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Module 1: Exploring the CELP Standards
ESL Service Providers, K-12

This session is designed as a Trainer of Trainers module for ESL Service providers, including ESL teachers, bilingual teachers, tutors, other para-educators, reading consultants, instructional coaches, etc. The goal is that person attending the training would bring this information back to the district to deliver this training to the educators listed above.

When delivering this module back in your district, you may want to consider what is your configuration for delivery of the this module.
Some logical breaks may include (Time is approximate in terms of how many participants and the length of discussion):
Slides 1-13: 45 – 60 minutes
Slides 14-19 65 – 80 minutes ----------------- Slides 14-15, 15-20 minutes and Slides 16-19, 50- 60 minutes
Slides 20-22- 25- 35 minutes

In total, this would be appropriate for a session lasting approximately 3 hours

If you do need to break up the module, remember to go back to the norms and learning outcomes for each session you meet to deliver this professional learning module.

If you do have a longer session, include breaks after slides 13 and 19.

Today's Norms

- Listen to understand
- If you wonder, ask
- Support one another's learning
- Honor all voices; invite different perspectives
- Share airtime
- _____

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Discuss norms. Are there any that need to be changed? Added? Clarified?

Why are norms so important to English Learners? What kinds of things can we do to help make norms comprehensible?

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

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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.

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Because of CCS, ELs need more support with simultaneous work in content and language. They are also entitled to equal access to education under Federal legislation. Students need access to grade-appropriate materials that are also appropriate to their English Language Proficiency level. The goal is integration of ELs into the general education or bilingual classroom content. This does not mean, however, that the state is endorsing push-in over pull-out models of instruction. The configuration of delivery of instruction and integration of the CELP Standards will be a component of module 2 of this training.

From ELPA 21 to CELP

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

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RESOURCE: Handout "from ELPA21 to CELP"

The State-wide ELP Standards Committee began work by reviewing ELP standards used around the country. Based on CCSS and needs of our state, the ELPA 21 standards were selected as the best fit. However, there were some changes the committee needed to make, namely the addition of the linguistic supports document that outlines some best practices that may be unfamiliar to general education teachers.

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

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"The ELPA21 standards were developed through a partnership of these organizations. Understanding Language is an initiative at Stanford University, led by KH, whose sole focus is on the education of ELs."
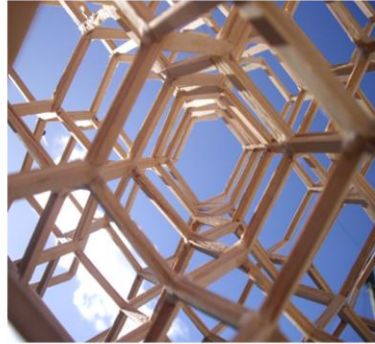
Handout (ELPS21-CELP) is provided for better understanding for ToT attendees of the adoption, but may or may not be appropriate to share with all EL practitioners in district.

This is a general overview of the modifications. As we explore the standards, you will see what all of these components are and we will discuss in more detail.

Note to presenter: You may wish to return to this handout throughout the presentation (specifically during exploration of the proficiency standards) if you feel it is necessary to point out the development of CELP standards from ELPA21.

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

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This is the organization of CELP Standards document. All of these components are meant to work in concert.

Presenter note: This slide is meant to help frame the presentation. Each component of the slide will be highlighted in orange for each section. Not all the components will be addressed in this presentation, but all will be addressed in the two modules.

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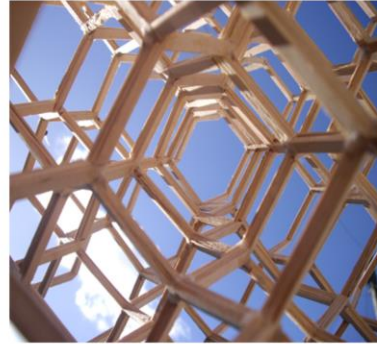
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Introduction

- 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:

Three important points that should come up are:

1- how the CELP standards support the language necessary to participate in Common Core-aligned and other content-area standard-aligned curriculum

2- How CELP standards help teachers and students achieve the language growth and skills necessary for participation in content-area curriculum

3- Students enter programs at every grade level and there is no necessary connection between their grade level and their English proficiency. The demonstration of grade-level performance may be impacted by degree of English language proficiency. There is no expectation that at the end of each grade level that English Learners would reach proficiency, as outlined in the proficiency descriptors.
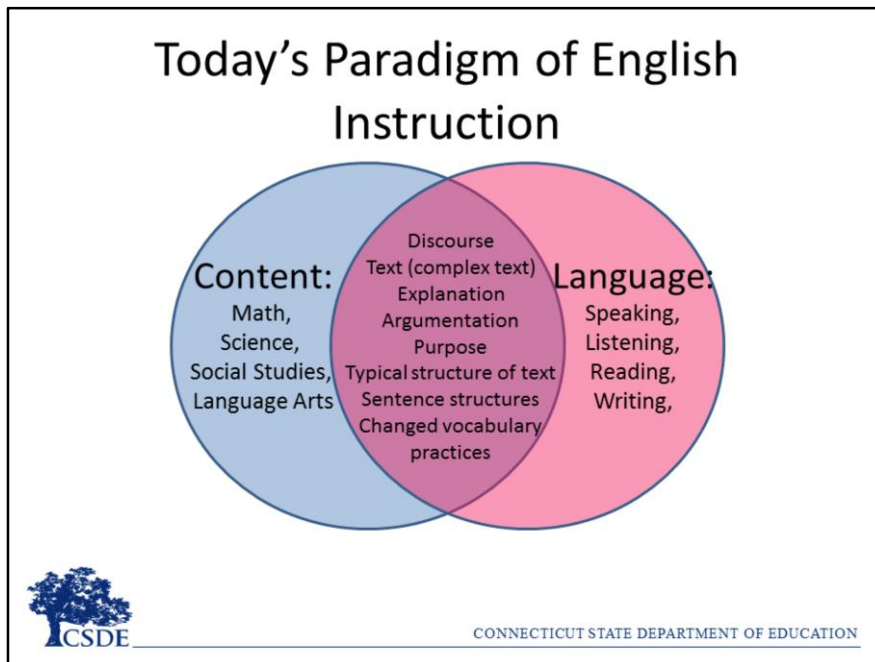
If these points are not raised, please facilitate those thoughts.

Old Paradigm of English Instruction

Content | Mostly vocabulary, Grammar | Language
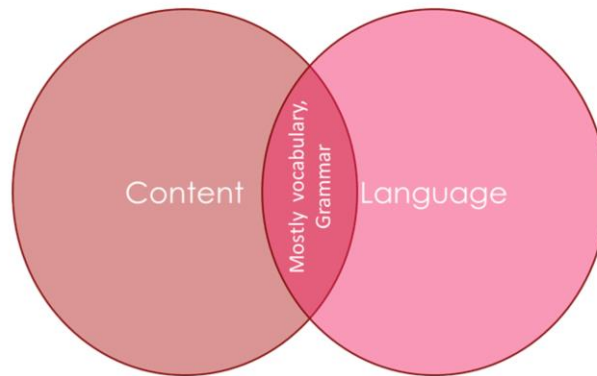
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Typically, ELs were taught language skills in isolation before engaging with the content. The only overlap, or shared space, in instruction came through learning discrete vocabulary words and grammar structure. Increased academic rigor for students has changed this paradigm.

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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Now, the demand for language is higher for all students, but especially English Learners.

Point out the shared space.   "The shared space is bigger not just because we needed more room for the words on the slide. The shared space has grown as students need more language to access the mainstream curriculum and engage in discourse. Language goes beyond words and structures as highlighted in the shared space of this Venn Diagram" (i.e. discourse, text complexity, …) --goes before "we move beyond"

We move beyond the learning of discrete words to learning vocabulary practices- learning words in context, determining connotation and denotation, using resources (bilingual dictionaries, glossaries, human resources)

Grammar is more complex, too. Rather than merely memorizing the parts of speech, we also have examine and analyze sentence structure and discourse structure that is particular to different content areas.

Explicit language instruction is still critical, but it needs to be aligned to language and content taught in the general education curriculum. Collaboration between EL teachers

and general education in all subject areas (Math, Science, Social Studies, Language Arts) is essential for the development of academic language.

Time for discussion and questions

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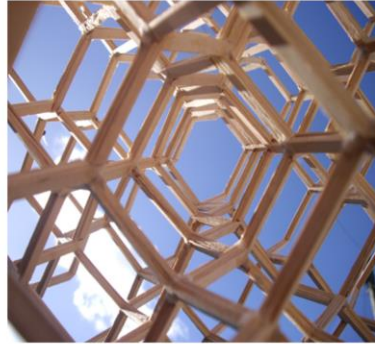
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The Guiding Principles were written by West Ed and Understanding Language initiative. They are the foundation upon which the Standards are based. They also incorporate the research-base for the Standards.

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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Guiding Principles: Page 4-5 CELP Standards
Notes to presenter: Assign principles to groups so that all principles are discussed. The idea is for the group to have a general idea of the guiding principles. Focus on the idea that Guiding Principle #1 is first for a reason. Having the focus be the potential of ELs to have as much success as their native English speaking peers is crucial in understanding why students, with appropriate structured supports, can learn about imperialism, ratios, key vocabulary, and key conceptual understandings, etc. even with lower levels of English language proficiency. The supports need to wrap around from the ESL teacher/tutor to the classroom. We are going to address the different models of instruction and how to integrate the standards in module 2.

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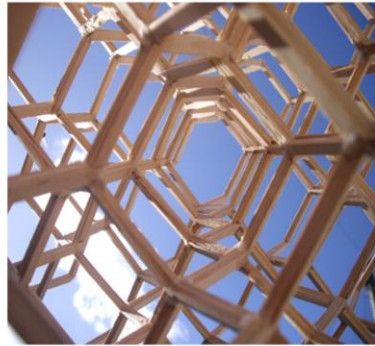
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The CELP Standards

- 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.   CONNECTICUT STATE DEPARTMENT OF EDUCATION

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PART 1:
Look at the **10 Standards p.7** CELP Standards (do not use p. 8 or p.9, as they 'give away the answers'. Participants answer the questions.

Standards 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices. Standards 8 through 10 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

For example, students will use standard 8 (making meaning of vocabulary) in order to do standard 1 (creating meaning from listening, reading or viewing).

PART 2:
Rearrange the standards by language modality (Speaking, listening, reading, and writing)
Do not include Standards 9 & 10- They are the micro-level skills that address the

language structures and the accuracy of language output, not the language output itself. Standard 8 is included because it is the action of making meaning, and working in conjunction with Standard 1

Look at p. 9 of the CELP Standards—they are arranged by language domain

Discuss any discrepancies in their organization.

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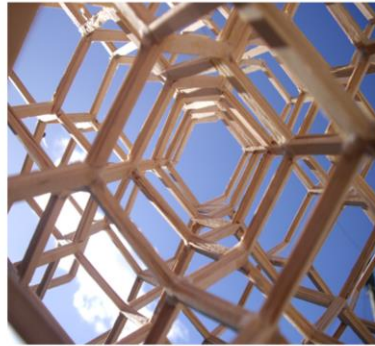
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The proficiency descriptors are a critical part of the CELP Standards. They tell teachers what a student is able to do by the _end_ of each English Language proficiency level. There is not yet a clear correlation between the LAS Links levels and the CELP Standards, but that study is currently being conducted. However, that being said, by organizing the CELP Standards by language modality, it gives a clearer perspective of what an EL is able to do around individual standards. We want to be careful only using the LAS Links as the only indicator of language proficiency, as the test is administered in January currently. ESL professionals should use multiple assessments in consultation with the general education teachers in order to determine the current proficiency levels of students around each modality and/or each CELP Standard.

p. 10-38 in the CELP Standards Document

Presenter note: Do not have participants look at the proficiency descriptors yet. They will be doing a sort with all of the descriptors in the next activity.

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: • ident... 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	use an increasing range of strategies to: • determine two or more	use a wide range of strategies to: • determine ...ntral ideas
				• explain how the theme is supported by specific details • summarize part of the text.	• explain how the central ideas/themes are supported by specific textual details • summarize a simple text.	• explain h... 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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"This is a snapshot of what the proficiency descriptors look like. These are divided by grade level bands (K, 1, 2-3, 4-5, 6-8, 9-12). They describe what the EL is able to do at particular English Language Proficiency levels aligned to a particular CELP Standard.

Guide participants through reading the proficiency descriptors sample:
- The far left column indicated the grade level band, in this case grades 6-8. The number after the band indicates the CELP Standard number (in this case #1).
- The next column is the CELP Standard written out. This articulates the full CELP Standard.
- The descriptors describe what an English Learner can do by the end of each language proficiency level, from levels 1 to 5. Note while at this time there has been no study conducted on the correlation between CELP and LAS Links, ESL professionals and general educations need to use multiple sources of data, including LAS Links scores to articulate the proficiency levels of students in the four modalities and/or the CELP Standards.

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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Presenter notes: **Proficiency Descriptor Sort –There are two portions the frames and the individual cards. Print only relevant grade levels for the group. You must cut out the cards ahead of time.** Groups of 3-4 people. There are 8 grade-bands. Make enough copies of the materials so that there are no more than 3-4 people in a group. (a group of more than 24 people will need to have more than one set made up.) If you have less time, you can adjust to use less cut-outs.

Share out thoughts/reflections on the process

Remind participants not to look at the proficiency descriptors portion of the CELP Standards until they finish. Remind participants to focus on the second reflection question. It is not so important to have every proficiency descriptor perfectly accurate. After finishing the sort, looking at the proficiency descriptors, what do the changes reflect from level 1 to level 5?
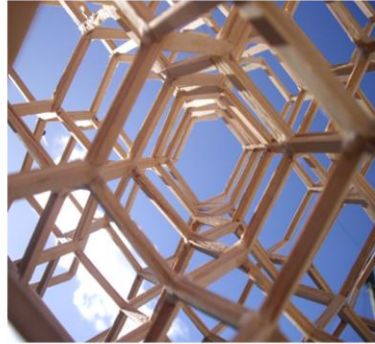Hints for groups that may struggle: Levels 1 & 2 says "with prompting and supports" and Level 3 says "with guidance and supports" for all grade levels except Kindergarten

It is most helpful to print the cards on cardstock and laminate the proficiency descriptor sort, if possible. You must print these beforehand and focus on the grade level that you

are working with in district.

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The Progressions are just a different organization of the proficiency descriptors. They reflect the description of what students can do by Standard, rather than by grade level band.

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.

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Resources: Page 41- (One standard per group)
Notes to presenter: Each group should look at a different standard. Participants will be looking at a standard and its proficiency descriptors in all grade-levels.
Pass out chart paper for groups to write noticings and wonderings.
After, summarize as a whole group- finding commonalities, etc.

Participants may notice that:
Level 1 proficiency descriptors look very similar across grade levels because of what students at low levels of proficiency can do in English
"prompting and support" is consistent in levels 1 and 2 through the grade levels.
"guidance and support" is in level 3 in all grade-levels.
"prompting and support" is in all proficiency levels of Kindergarten (because it is developmentally appropriate for kindergarten).
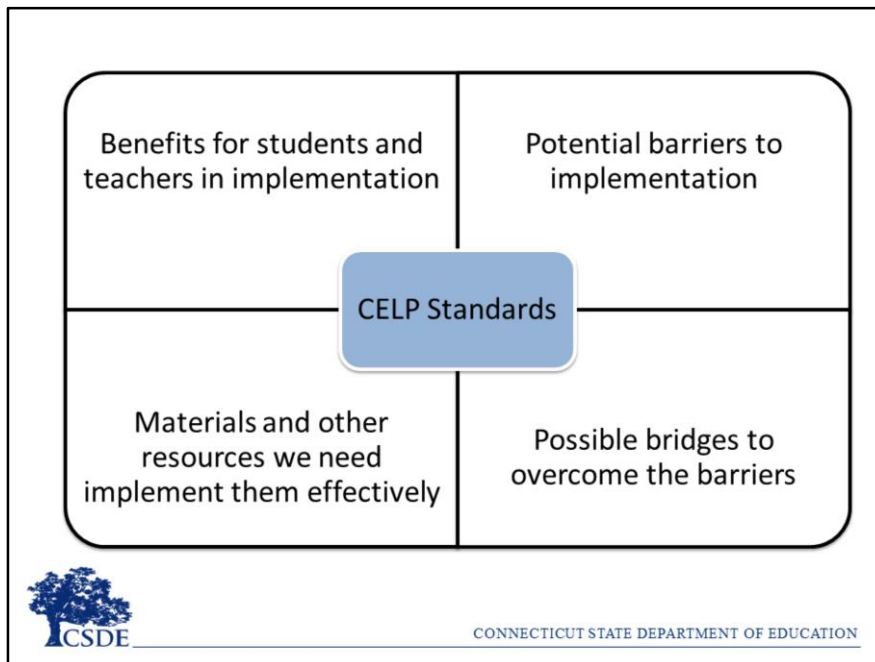Less scaffolding at levels 4 and 5.
"about familiar topics" vs "a variety of topics"
Proficiency descriptors align with curricular expectations and are developmentally appropriate for the grade-level
There are more bullets of what an EL can do as the proficiency level gets higher.
These descriptors are what an EL can do at THE END of that proficiency level.

Together, ask them to brainstorm ways to think about each category. Ask to share ideas. helpful in thinking about in module 2..

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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