CONNECTICUT STATE DEPARTMENT OF EDUCATION

Module 1: Exploring the CELP Standards

ESL Service Providers, K-12

Today's Norms

- Listen to understand

- If you wonder, ask

- Support one another's learning

- Honor all voices; invite different perspectives

- Share airtime

- _____

Learning Outcomes

- Shared understanding of the purpose and foundations of the CELP Standards

- Familiarity with The Connecticut English Language Proficiency (CELP) Standards

- Ability to navigate the CELP Standards Document

Why new standards?

- The former *Connecticut English Language Learner Framework* (2005) is based on old TESOL standards (1999). Therefore, federal agencies have asked Connecticut for updated English Language Proficiency Standards.

- In order for ELs to be college and career-ready, they need to participate more fully in the curriculum and develop language and content at the same time. English Language Proficiency Standards were developed to give teachers and students the tools to fully access the Common Core Standards.

From ELPA 21 to CELP

https://www.upaya.org/wp-content/uploads/2014/12/Butterfly-Transformation.jpg
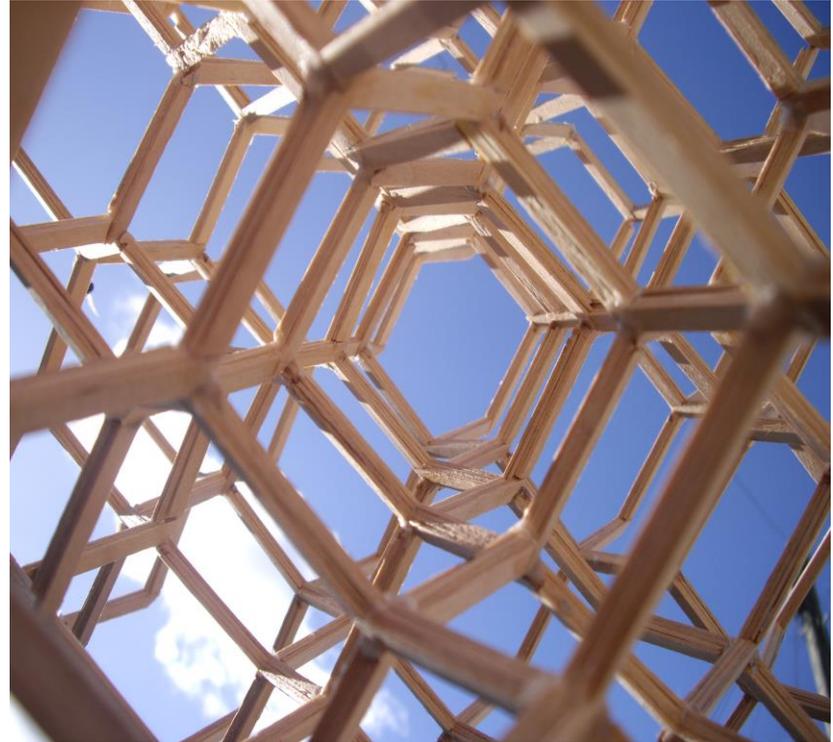
ELPA 21 Standards

Developed by:

- Understanding Language Initiative of Stanford University

- National Center for Research on Evaluation, Standards, and Student Testing (CRESST) of the University of California, Los Angeles;

- National Center on Educational Outcomes (NCEO) of the University of Minnesota;

- Council of Chief State School Officers (CCSSO)

- WestEd

Organization of the Document

- Introduction p. 1

- Guiding Principles p. 4

- 10 CELP Standards- p. 7

- Proficiency Descriptors- p. 10

- Progressions- p. 39

- Correspondences to Content Standards and Practices- p. 67

https://upload.wikimedia.org/wikipedia/commons/b/b7/Lorimerlite_framework.JPG

- Glossary- p.249

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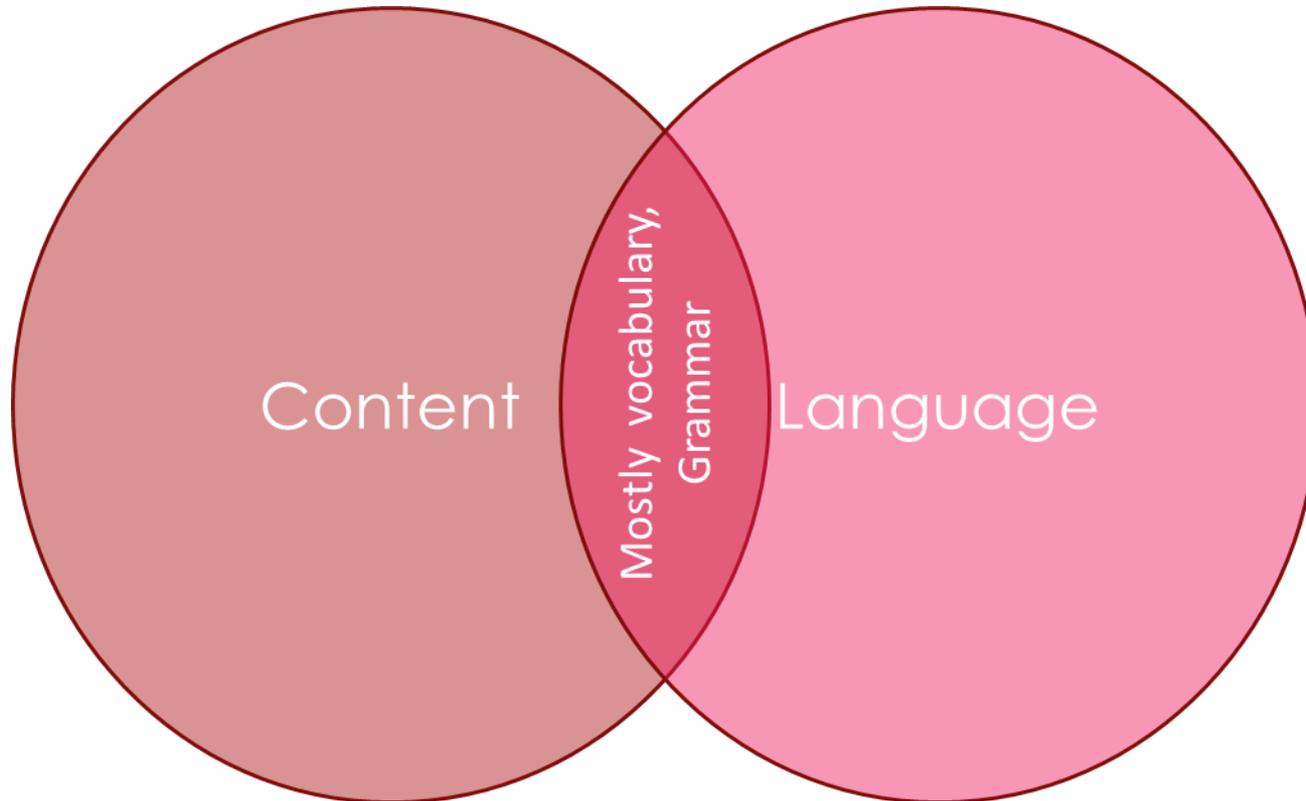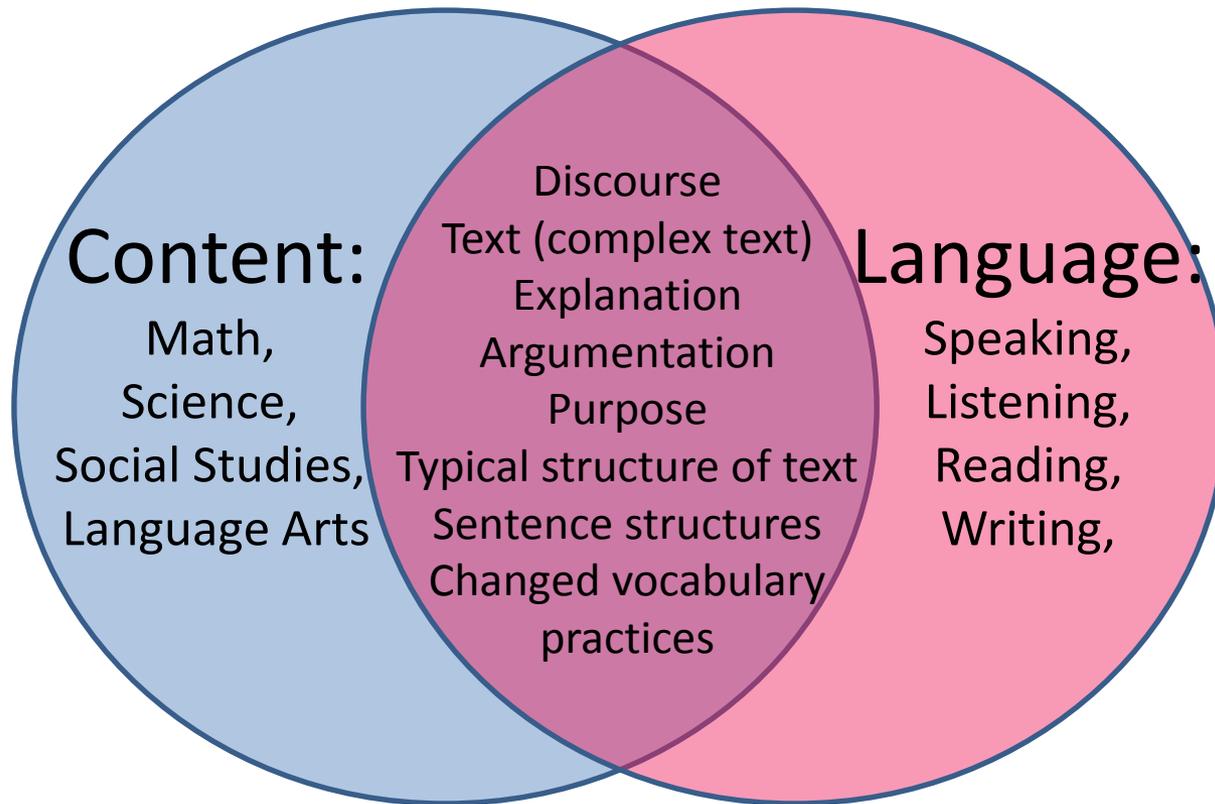CONNECTICUT STATE DEPARTMENT OF EDUCATION

Introduction

- Read the Introduction and highlight something that stands out to you.

- Turn & Talk to a partner about what you highlighted

- Share out

Old Paradigm of English Instruction

Content | Mostly vocabulary, Grammar | Language

Today's Paradigm of English Instruction

Content:

Math,
Science,
Social Studies,
Language Arts

Discourse
Text (complex text)
Explanation
Argumentation
Purpose
Typical structure of text
Sentence structures
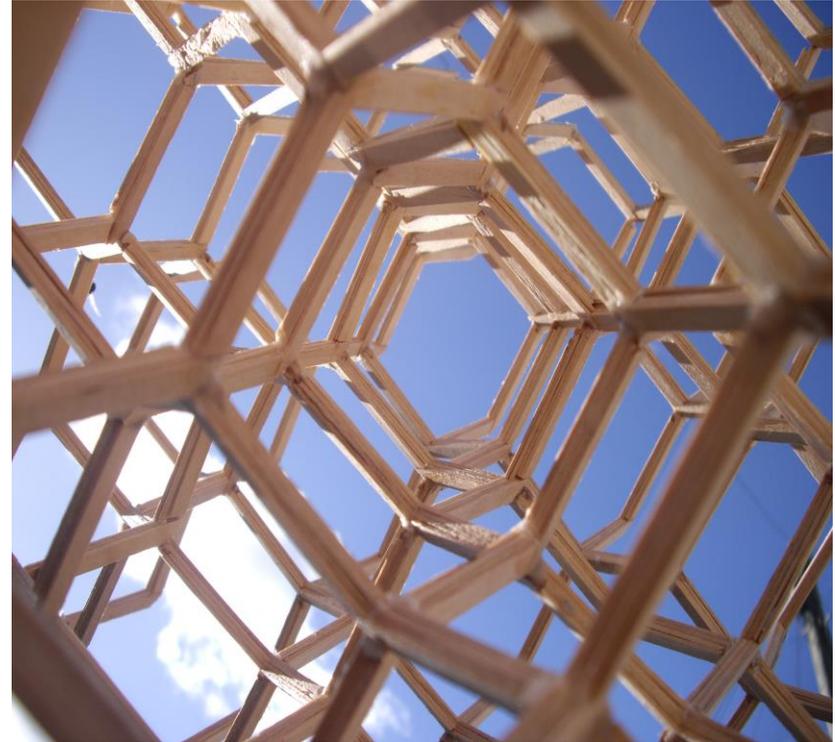Changed vocabulary
practices

Language:

Speaking,
Listening,
Reading,
Writing,

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Guiding Principles

- As a group, read your assigned principle, discuss, and be prepared to share a 1- sentence summary with the group.

- If you are finished, read another.

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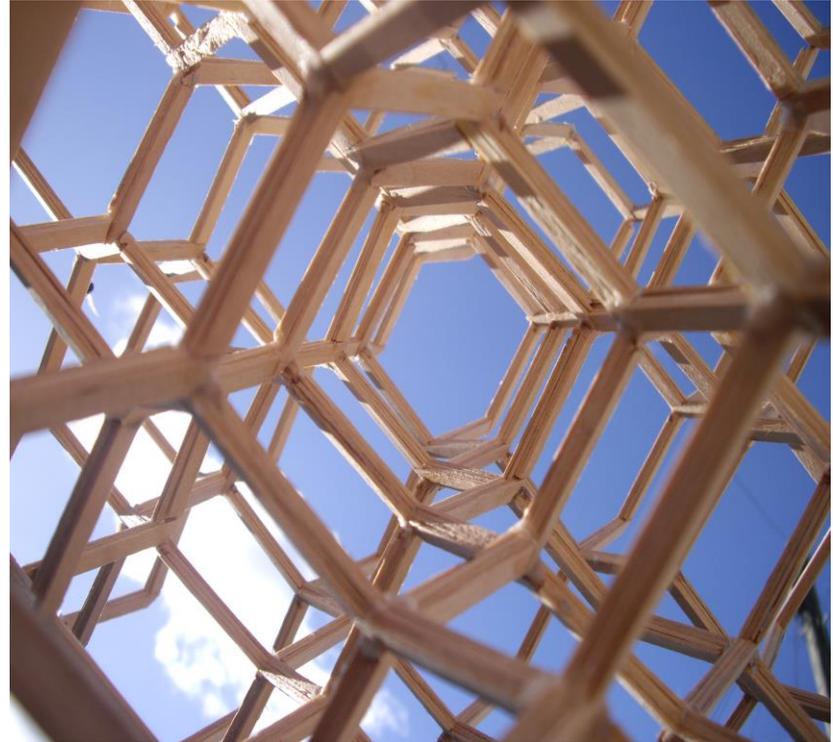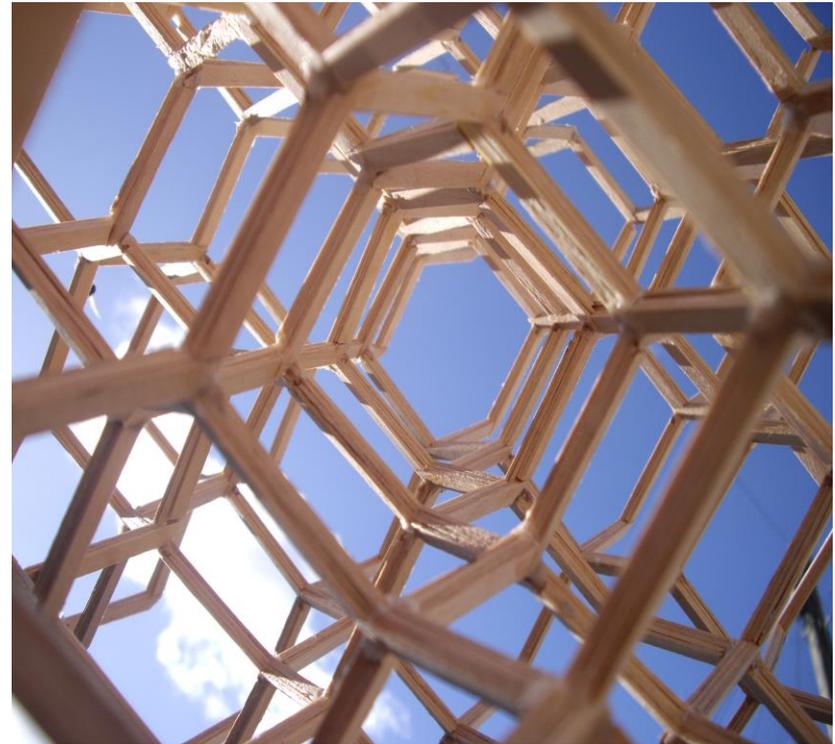
The CELP Standards

- What do you notice about the language of the standards?

- What looks familiar?

- What looks new?

- Why is there a bold line separating standards 1-7 from standards 8-10? How are those groups of standards different?

1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	Speak and write about grade-appropriate complex literary and informational texts and topics
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	Conduct research and evaluate and communicate findings to answer questions or solve problems
6	Analyze and critique the arguments of others orally and in writing
7	Adapt language choices to purpose, task, and audience when speaking and writing
8	Determine the meaning of words and phrases in oral presentations and literary and informational text
9	Create clear and coherent grade-appropriate speech and text
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing

Refer to pg. 7 in the *State of Connecticut English Language Proficiency (CELP) Standards* (2015) draft document.

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CELP Proficiency Descriptors

- For each grade level band there are set of descriptors for each CELP Standard that explain to teachers and other service providers what an English Learner is able to do at the five English language proficiency levels.

- Refer to pgs. 10-38 in the *State of Connecticut English Language Proficiency (CELP) Standards* (2015) document.

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CELP Proficiency Descriptors

CELP Proficiency Standard

Grade level band and ELP Standard number

ELP Sta...		By the end of each English language proficiency level, an ELL can ...				
		Level 1	Level 2	Level 3	Level 4	Level 5
6–8.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identi... a few key words	use an emerging set of strategies to: • identify the main topic in	use a developing set of strategies to: • determine the central • explain how the theme is supported by specific details • summarize part of the text.	use an increasing range of strategies to: • determine two or more • explain how the central ideas/themes are supported by specific textual details • summarize a simple text.	use a wide range of strategies to: • determin... ...ntral ideas • explain h... the central ideas/themes are developed by supporting ideas or evidence • summarize a text.

Proficiency descriptors at 5 levels of language from lowest (1) to highest (5)
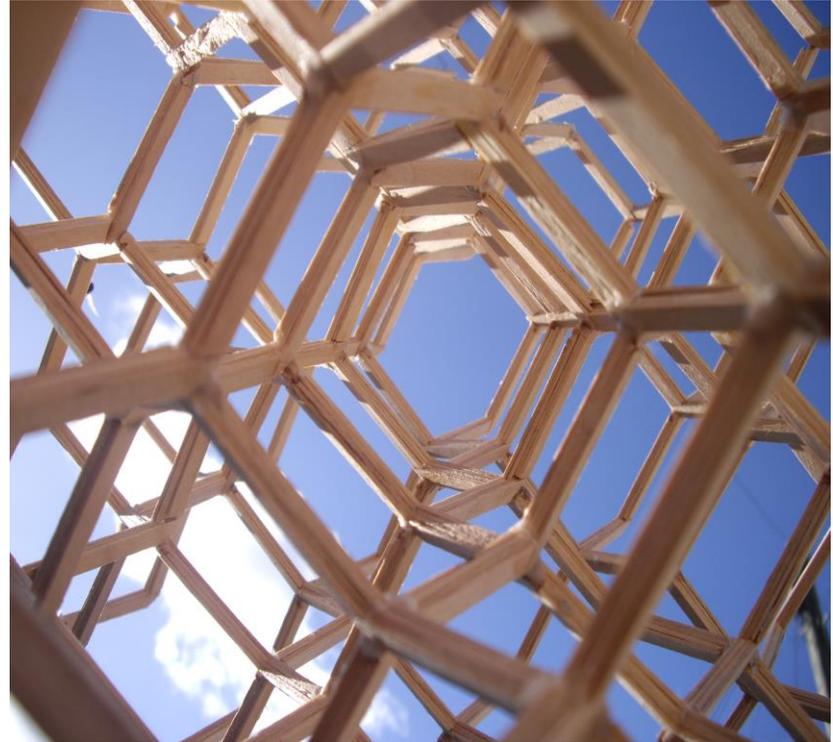
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CELP Proficiency Descriptors Sort

- As a group, work on a particular grade-level band of the CELP standards.

- Sort the proficiency descriptors by standard and English Language Proficiency level.

- Reflect with your group:

  - How did you decide to put the different descriptors with particular standards/ proficiency levels?

  - How did this help your understanding of what supports students need at different levels of English Language Proficiency?

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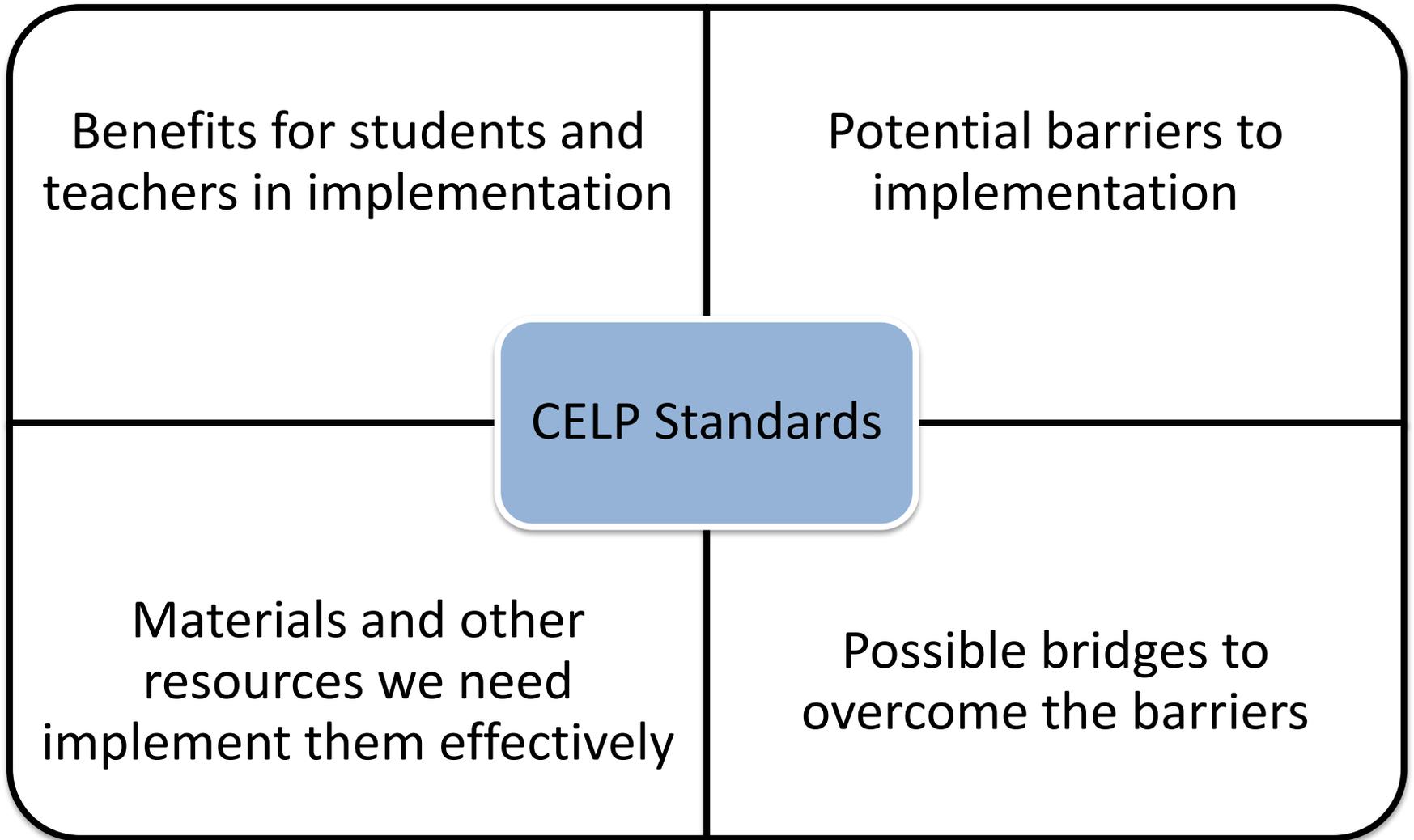
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CELP Progressions:
I Notice… I Wonder…

In your group:

- What do you notice about the progression of proficiency descriptors in each grade level and across grade levels? Avoid judgements. Chart what you notice.

- What do you wonder about? Use "I wonder if…" or "I wonder why…" Chart your wonderings.

- Discuss your findings as a group.

Benefits for students and teachers in implementation	Potential barriers to implementation
CELP Standards	
Materials and other resources we need implement them effectively	Possible bridges to overcome the barriers

Questions

http://www.germin8.com/wp-content/uploads/2015/02/faqs.png

Thank You!

Feel free to contact us with questions.

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