



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Examining the CELP Standards and the Needs of English Learners

Foundations of the CELP Standards

Online Module, K-12 Educators

Learning Outcomes

- Understand the diversity of English Learners and their needs
- **Navigate the Connecticut English Language Proficiency (CELP) Standards document**

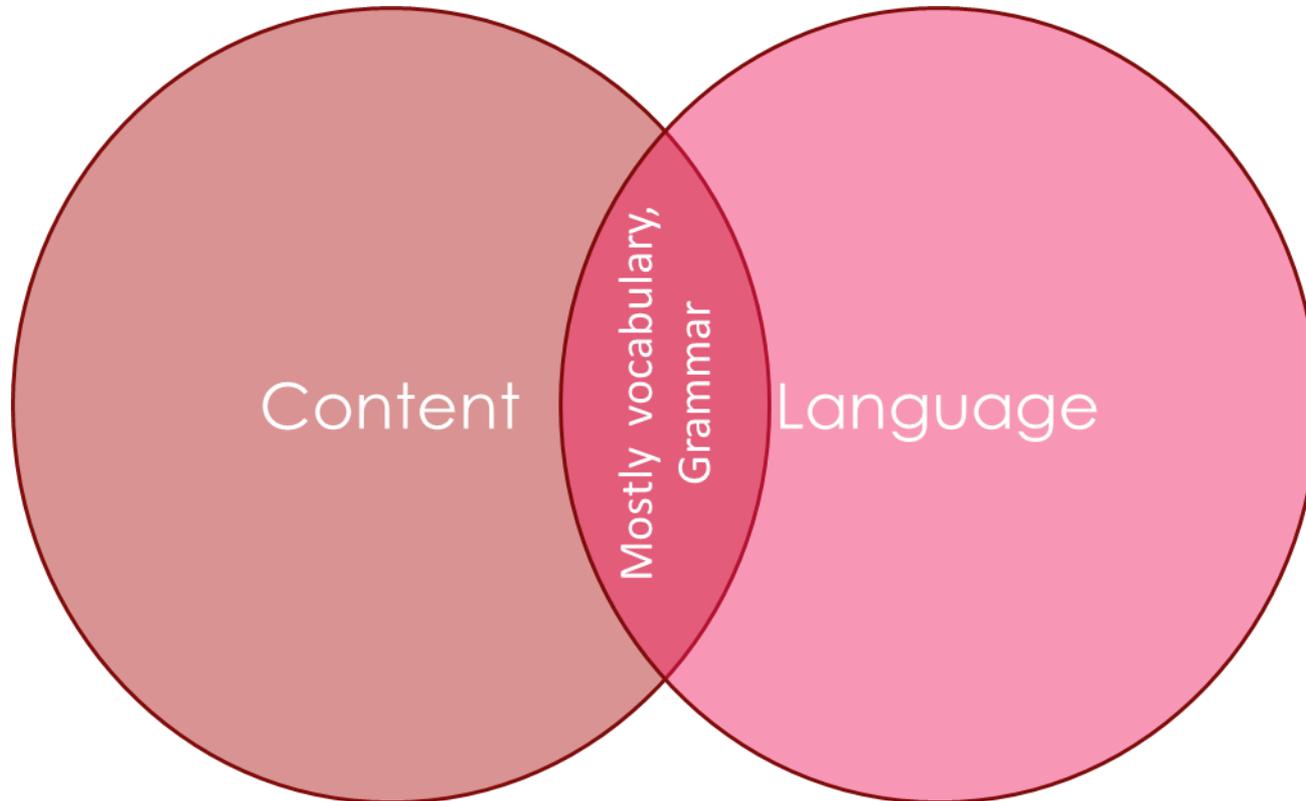


Why new standards?

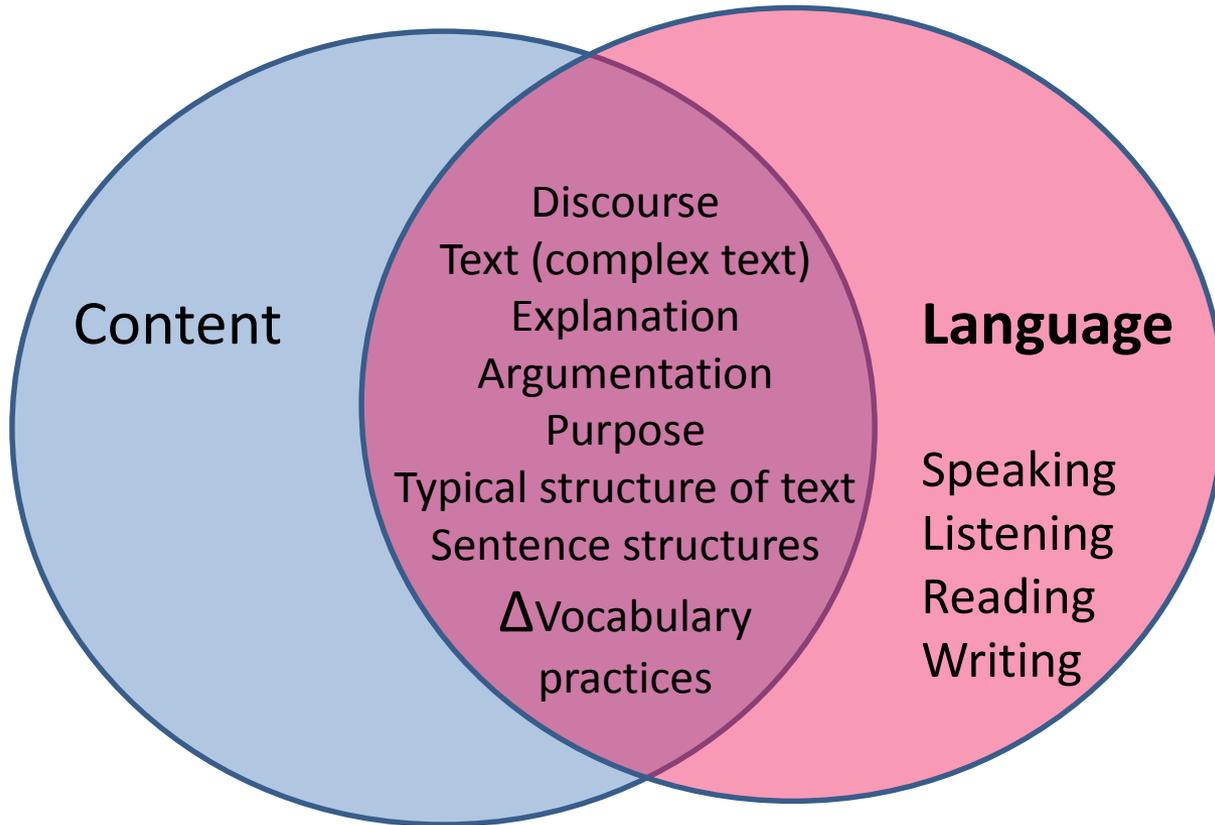
- *Connecticut English Language Learner Framework (2005)* was based on 1999 TESOL standards, which have since been updated in 2006.
- There is a demand for English Learners to participate more fully in the curriculum and develop language and content at the same time to align with Office of Civil Rights and Department of Justice guidelines.
- The Federal government under ESSA required updated English Language Proficiency Standards aligned to content area standards



Old Paradigm of English Instruction



New Paradigm of English Instruction





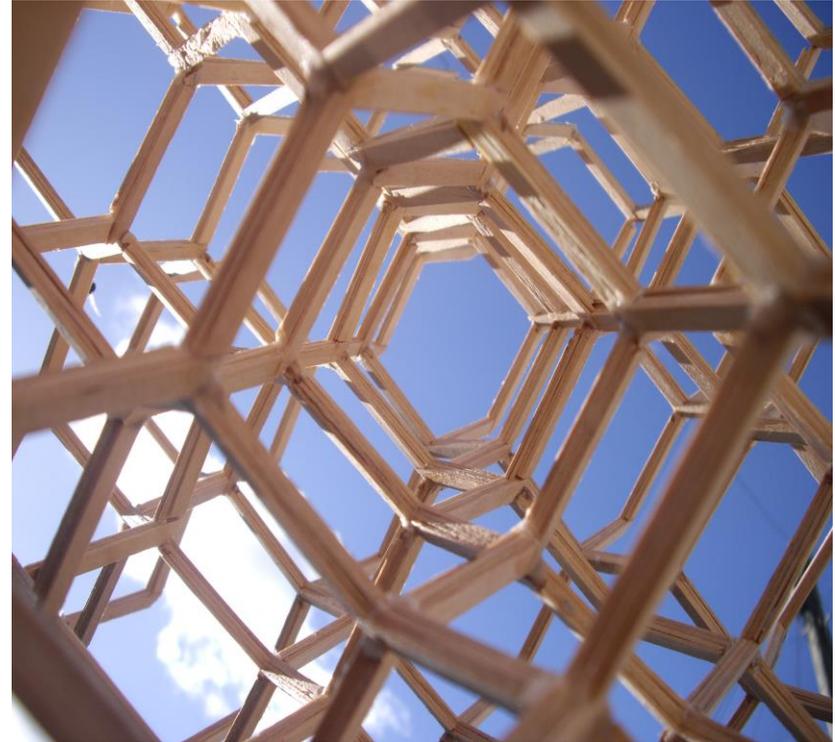
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Purpose and Premise of the CELP Standards



Organization of the Document

- **Introduction p. 1**
- Guiding Principles p. 4
- 10 CELP Standards- p. 7
- Proficiency Descriptors- p. 10
- Correspondences to Content Standards and Practices- p. 67
- Glossary- p.249
- Linguistic Supports- p. 260



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What are the CELP Standards?

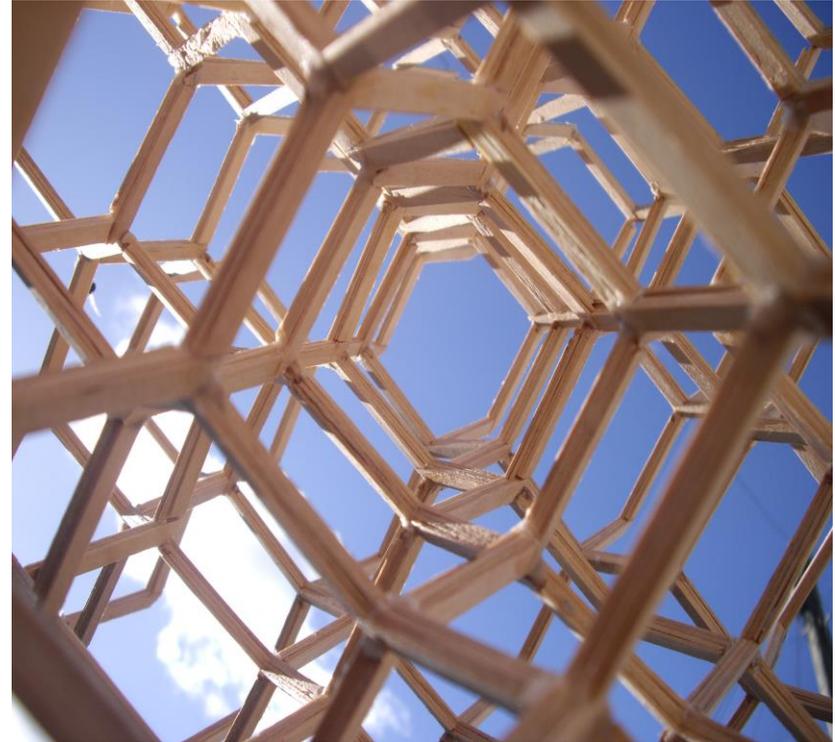
“The CELP Standards highlight and amplify the *critical language, knowledge about language, and skills using language* that are in college-and-career-ready standards and that are necessary for English Learners (ELs) to be successful in schools.”

State of Connecticut English Language Proficiency (CELP) Standards (2015) document



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The CELP Standards

- What do you notice about the language of the standards?
- In what ways does the language link to CCS and content-area standards?

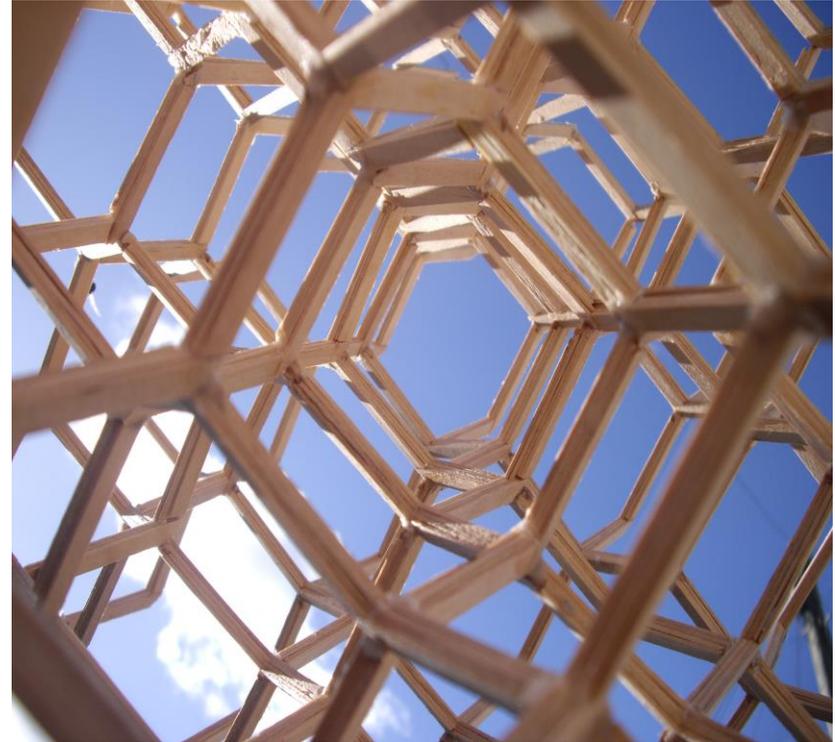
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	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) document.



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Guiding Principles- Four A's Protocol

- Read one (or more) of the principles
- Decide:
 - What **Assumptions** does the author of the principle hold?
 - What do you **Agree** with in the principle? Or to what degree to you **Agree** with the principle?
 - What do you want to **Ask** about the principle?
 - What parts of the principle do you want to **Aspire** to in your teaching?



CELP Standards Foundations Self Check

- ✓ What is the purpose of the CELP Standards?
- ✓ How do CELP Standards reflect the Connecticut Core Standards and other content area standards?
- ✓ What mindset do the Guiding Principles encourage educators to take about English Learners?



Thank You!

Feel free to contact the CSDE for further questions.

www.sde.ct.gov/sde/EnglishLearners

