

Navigating the CELP Standards Transcript

Slide 1:

Welcome to the Connecticut State Department's online module for navigating the Connecticut English Language Proficiency or CELP standards. You'll need to have the CELP standards document downloaded to your desktop or on a separate tab in this browser in order to navigate back and forth between this presentation and the document.

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In this segment, we will focus on the navigation of the new Connecticut English Language Proficiency (CELP) standards document as well as becoming more familiar with the components of the CELP standards.

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Again, please remember that you'll need to have your CELP standards document easily accessible in order to navigate the different sections.

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On the screen, you'll see the organization of the CELP standards document. The page number listed on the screen is the page number you'll find in the bottom right hand corner of each page of the CELP standards document. This is not the PDF page number.

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Here you'll see the ten CELP standards listed. Let's go to the CELP standards document to look at these more closely.

This is the downloaded version of the CELP standards document. On the left hand side of your screen you'll see a bookmarks bar with hyperlinks to the different sections of the document. If you are looking at the CELP standards document in your browser or on another mobile device, you will find a dropdown menu in the top right-hand corner of the document. The dropdown menu contains the same hyperlinks that exist in the bookmarks bar or table of contents. Here, you'll be able to navigate quickly to the different sections within the document.

Click on the 10 CELP standards. Take a moment to read through. Please feel free to pause your video.

The ten CELP standards represent the language and the language skills necessary for English Learners to engage with high levels of content. Standards one through seven are the macro level linguistic skills students need to engage in the content areas. For example, standard 6 talks about both the analysis and critique of arguments. Standards eight through ten are the micro level linguistic skills that students need in order to access standards one through seven. For example, the use of clear and coherent grade appropriate speech and text as seen in standard nine allow students to more fluently speak and write about grade appropriate complex literary and informational texts and topics as seen in CELP standard three.

Also in your left hand toolbar, you'll see the organization of the CELP standards in relation to participation in content area practices as well as the organization of the CELP standards by

language domain or modality. As you can see, a single CELP standard represents at least two language modalities or domains. The language domains being speaking, listening, reading and writing.

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While the 10 CELP standards describe what all English Learners should be able to do when accessing content in a particular content area classroom. English Learners have various levels of English language proficiency that can impact their performance around these standards.

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As such, the proficiency descriptors help us delineate what an English Learner is able to do at different grade levels and different levels of English language proficiency.

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For each grade level band, Kindergarten, Grade one, Grades two through three, grades four through five, grades six through eight, and grades nine through twelve, there are a set of descriptors for each CELP standard that explain what an English learner is able to do at the five levels of English proficiency.

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Here on your screen, is a guide to help you read the English language descriptors. In the far left hand column, you'll see the grade level band. In this case, it represents grade level band six through eight and CELP standard one. In the next column, the CELP standard is written out. Following the CELP standard are the proficiency descriptors that tell us what an English Learner is able to do from levels one, the lowest level of English Language proficiency, to level five, the highest. The language represented in the descriptors indicate that by the end of the English language proficiency level, the English Learner can engage in that particular practice or language skill.

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Here's a sample English language proficiency descriptor from grade band six through eight, standard one. Take a moment to read through to become more familiar with the language.

Now we're going to go back to the CELP standards document to give us a sense of where we can find this information. Again, return to your left-hand tool bar or your dropdown menu. You can see, that there are tabs for various grade level bands. Let's look at grade level band four through five for the CELP standards proficiency descriptors. Again here listed is the grade level band and standard number, the standard written out and following in the row are the proficiency descriptors that describe what English Learners at various levels of English language proficiency are able to do as it relates to the language of the standard. As you scroll down, all standards are represented with English language proficiency descriptors. If you notice, at the beginning of the columns for levels one and two, the standards list with prompting and supports. The prompting and supports are the level of support that teachers should provide to their English Learners. At level three, the language shifts to guidance and supports. The prompting and guidance is defined in the glossary and the supports are the linguistic supports, which we will examine in just a moment.

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In the glossary, we can find a variety of terms that help Connecticut teachers build a shared vocabulary about English Learners and the CELP standards. Let's return to the CELP standards document to examine the glossary. You'll find the glossary in the fourth to last link in your standards document. Here listed, you'll have the academic vocabulary associated with both English Learners and the CELP standards. Scroll down in the glossary to the last page. On PDF page number 259 and on the physical page number 255, you'll find a paragraph that addresses the difference between prompting and supports and guidance and supports. Please take a moment to read.

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As you read the paragraph, consider this question: What is the principle difference between prompting and guidance? Prompting is a higher level of support for English Learners than guidance. Think of prompting as hand-over-hand guidance through a particular task. Students will need continual support from a teacher or through the materials the teacher designs in order to access the content of the lesson. Guidance is a more intermittent support. Teachers will help students get started, continue or finish a task. Teachers do so through their physical presence as well as through the materials they design for particular students at their level of English proficiency.

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Take a moment to review these questions for self-check. Go back in the video and examine your CELP standards document for a deeper look into the CELP proficiency descriptors for your particular grade level band.

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Now, we will examine the correspondences between the CELP standards and content area standards and practices.

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CELP standards do not replace content area standards. CELP standards are to be used in concert with content area standards as they represent the language and the language skills needed to participate in content area classrooms.

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For each CELP standard, at each grade level, there are correspondences between content area practices and the Connecticut Core Standards for English language arts and literacy in the content areas. The CELP standards describe how language is used to support students who are engaged in content aligned to the Connecticut Core Standards and content area practices.

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The first place that we're going to examine for the correspondences with Connecticut Core Standards and content area practices is the K-12 practices matrix. We're going to look at the sample on the screen before we go back to the CELP standards document. On the left hand column, listed, are the content area practices and on the right hand side of the column, it indicates which CELP standards correspond to which practices from the particular grade level. A practice is a content area specific skill that with increasing fluency, a student

is able to master from grades Kindergarten through grade twelve. Let's go to the CELP standards document to take a look at the K-12 practices matrix.

Here on your left, click on the K-12 practices matrix. When teaching math and science, these practices may be familiar to you as they come from the Connecticut Core Standards for Mathematics and the Next Generation Science and Engineering practices from the Next Generation Science Standards. Teachers engage in using Math practice one, for example, would know to look to CELP standards one, two, three, five, six, eight or nine to consider the correspondences between the lesson that's being taught and the language students will be using in that particular lesson. While there may be multiple correspondences to a single practice, a teacher needs to use their discretion when deciding which CELP standards they are using based on the language analysis of the lesson.

Teachers analyze the lesson by considering:

What is the language modality students will be using in a particular lesson?

Will they be reading, speaking, listening or writing?

As well as considering, in that particular content area, what is the language of the content that's necessary to be successful in whatever task students are using?

For English language arts, the term practices is a term used only in the CELP standards document. However, if you read through the English language arts standards, you'll recognize the language from the anchor standards of the Connecticut Core Standards for English language arts?

For Social Studies, the Connecticut Social Studies Inquiry Practices is designed for this document. As you can see, the numbering in the inquiry practices is different than the other practices above. For example, inquiry practices one through four. One through four corresponds to the inquiry objectives from the Connecticut Social Studies frameworks at whatever grade level is appropriate to you. Inquiry practice one through four is a combination of inquiry objective one, two, three, and four. So when a teacher teaching Social Studies is looking at the construction and critique of compelling and supporting questions, a teacher can turn to CELP standard one, two, three or seven depending upon which language is being used in the lesson in order to determine what his or her English learner is able to do at various levels of English language proficiency.

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Beyond the K-12 practices matrix, there are correspondences to the Connecticut Core Standards for English Language arts as well as for literacy in the content areas. For each grade level, there is a standards matrix that addresses the correspondences. On the left, you'll see the CELP standards written out. On the right, you'll see the standards for ELA or literacy in the content area listed. If you're unsure about the acronyms and what they mean, look at the acronym key at the bottom of each page of the standards matrix. For example, here you can see reading for literature standard two corresponds to CELP standard one. If you look down the column, reading for literature standard two does not correspond to any of the other CELP standards. Let's look at the CELP standards document to examine these matrices a little more.

Here in your left hand toolbar, by grade level, are standards matrices and correspondence pages for all grade levels. As you scroll down, you can see that for grade levels kindergarten through fifth grade, there are correspondence pages and a standard matrix for correspondences between the Connecticut Core Standards for English language arts and the CELP standards. Beginning in grade six, there are not only a standards matrix for ELA, but also a standards matrix for literacy in the content area standards, this continues through grade twelve.

Let's click on the standards matrix for grade six in ELA. Here on your screen, you'll see the CELP standards written out as well as the correspondences for the Connecticut Core Standards in ELA. There are several standards that have correspondences to more than one CELP standard. For example, if I'm working with speaking and listening standard four, it corresponds to CELP standard three, four, five and nine. I'll make decisions about what particular CELP standard I'd like to use in correspondence with my particular activity. Let's say I'm teaching theme to my sixth graders, I'm going to be using reading for literature standard two. I know that this correspond to CELP standard one. I can click on the hyperlinked numbers that will bring me to the correspondence pages for the CELP standards.

For each CELP standard at each grade level and once for ELA and once for literacy in the content areas in grades six through twelve, there is a page that demonstrates the correspondences between that particular group of standards and the CELP standards.

Here at the bottom, I'll find that reading for literature standard two I had discussed in the previous page. I'm teaching my students about theme. Here, I'll find the practices. In this case I want to work on having students support an analysis of a range of complex grade level texts with evidence. So my students are determining the theme, finding evidence that supports that theme and here are the proficiency descriptors that describe what my English Learners are able to do by their English language proficiency level. My student, who is a level one student will be able to identify a few key words and phrases that are relative to the theme in the text we are reading. I may choose different materials for my level one student. The English language proficiency descriptors describe what English Learners are able to do as they approach native like proficiency. The proficiency descriptors here on the top row of each one of the correspondence pages are identical to the proficiency descriptors we examined earlier.

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So as you can see, the corresponding Connecticut Core Standards are listed in the bottom row, the practices that correspond with particular content areas are in the middle and the language proficiency descriptors, specific to the CELP standards are listed in the top level. A teacher can use these correspondence pages to help plan for the needs of English Learners around a particular set of lessons or ideas.

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If you choose, take a moment to consider these self-check questions before moving on. Please feel free to pause your video and go back and review.

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Finally, we are going to look at the linguistic supports section of the document. The linguistic supports are a set of resources and strategies that teachers can use to support English Learners at various levels of English language proficiency and in various content areas. The linguistic supports have hyperlinks with links to definitions, examples, videos, materials and resources that explain the supports at the various levels of language and also in various content areas. Let's take a look at the linguistic support section.

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In your CELP standards document, the linguistic supports is the second to last hyperlink in the document. Here on the screen, you'll see general supports for English Learners and their hyperlinks. Following the general supports on this page, are linguistic supports by language level for particular students, all the way through level five. Following the leveled support are resources for teachers in particular content areas. Finally, there are print resources that represent a broad range of research of how to support English Learners in classrooms. The Connecticut English proficiency standards linguistic supports are a valuable resource for teachers to help support their English Learners.

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Take a moment to consider these questions for self-check before you go on.

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Thank you for joining us in this online module about navigating the CELP standards. Feel free to visit the Connecticut State Department of Education English Learner webpage with the address you will see on your screen for additional resources.