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Module 2: Differentiating for English Learners Using the CELP Standards

General Educators, K-12

This session is designed as a Trainer of Trainers module for general educators, including classroom teachers in elementary & secondary, tutors, other para-educators, reading consultants, interventionists, instructional coaches, etc. The goal is that each person attending the training would bring this information back to the district to deliver this training to the educators listed above.

Note to the presenter of the TOT: The person attending the training may be the ESL professional and may not need as much clarification or time spent on individual slides.

When delivering this module back in your district, you may want to consider your configuration for delivery of the module.

Some logical breaks may include:
Slides 1- 10: 20 minutes
Slides 11- 14: 20 minutes
Slides 15- 16: 30 minutes
Slides 17- end: 60 minutes

This entire module would last approximately 2 hours, not including breaks.

* If you need to break up the module, remember to repeat norms and learning outcomes for each session when delivering this professional learning module.
If you have a longer session, potentially include a break after slide 14.

* time is predicated upon the number of participants and the length of discussions

"Remember our norms. Has anyone thought about which norms their ELs might need more explicit work on?"

Learning Outcomes

- Become more familiar with Connecticut English Language Proficiency (CELP) Standards

- Learn how to use the CELP Standards supporting documents to differentiate for ELs

- Apply the document in planning

A New Lens

Differentiating instruction is good for **all** learners... but

necessary for English Learners.

http://www.firmoo.com/answer/tag_img/eye-exam-for-glasses-2.jpg
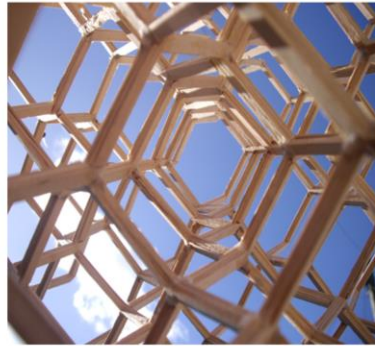
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"We want to recognize that you are all experts in your content area. Today, we will focus on a new lens together—that is, differentiated instruction that is necessary for English Learners.
Differentiated instruction, specifically designed to support the variety of language levels of ELs, provides students with equitable access to the content."

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

- Glossary- p.249

- Linguistic Supports- p. 260

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

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"From the last module, remember this is the key organization of the standards. We have already looked at the Guiding Principles, 10 CELP Standards, Proficiency Descriptors and Correspondences to Content Standards and Practices.

Please be aware, the Progressions in these modules are the proficiency descriptors organized by each CELP Standard, rather than by grade level band (i.e., Standard 1- shows the proficiency descriptors in each grade level band, before moving onto Standard 2, and so on)."

Note to presenter: The orange font indicates the upcoming section we are focusing on.

Introduction

- Read the Introduction and highlight something that stands out to you.
- Turn & Talk to a partner about what you highlighted
- Share out

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Introduction p.1 CELP Standards

Notes to presenter:

Five important points to address are:

1- CELP standards were created in alignment with Connecticut Core Standards, content-area standards and practices

2- CELP standards support language acquisition and skills necessary to promote active participation in content-area curriculum

3- ELs enter programs at different grade levels. An ELs English proficiency level does not indicate ability, nor potential.

4- There is no predetermined growth measure that defines an ELs progress toward English language proficiency; therefore, ELs may or may not meet language acquisition proficiency levels of 5 (per LAS Links)

5- Regardless of an ELs proficiency level in English, ELs are capable of meeting the grade-level content standards and practices with appropriate linguistic supports relative to their English language proficiency.

Please know that language acquisition levels (per LAS Links) and content area proficiency are different concepts.

If these points are not raised, please facilitate these thoughts.

What comes to mind when you see this visual?
(Have learners clarify)
This is not a static cycle. It is a recursive process that is determined by the individual learner. As English Language Proficiency increases, the educators need to collaborate to determine what are the current needs of my ELs and what data helps them to understand the needs.
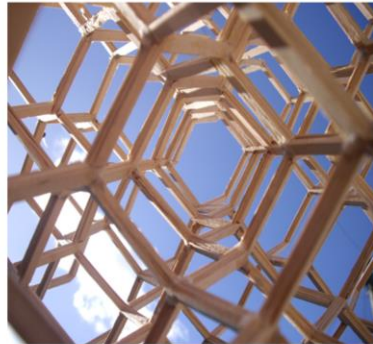
"In Module 1, we discussed how ELs were identified, now we are delving into what to do with that information."
Ask participants: "How do you know what your English Learners can do?"

- LAS Score reports
- Classroom observations/educational history
- Writing samples/ Running records/ speaking and listening rubrics
- Comparing student performance to language acquisition proficiency descriptors
- other

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"The Proficiency Descriptor is used to match language acquisition levels with student performance. We want to use multiple measures (ie. LAS and progress monitoring/classroom observations, etc.) to better determine where an EL falls on this Proficiency Descriptor to define what they can do and generate conitinued skill development." (review the ideas from slide 7)

How Can I Differentiate for My ELs?

- Plan your instruction to meet their needs

- Teach the language (vocabulary, structures, modes of communication) of the content area

https://themarryingtypedotcom.files.wordpress.com/2013/12/img_1117.jpg

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Remember the trellis from module 1:

"A trellis supports plants as they grow. Different plants grow at different rates, as do students, so you may have to add additional supports/ties and take others away (scaffolding). Supporting English Learners promotes twofold success: language acquisition as well as content area competence."

"Brainstorm ways to think about each category." (In break out groups/pairs)
Ask to share ideas that could form the basis of co-planning and collaboration.

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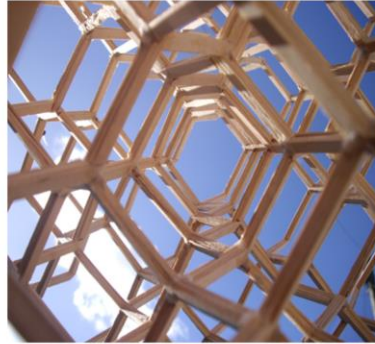
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Glossary of Terms

- Defines terms used to describe the language learning process and English Learners
- Refer to pgs. 249-250 in the *State of Connecticut English Language Proficiency (CELP) Standards* (2015) draft document.
- Read the paragraph on Prompting and Supports vs. Guidance and Supports.
- What is the principal difference?
- In your classroom:
  - What are some examples of prompting?
  - What are some examples of guidance?

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- This may be an optional slide for elementary teachers, if they are already aware of this difference between "*prompting*" and "*guidance*".

"In the Proficiency Descriptors, the Kindergarten proficiency levels 1-5 descriptors read *With prompting and supports; for all other grades, level*s 1 - 2 the descriptors read *With prompting and supports.; and level 3* the descriptors read *With guidance and supports.*
The "supports" are linguistic supports we have already examined and will examine further throughout this module."
However, it is important that teachers know the difference between "prompting" and "guidance."

"In the glossary, note the difference between "*guidance and supports*" and "*prompts and supports*". The difference between prompting and guidance has to do with the level of intervention the teacher is using to help the student complete the task at hand. *Prompting-* ie. gestures, cues, modeling, etc. *Guidance-* help to begin, continue, or finish a task."

"How does this help us in planning for differentiating instruction for ELs?"

- Describes what to do in classroom practice to support ELs
- Describes what planned supports may be necessary for ELs of different language proficiency levels

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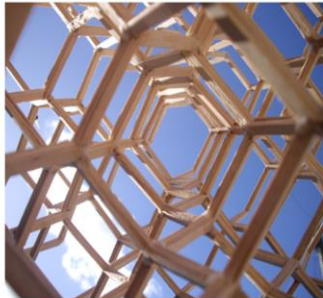
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What supports have participants looked at? Have they tried anything new?

Reminder from last session:
p. 260 Linguistic Supports- Do not have participants reference the supports just yet. For trained ESL professionals, the linguistic supports will look very familiar in terms of best practices for ELs. The list is by no means exhaustive. The research-base for these linguistic supports are listed on the last page of this document. They describe what teachers/educators will do in order to support the language growth of English Learners in their classrooms.
We are going to look at some samples of the supports, but we are not going to spend a lot of time on them in this session because most EL professionals have done extensive study about these approaches.

"Linguistic supports are organized by general supports for all ELs, by language proficiency level—and then by content areas—ELA, math, science, social studies, CTE, art, music, physical education, library media, resources for dually identified (EL/SPED) students and a small list of resources for ELs in the SRBI process."

In terms of the EL professional using these strategies to work with general educators or

tutors, the hyperlinks provide videos, examples, resources, materials, definitions, and explanations of the approaches and strategies to meeting the needs of the ELs in the class. It would be advantageous for teams of teachers to explore those links together, especially those appropriate to particular learning needs of particular students.

"It may be helpful for ESL professionals to explore these links together with content area teachers to get a sense of what different fields of education express as needed to support ELs. Many of the supports listed under each content area are general supports for ELs, so some consideration should be made for what is needed for particular proficiency levels of particular students and what they need when determining the best supports."

Differentiated Linguistic Supports

- What supports are appropriate for which English proficiency level?

- Sort the cards to determine the proficiency level of the student the support was designed for.

- Debrief the process

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Have participants do the sort into groups: Beginning (level 1), developing (level 2), intermediate (level 3) advanced ELs (levels 4 and 5) and general supports ELs
Remind participants that individual supports may fall into several levels. It is not so important about getting it right, as it is determining what supports are necessary for all ELs as opposed to differentiated supports.

Presenter note: The goal is to see how more structured supports are more appropriate for lower English proficient ELs, while the more self-awareness and self-monitoring are more appropriate for higher English proficient ELs.

Have participants work in groups of 2-4. Have groups do a gallery walk to determine how other were grouped and then discuss.

It is easier to sort when these cards are printed on cardstock.

Remind participants:
"The goal is to determine which supports are appropriate for ELs at different language levels."
(after the sort)

"Please note how more structured supports are more appropriate for lower English proficient ELs. As the student becomes more independent, the student begins to employ self-monitoring supports, which are more appropriate for higher English proficient ELs."

Reminder from last module:

The CELP Standards describe correspondences to the CCS and content-area practices. It is not a one-to-match. Just like in instruction using the Connecticut Core Standards, not every CCS Standard listed in the correspondence documents needs to be used in order for the teacher to use the CELP Standard to determine the abilities and needs of students participating in the classroom. The same goes for the fact that just because a content-area practice or CCS Standard has correspondences to multiple CELP Standards, the content of the lesson determines what standards are being used in the lesson, not the correspondence matrices.

Acronym key explains what a "practice" is. The practices for ELA and Social studies were developed differently than the others. Standards for Mathematical practice appear in the CCS. The science practices come from the NGSS science and engineering practices. For ELA, researchers at Stanford University conducted research to create standards of practice that are linked to the anchor standards. For the CT Inquiry Practices, the work was done in collaboration between the committee and the CSDE State consultant for social studies and come from the Inquiry Objectives from the CT Social Studies Frameworks. If you note the numbering on the Inquiry Practices, they may be combinations of multiple inquiry objectives and are therefore numbered as

such.

Using CCS Correspondences in Planning for English Learners

- Revisit a grade level and content area for your group

- Using a lesson for that grade and content area, determine what the ELs in the class can do and might need in terms of supports.

- Use the graphic organizer to plan what different level ELs may need to gain access to the content and the language.

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Materials:
Practice Matrix
Grade Level correspondences matrices
Unmodified lesson description for various grade levels/content areas depending on the audience. If possible, use lessons that teachers will actually be teaching in future lessons
Graphic organizer for planning
Handout of planning steps (how to refer to matrices) FROM SLIDE 16
Linguistic Supports (pgs. 263-267 CELP Standards Document)

The ToT will use a mainstream sample lesson for this activity. Trainers, back at their districts, should request that teachers bring an up-coming lesson or "day" from their instructional program to make this learning more meaningful.

The expectation for this activity is that teachers will use the CELP document to go beyond their comfort level. We want them to specifically use and reference the matrices and supports listed in the CELP document when enhancing the lesson.

Teachers should look at the lesson and:

- Determine what CELP Standards and content area standards/practices are the focus of the lesson.
- Describe ELs in the class. Groups may need guidance on this. Encourage groups to "make up" a few ELs to guide their analysis of the lesson. Teachers with large numbers or percentages of ELs in their classes should list trends in strengths and areas of development rather than needs of individual students.
- Determine what language is necessary to be successful for the lesson (language objectives/ phrases/vocabulary/structures/constructs you want to see in student writing and/or hear in student speech)
- Determine what background knowledge or cultural understandings students might need to build ahead of the lesson
- Determine what visual supports or opportunities for student discourse you might include
- Determine how to make the lesson more engaging to the students- (hands-on, inquiry-based, flexible student groups, etc.) and what supports may be required (sentence frames, supported texts, native language peer buddies, bilingual dictionaries)
- Determine how you are assessing students and if assessments are appropriate to students' English language proficiency levels.

Diversity of ELs

Student with Interrupted Formal Education — Beginner — Dually Identified with Special Needs — Intermediate

Long-Term EL — Bilingual — Advanced — Newcomer

https://currentissues-language-dialectdiversity.wikispaces.com/file/view/ell.jpg/174267121/ell.jpg

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"While English Learner is an umbrella term to cover all those students identified as learning English, determined by language assessments, the term does not depict the diversity of the students that fall under that label. While differentiation is important for all students it is necessary for English Learners to get equal access to the grade-appropriate curriculum."

ELs are diverse:
- Country of origin—including those born in the U.S.
- Native language(s)
- Socio-economic status
- Previous (formal) education
- Cultural understandings about education
- Parents'/ Families' education level and experience
- Learning style(s)
- English Language Proficiency Level

"All of these indicators impact the rate at which ELs learn English and obtain academic success. There is no direct correlation between language proficiency level and cognitive ability, and our students' potential to succeed."

Questions that cannot be answered by the presenter should be directed to the State ESL and bilingual consultant or CELP Standards committee chair. See next slide for contact information. Also, if you work in a larger district, you may want to send your questions to your district supervisor/director/coordinator to send multiple inquiries to the state.

Thank You!

Feel free to contact us with questions.

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