of the goals discussed. These activities should be easy to do at home, and should not require families to spend money or access the internet • Clarify mutual agreements between the teacher, family, student, and intervention support services personnel on an action plan (if necessary). Identify modes of communication for follow-up • Share a copy the 1 page activities guide for the child’s current grade to suggest additional activities families can do at home to help their child succeed. • Involve the after-school staff (when appropriate) in helping the families reach their student goals. • Inform the family of the importance of extracurricular activities. 	Parents feel confident and clear on what and how they will help their child to be successful in school.
2 minutes	Closing & More Trust Building	<ul style="list-style-type: none"> • Thank families for taking the time to meet. • Share a copy of the final template with families, so that you both have access to the same information and plan. • Remind them that you look forward to working together & following up on their child’s goals 	Parents are made to feel as trusted, responsible partners.

PARENT RESOURCE LINKS

Review these resources to consider how you will promote this opportunity within your school, as well as activities and guides to help families support student learning at home.

These resources are available in the Family Engagement and Resources for Learning at Home sections of the Common Core Library. You can also use the direct links below to get to each resource.

1. VIDEO TO PROMOTE EXTENDED PARENT-TEACHER CONVERSATIONS:

- [English](#)
- [Spanish](#)

2. FLYER TO PROMOTE EXTENDED PARENT-TEACHER CONVERSATIONS:

English	Bengali	French	Korean	Spanish
Arabic	Chinese	Haitian Creole	Russian	Urdu

3. ACTIVITY GUIDES TO SUPPORT LEARNING AT HOME:

(Translations available by mid-December)

- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)
- [Grade 7](#)
- [Grade 8](#)

4. UNDERSTANDING THE 2013 STATE COMMON CORE INDIVIDUAL SCORE REPORTS:

- English Language Arts

English	Bengali	French	Korean	Spanish
Arabic	Chinese	Haitian Creole	Russian	Urdu

- Math

English	Bengali	French	Korean	Spanish
Arabic	Chinese	Haitian Creole	Russian	Urdu