

VI.A.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

**TO BE PROPOSED:
October 7, 2015**

RESOLVED, That the State Board of Education, approves the adoption of the Connecticut English Language Proficiency Standards and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this seventh day of October, Two Thousand Fifteen.

Signed: _____
Dr. Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: October 7, 2015

SUBJECT: Update on Connecticut English Language Proficiency (CELP) Standards and Recommendation for Adoption

Executive Summary

Introduction

The new Connecticut English Language Proficiency (CELP) Standards were presented to the Academic Standards and Assessment Committee in June 2015 and the standards were presented to the full Board of Education on September 2, 2015. At those meetings, materials were provided that outline the standards themselves, the standards selection process, the stakeholder engagement activities to date, and feedback on the standards.

Beginning on page 8 of the Executive Summary, a digest of stakeholder feedback has been provided for the Board's review. On October 7, 2015, the Board will be provided with an additional update on the professional development plan. Consistent with our ESEA Flexibility Request, which was approved by the USED on August 6, 2015, the CSDE is recommending that the Board adopt the new Connecticut English Language Proficiency (CELP) standards on October 7, 2015.

English Learners in Connecticut

The number of English learners (ELs) in Connecticut's schools has grown annually over the last decade. In the 2014-2015 school year, ELs comprised 6.6 percent of Connecticut's public school students in kindergarten through twelfth grade. Almost 35,000 Connecticut students are identified as ELs, and it is projected that this number will continue to rise. ELs arrive in Connecticut's schools with a vastly diverse range of academic and linguistic skills and bring with them unique experiences and cultural backgrounds.

The Need for New English Language Proficiency Standards

As outlined at the September 1, 2015, meeting, Connecticut provides an identification and language proficiency level system that drives the needed supports for English learners. This system of supports will continue, but the methods and content of supports will expand beyond traditional vocabulary development.

Connecticut's current English Language Learner Framework was issued in 2005. The Framework does not reflect the increased rigor required to make all students college- and career-ready. In an era of enhanced academic rigor and heightened expectations for all students, it is critical to address the specific needs of ELs in relation to college- and career-readiness. Like their native English-speaking peers, ELs are required to learn more rigorous content, but they are also tasked with the additional challenge of learning English concurrently. Using the new standards and our existing system of identification and language proficiency levels, we can better support English learners.

Development of the Standards and Requirements for Board Adoption

The Council of Chief State School Officers and WestEd's Assessment and Standards Development Services developed a new set of English language proficiency (ELP) standards known as "ELPA21 Standards." In Connecticut, a committee of educators, administrators, and higher education representatives was convened with a goal of selecting or developing new ELP standards. After thorough consideration of several options, the committee unanimously chose to move forward with the "ELPA21" standards, and then named them the Connecticut English Language Proficiency Standards (CELP) for our state. Subsequent committee work involved the vetting of proficiency descriptors, development of progressions and supporting documents and expansion of correspondences to content areas. These materials were reviewed at the September 2015 Board meeting.

Additionally, Principle 1 of Connecticut's ESEA Flexibility Request requires the Board to adopt new English Language Proficiency (ELP) Standards aligned to College- and Career-Ready Standards by fall 2015.

Attached is the updated stakeholder engagement timeline, stakeholder list and feedback digest, and statewide professional development plan.

Overview of the CELP Standards

The CELP Standards are 10 clear standards that involve the language necessary to engage in content-specific practices in English language arts (ELA) and literacy, mathematics, social studies and science, and the linguistic features that enable students to use that language. To clarify how a student can demonstrate proficiency at various grade levels and English proficiency levels, sets of grade bands and proficiency levels were delineated. These grade bands and proficiency levels are based on developmental appropriateness and widely accepted language levels. The grade bands used are K, 1, 2-3, 4-5, 6-8, and 9-12. In addition, five language levels are used, with Level One representing a beginner level English learner and Level Five representing an English learner who has English proficiency consistent with native English speakers.

For each grade level band there is a set of descriptors for each CELP standard. These descriptors explain to teachers and other service providers what an EL is able to do at the five proficiency levels. Connecticut is the first state to have developed a progressions document to illustrate what the expectations are for a given standard both across grade levels and English proficiency levels. Revisions to this document were made collaboratively by the statewide CELP standards committee to ensure that descriptors are linguistically and developmentally appropriate as students progress through the grade level bands.

Content area correspondences are a hallmark of the CELP standards document. For each grade level, content area correspondences have been determined for each CELP standard. These correspondences are to practice standards in the areas of English language arts (based on the anchor standards), mathematics, science, and with the inquiry practices in social studies. Connecticut is the only state to date to identify correspondences between the ELPA21 standards and social studies standards. In grades 6-12, correspondences have also been identified with literacy in the content areas. These correspondences provide a valuable bridge for all educators, but particularly for content area educators to identify which CELP standards align to their content standards in order to provide ELs opportunities to engage with and learn new rigorous content.

The CELP standards committee also developed a CELP Linguistic Supports document that is part of the larger CELP Standards document. The linguistic supports provide a broad range of vetted web sites, videos and research materials to help teachers understand what activities are appropriate, rigorous and useful for EL students at different linguistic proficiency levels and in various content areas. This resource also contains position statements from the national professional organization for each content area on

ELs. Furthermore, the resource offers strategies for working with EL students that may be dually identified as students with special education needs.

Recommendation

The CSDE recommends the Connecticut State Board of Education adopt the Connecticut English Language Proficiency Standards (CELP).

Follow-up Activities

As shown in the following tables and lists, the department has engaged and will continue to engage stakeholders and collect feedback during the introduction of CELP standards. If adopted, the department will develop and deliver a robust system of professional learning modules and webinars accessible to K-12 educators and teacher preparation institutions statewide. Through our website and face-to-face meetings, the department will disseminate transition guidelines that provide time for districts to receive support in upgrading curriculum.

The State Board of Education’s adoption of the CELP standards will provide a vital road map for students to successfully develop English proficiency and content knowledge. It will support Connecticut’s ongoing efforts to ensure that all students are well-prepared for college, career, and life.

Prepared by: _____
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Approved by: _____
Ellen E. Cohn
Deputy Commissioner for the Implementation
of Education Reform

1. Stakeholder Engagement Timeline and Description

Stakeholder Engagement to Date		
Date	Stakeholder Groups	Activity
September 22, 2014	ESL/Bilingual Administrators; Teachers; State Consultants; Higher Education; RESCs; Professional Organizations	<u>CT EL Standards Committee Initial Meeting:</u> The initial meeting brought together education professionals to review standards and recommend or develop a set of English language proficiency standards. Participants on this committee represent 12 school districts, RESCs, CSDE, higher education and professional organizations. The group met monthly through June 2015 and will reconvene on September 16, 2015, for its next stage of work.
January 21, 2015	Higher Education	<u>Email Outreach:</u> An initial email was sent to higher education representatives by the chairperson of the CT EL (CELP) Standards Committee. The purpose of the email was to provide an introduction to the work of the committee and the ELPA 21 standards (called CT English Language Proficiency (CELP) standards for CT purposes), which the committee voted unanimously to adopt.
May 1, 2015	CAPELL members (professional organization for administrators/directors of programs for ELs)	<u>Professional organization presentation:</u> A 60-minute presentation was provided to approximately 70 CAPELL members to introduce the draft CELP standards. The group was provided a detailed explanation about the standards and the numerous supporting materials included in the standards document, and a question and answer session followed. Participants completed an online survey about the standards and their implications for CT after the presentation.
June 9, 2015	CT State Board of Education Academic Standards and Assessment Committee	<u>Presentation:</u> A 60-minute presentation was provided to the Academic Standards and Assessment Committee of the CT State Board of Education, which described the new standards and supporting materials as well as the stakeholder engagement plan and draft timeline.
August 11, 2015	School administrators, central office administrators, general education teachers, higher education, ESL/bilingual teachers	<u>Presentation (EASTCONN):</u> A 90-minute presentation was provided to approximately 10 professionals to introduce the draft CELP standards. The group was provided a detailed explanation about the standards and the numerous supporting materials included in the standards document, and a question and answer session followed. Participants completed a survey about the standards and their implications for CT after the presentation.

Stakeholder Engagement to Date		
Date	Stakeholder Groups	Activity
August 12, 2015	General education teachers, ESL/bilingual teachers, RESC education specialists, CSDE management and consultants	<u>Presentation (ACES):</u> A 90-minute presentation was provided to approximately 10 professionals to introduce the draft CELP standards. The group was provided a detailed explanation of the standards and the numerous supporting materials included in the standards document, and a question and answer session followed. Participants completed a survey about the standards and their implications for CT after the presentation.
August 13, 2015	ESL/bilingual teachers, central office administrators, ESL/Bilingual Program Coordinators, CSDE consultants	<u>Presentation (CAS):</u> A 90-minute presentation was provided to approximately 10 professionals to introduce the draft CELP standards. The group was provided a detailed explanation of the standards and the numerous supporting materials included in the standards document, and a question and answer session followed. Participants completed a survey about the standards and their implications for CT after the presentation.
August 24, 2015	Higher Education	<u>Email Outreach:</u> An email was sent to higher education representatives by the chairperson of the CT EL (CELP) Standards Committee. The purpose of the email was to provide more detailed information on the CELP standards and supporting documents and to elicit feedback.
August 28, 2015	Superintendents, assistant superintendents, members of boards of education	<u>Webinar (CABE):</u> A 45-minute presentation was provided to approximately 10 professionals to introduce the draft CELP standards. The group was provided an explanation of the standards and the numerous supporting materials included in the standards document, and a question and answer session followed. Participants were asked to complete an online survey about the standards and their implications for CT after the presentation.
August 31, 2015	School administrators, central office administrators, general education teachers, ESL/bilingual teachers, RESC education specialists, CSDE consultants	<u>Presentation (CREC):</u> A 90-minute presentation was provided to approximately 35 professionals to introduce the draft CELP standards. The group was provided a detailed explanation about the standards and the numerous supporting materials included in the standards document, and a question and answer session followed. Participants completed a survey about the standards and their implications for CT after the presentation.
September 2, 2015	CT State Board of Education	<u>Presentation (CT State Board of Education Meeting):</u> A 30-minute presentation was provided to the Connecticut State Board of Education to introduce the draft CELP standards. The Board was provided an explanation of the standards and the supporting materials included in the

Stakeholder Engagement to Date		
Date	Stakeholder Groups	Activity
		standards document as well as a stakeholder engagement summary and ongoing plan.
September 16, 2015	CELP Standards Committee	<u>Meeting:</u> CELP Standards Committee members reconvened on 9/16/15 to learn updates on the standards stakeholder engagement and begin initial planning for professional development and a training-of-trainers model post-adoption.
September 17, 2015	Representatives of parent and community groups	<u>Presentation and Train the Trainer Workshop (SERC):</u> A 3-hour presentation was provided to approximately 10 representatives of parent and community groups from around the state. The presentation introduced the draft CELP standards and supporting materials, implications for English learners and their families, and provided strategies for parents to support their children’s learning. Participants also learned how to present to their constituents on the CELP standards and were provided materials. Participants were asked to complete a survey about the standards and their implications for CT after the presentation.
Next Steps in Stakeholder Engagement		
September 2015- November 2015	<ul style="list-style-type: none"> • Education Committee of Legislature • Latino-Puerto Rican Affairs Commission (LPRAC) • RESC Roundtables <ul style="list-style-type: none"> - 9/21 Connection - 9/28 CES - 9/30 ACES - 10/1 EASTCONN - 10/6 CREC - 11/2 LEARN • Collaborative for Effective Educator Development, Accountability and Reform Center (CEEDAR) (10/23/15) • ConnTESOL Conference (10/24/15) • Netstat (11/13/15) • District-based Parent Trainings (Ongoing) 	<u>Orientation and overview of the CELP Standards:</u> Various sessions will address the other stakeholder groups, tailored to their particular needs. Each group will be provided an explanation of the standards and the numerous supporting materials included in the standards document, and a question and answer session will follow. Sessions will have different areas of focus, depending on the particular stakeholder group.

2. Stakeholder List

Districts and Organizations with Representative who Received Information on the CELP Standards and/or Provided Feedback			
District	District	Higher Education	Other Organizations
ACES	North Haven	Central CT State University	CABE
Ansonia	Norwalk	Eastern CT State University	CAPELL
Avon	Norwich	Fairfield University	CAS
Bridgeport	Orange	Gateway Community College	ConnTESOL
Bristol	Portland	Naugatuck Community College	Early Childhood
Brookfield	Putnam	Post University	RESC English Learner PLC
Cheshire	Region 1	St. Joseph University	RESC Title III Consortia
CREC	Region 5	Southern CT State University	RESC EL Councils
Cromwell	Region 12	Tunxis Community College	SERC- Parent session
Danbury	Region 13	University of Bridgeport	
Enfield	Region 15	University of Connecticut	
East Hartford	Ridgefield	Western CT State University	
East Haven	Rocky Hill		
East Lyme	Shelton		
Farmington	Stamford		
Glastonbury	South Windsor		
Hamden	Stonington		
Hartford	Torrington		
Killingly	Trumbull		
Manchester	Wallingford		
Meriden	Waterbury		
Naugatuck	Watertown		
New Britain	Westbrook		
New Canaan	West Hartford		
New Haven	West Haven		
New London	Windham		
Newington	Wolcott		
Newtown	Woodbridge		

3. CELP Standards Feedback Digest

A. Surveys

From CELP Information Session Feedback Surveys (88 received)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Participants understand the changes from the English Language Learner Framework (2005) to the new Connecticut English Language Proficiency Standards.	0	2	12	30	44
It is important to have state standards that describe English language proficiency expectations for students at all levels.	0	0	3	12	69
The changes which will occur if we adopt the new Connecticut English Language Proficiency Standards will be good for Connecticut students.	0	0	5	15	66
The changes which will occur if we adopt the new Connecticut English language Proficiency Standards will be good for the State of Connecticut as a whole.	0	0	7	17	63

B. Representative Feedback/Trends in Feedback

What opportunities do you see in adopting new Connecticut English Language Proficiency Standards?

- Greater classroom teacher involvement; greater clarity regarding student goals.
- There is a window of opportunity to infuse the necessary content relevant to these standards into pre-service and graduate education AND to support districts in "shoring up" knowledge and skills of in-service educators.
- More general education teachers will understand the role they need to play in helping ELs; the standards will help EL teachers have more focused conversations with general education teachers on how we can work together.
- Our ELs have the potential to rise to the next level. It's our obligation to make content accessible to them according to their level of proficiency.
- The standards for ELs are clear and concise. They align with the Common Core Standards. They are up to date with classroom rigor on every grade level.
- Provides specific supports targeted at the needs of a student based on their language level. We have multiple students at varying language levels in our classrooms. These standards should help our staff to better address those needs and support student growth.
- This will help EL teachers with demonstrating competence on teacher evaluations, since administrators will have standards that are more applicable to our field.
- It will provide more opportunities for all stakeholder groups to focus on the knowledge and skills needed by all students. It will help everyone have a guideline in order to prepare our students to be successful in college and careers. It will assist schools to establish a culture in which the achievement of each and every student is considered a shared responsibility. It will assist schools to organize better intervention or services to achieve higher success.
- Raising awareness of what English Learners can do and what teachers need to do to help them achieve.

What challenges do you see in adopting new Connecticut English Language Proficiency Standards?

- Helping teachers understand that students are struggling with language but do not have cognitive deficiencies.
- Finding time to educate all teachers/paras/administrators; educating general education teachers; providing resources to differentiate for students.
- Educating educators. The standards alone will not do the job.
- District staff understanding what they mean and how to use them. Pre-service programs not using them to train new teachers.
- The standards can be adopted, but there needs to be enough support and accountability for implementation.
- The districts' leadership (at all levels) willingness to prioritize and make this a document that staff need to actually delve into.
- Providing high-quality learning and support for teachers in a large district.
- It's a shift, and the more educators and stakeholders are aware of new standards, the better it is. It's a lot of work, but the services to our ELs are overdue, so it's about time.

Other questions/comments about the CELP Standards

- What supports will teachers receive from the state department?
- Please create an app
- We must implement supports for higher ed. folks to learn enough to include the necessary instruction for teachers. I like how it makes connections with other standards. The resources are excellent and I appreciate how they are divided by content area.
- Great idea to provide specific guidelines and help by levels for each standard and expectation-will be appreciated by classroom teachers.
- In regard to SLIFE: will there be specific plan developed to help service these learners? What are the potential ideas/plans to help raise awareness of the growth that is anticipated in the ELL population for teachers who do not recognize the reality of their student demographic? ☺
- I have been so excited about this work since it was presented at CAPELL-great job so far!
- It would be helpful to have workshops or sessions available at ConnTESOL to discuss the adoption of the new standards.
- The need of these standards are imperative. The students who struggle in our schools are the ones who tend to be most transient. We cannot wait.

4. Statewide CELP Standards- Professional Development Plan

Topic of session	Delivery Method	Locations Descriptions	Timeframe
Format and Content of the CELP Standards	<p>CELP Standards Information Sessions</p> <p>Webinar- Self-directed learning</p>	<p>3 RESCs (EastConn, ACES, CREC), CAPELL, CAS, CABE, CEEDAR</p> <p>On-demand Online</p>	<p>Planning and development January 2015-May 2015 Implementation of information sessions May 2015-November 2015, Webinar October 2015 and ongoing</p>
Using the CELP Standards in Planning and Practice for English Learner Service Providers, K-12	<p>Training of Trainers Professional Learning Workshop Session</p>	<p>All 6 RESCs, offer 2 sessions in the winter, and 2 sessions in the spring. Each session will cover two modules.</p>	<p>Planning and development of sessions September 2015-December 2015 Implementation of TOT sessions at the RESCs: January 2016-June 2016</p>
Using the CELP Standards in Planning and Practice for General Educators, K-12	<p>Training of Trainers Professional Learning Workshop Session</p>	<p>All 6 RESCs, offer 2 sessions in the winter, and 2 sessions in the spring. Each session will cover two modules.</p>	<p>Planning and development of sessions September 2015-December 2015 Implementation of TOT sessions at the RESCs: January 2016-June 2016</p>
Using the CELP Standards to plan for the instructional needs of special populations of students (LTELLs, Newcomers, SLIFE students, SPED/EL students)	<p>Professional Learning Workshop Sessions</p>	<p>All 6 RESCs, offer 3 sessions</p>	<p>Planning for webinar sessions: September 2016-October 2016 Implementation of professional learning series at the RESCs 11/2016, 2/2017, 3/2017</p>
CELP Standards for K-12 Administrators	<p>Webinar Series - Self-directed learning</p>	<p>On-demand, Online</p>	<p>Planning for webinar sessions: September 2016-October 2016 Implementation of Webinar November 2016 and beyond</p>



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut English Language Proficiency Standards (CELP)

*Update on Stakeholder Engagement Activities &
the Statewide Professional Development Plans*

Connecticut State Board of Education
October 7, 2015

Stakeholder Engagement to Date

- 56 school districts, 12 colleges and universities
- 9 other organizations (CABE, CAS, CAPELL, ConnTESOL, RESC councils, Parent Organizations)

To date, feedback from stakeholders indicates ***very strong support for CELP standards***

Information Session Feedback Surveys (88 responses)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Participants understand the changes from the English Language Learner Framework (2005) to the new Connecticut English Language proficiency Standards	0	2	12	30	44
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Types and Locations of Stakeholder Engagement Activities to Date

- RESC information sessions
- Other Information Sessions (i.e. CAPELL, CAS)
- Email Outreach
- Webinars
- Information Session and Training for parent group representatives



Upcoming Stakeholder Engagement Sessions

- RESC Title III Consortia meetings (lower-incidence districts)
- CEEDAR Meeting (pre-service teachers)
- Education Committee of Legislature
- Latino-Puerto Rican Affairs Commission
- Conn TESOL Conference (educators and advocates)
- In-school, District-based Parent Trainings (parents)
- Netstat (Commissioner's Network Schools)



Statewide Professional Development Plan

Session Topic	Method of Delivery	Offerings	Timeframe
<p>Format and Content of the CELP Standards</p>	<p>CELP Standards Information Sessions</p> <p>Webinar- Self-directed learning</p>	<p>3 RESCs (EastConn, ACES, CREC), CAPELL, CAS, CABE, CEEDAR.</p> <p>On Demand, Online</p>	<p>-Planning and development January 2015-May 2015</p> <p>-Implementation of information sessions May 2015- November 2015</p> <p>-Webinar October 2015 and ongoing</p>
<p>Using the CELP Standards in Planning and Practice for K-12 English Learner Service Providers</p>	<p>Training of Trainers Modules Professional Learning Workshop Session</p>	<p>All 6 RESCs, offer 2 sessions in the winter, and 2 sessions in the spring. Each session will cover two modules.</p>	<p>-Planning and development of sessions September 2015-December 2015</p> <p>-Implementation of TOT sessions at the RESCs: January 2016-June 2016</p>

Statewide Professional Development Plan

Session Topic	Method of Delivery	Offerings	Timeframe
<p>Using the CELP Standards in Planning and Practice for K-12 General Educators</p>	<p>Training of Trainers Modules Professional Learning Workshop Session</p>	<p>All 6 RESCs, offer 2 sessions in the winter, and 2 sessions in the spring. Each session will cover two modules.</p>	<p>-Planning and development of sessions September 2015-December 2015 -Implementation of TOT sessions at the RESCs: January 2016-June 2016</p>
<p>Using the CELP Standards to plan for the instructional needs of special populations of students</p>	<p>Professional Learning Workshop Sessions</p>	<p>All 6 RESCs, offer 3 sessions</p>	<p>-Planning for webinar sessions: September 2016-October 2016 -Implementation of professional learning series at the RESCs 11/2016, 2/2017, 3/2017</p>
<p>CELP Standards for K-12 Administrators</p>	<p>Webinar Series Self-directed learning</p>	<p>On Demand, Online</p>	<p>-Planning for webinar sessions: September 2016-October 2016 -Implementation of Webinar November 2016 and beyond</p>