Planning and Differentiating for Using the CELP Standards
Transcript

Slide 1:
Welcome to the Connecticut State Department of Education's online module for Planning and Differentiating Using 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 from this presentation in order to navigate between this presentation and the CELP standards document. Also, we will be visiting the Connecticut State Department of Education English Learner's page, you may also want to open a tab with this website available.

Slide 2:
Our goal in this particular session is to increase the capacity of educators to plan and differentiate for English Learners. While there is no one particular process or structure to plan for English Learners, this presentation addresses the tools and resources available to Connecticut educators to support English Learners and their different levels of English language proficiency.

Slide 3:
Before we begin discussing how to plan and support English Learners in the classroom, it is important that we understand our responsibilities to English Learners in the state. Please visit the Connecticut State Department of Education English Learners page.

Here, on the Connecticut State Department of Education English Learners page, you'll find the Connecticut State Board of Education's position statement and guidelines about English language and programming.

You'll be able to read a narrative about the laws and policies that govern education of English Learners. In this document, you'll see the Connecticut English Language Learner Framework referenced. For the purposes of this presentation, please replace Connecticut English Learner Framework with the Connecticut English Language Proficiency Standards (CELP).

Slide 4:
As you read through the document, consider the following questions:

What does the State define as the responsibilities of different stakeholders?
What is your district already doing to support your English learned and
Where might the gaps be in practice?

Slide 5:
Differentiation is a term that's often used and educators recognize it as an important tool for all learners. In this case, it is necessary for English Learners to gain an equitable access to the curriculum through differentiation. By selecting supports appropriate to English Learners' English language proficiency levels, educators are building access to content area curriculum.

Slide 6:
In order to support English Learners, it is important to begin with understanding the needs of and the obligations to English Learners by using the CELP standards document and the position statement we looked at earlier, we are able to understand what an English Learner is capable of doing as well as what our obligations to those students are both in the classroom and in the district. Then, teachers specifically plan instruction that builds access to the curriculum based on both the high level skills in the content curriculum as well as the supports that English Learners need to gain access to that curriculum based on their English language proficiency levels. In the instructional piece, teachers focus on both the language and the content, understanding that not all content area teachers are experts in language or language acquisition. It is important that those instructors focus on building of the language of the content area, not necessarily about language in general.

Slide 7:
The planning process for English Learners begins with determination of individual student needs. All English Learners have varying levels of English language proficiency and come with differing background knowledge. Once an educator has determined, using the language assessments available and the CELP standards proficiency descriptors, a teacher then can go on to plan using the appropriate CELP standards and corresponding content area standards to plan for those particular students and their needs. Educators would create supports appropriate to the proficiency level of those students as determined in this first step. Finally, teachers will teach the lesson and progress monitor both the student's content understanding and language progression. This is not a static cycle, it's a recursive process that is designed by the teacher, determined by the individual learners needs. As English language proficiency increases, the educators working with these students need to collaborate to determine what are the needs of the English Learners are and what data helps us understand those needs.

Slide 8:
While English Learner is an umbrella term that covers all the students identified as learning English, determined by those language assessments, the term does not depict the diversity of the students that fall under that label. English Learners are diverse in terms of their country of origin, including those born in the United States, their native language or languages, their socioeconomic status, their previous both informal and formal education settings, their cultural understandings about education, their parents and family's education level and experiences, their learning styles, their English language proficiency levels, or whether they are dually identified as being a student with special needs. All of these indicators impact the rate at which students learn English and obtain academic success. There is no direct correlation between language proficiency level and cognitive ability. Nor with our student's ability to succeed. Please reference the CELP standards guiding principles for more information.

Slide 9:
In order to determine a student's English Language proficiency level, we have multiple tools to do so. First, our standardized language assessments that districts administer to students upon registration to a district. In addition, there is an annual English language proficiency assessment administered each year around January. Apart from the standardized assessments, educators can use the CELP proficiency descriptors to help them determine what an English Learner is able to do around a particular set of language skills.

Let's look at the CELP standards document. Here, you'll see my CELP standards document downloaded to my desktop. I'm going to scroll up to the proficiency descriptors. In my left hand toolbar, there's a set of bookmarks that are internal hyperlinks for the document. If you're looking at the CELP standards document in your browser or on a mobile device, you'll see the dropdown menu in the top right hand part of your screen with these same hyperlinks.

The CELP standard proficiency descriptors by grade level describe to us what an English learner is able to do around a particular set of language skills determined by the ten CELP standards. I'm going to click on the grade one, CELP standard proficiency descriptors. Here on your screen, you'll see on the far left corner the grade level band and the standard number. Here is the CELP standard written out and from standards one to five, it describes what a student is able to do based on his or her level of English language proficiency.

In this case, in CELP standard one, an EL can construct meaning from oral presentations and literary and informational texts through grade appropriate listening, reading and viewing lets me know that at level one, a student with prompting and supports can use a very limited set of strategies to identify a few key words or attributes from read aloud, picture books and oral presentations. I know that that student at that moment has a limited language capacity at that particular moment, but as that student grows in English language proficiency, he or she will ideally get to the native-like level of proficiency. And, if you'll note, it says grade appropriate throughout the standards. Grade appropriate does not mean grade level. Grade appropriate refers to the content or the skills used to assess that particular student. Also, you'll see the levels of support listed here; prompting and supports or guiding and supports. You'll find the definition and explanation of those particular terms in the last paragraph of the glossary. Using these CELP standards proficiency descriptors, I can understand what students are able to do, therefore better plan for him or her during their particular lesson. If you want to know more information about the navigation of the standards, or about the proficiency descriptors and correspondences, please refer to the online module about the navigation of the standards.

Slide 10:
Once I've used a number of factors, both language assessment and the CELP standards proficiency descriptors to determine what my students are able to do about the language use in my particular content area.

Slide 11:
I'm going to analyze my lesson. I need to know what my students can do and what kind of language they are using to do it with. Here, you'll see some guiding questions on your screen that will help you analyze the lessons for language use. The first question is a determination of the language modality or domain used in a certain lesson or task that students do and also the determination of the CELP standards that correspond with that particular lesson.

Slide 12:
Here is an example task description. Students in a seventh grade classroom are learning about argumentation. The lesson that they are going to do, involves using the analysis of an

argument about graffiti. The standard aligned to this particular lesson is the RI.7.8, that's ELA Connecticut Core Standard reading for information; Grade 7, Standard 8.

On the screen I've highlighted evidence of what modalities or domain students will be employing during a particular task. A modality or domain is the speaking, listening, reading and writing students will be using during that particular lesson or task. In this case, the modality focuses on reading. Students will read articles and examine those particular arguments presented in the articles. The standard addresses the idea that students are going to trace a claim across the text to determine that there is sufficient evidence to support that claim. So that language that students are focusing on in this particular task is reading and reading in order to determine what the claim is and if there's evidence for that claim.

Slide 13:
Now that I've determined that those students are going to be using the modality of reading and using argumentation, I want to see what CELP standard corresponds to that language. Here, you'll see the grade seven ELA standards matrix. For each grade level in the CELP standards, there is a matrix such as this. It identifies what are the Connecticut Common Core Standards for ELA and their corresponding CELP standards. In addition, in grades 6-12 there are correspondent matrices for the Connecticut Common Core literacy and the content are standards. Let's go to the CELP standards document for a little more information.

Here in my left tool bar, I am going to scroll down to this Grade 7 ELA Correspondent Matrix. Here, again I can use the matrix to help me determine, which CELP standards corresponds to the standards I am already planning to teach aligned with my particular task or lesson. In this case, I am looking at the Connecticut Core Standard for ELA, Reading for Information Grade 7, Standard 8. As I look at the reading for information column, I go down to standard 8 I see that it corresponds to CELP Standard 6. When I click on this hyperlink for CELP standard 6, it brings me to the correspondent page for that particular CELP standard. Here listed in the bottom box are the Connecticut Core Standards that correspond to this particular standard.

In addition, I have the ELA practices that students will be employing with increasing fluency from grades kindergarten through 12th grade. I am going to focus on EP 3, the construct valid arguments from evidence and critiquing the reasoning of others. Students will be reading arguments about graffiti, determining the claim and tracing the evidence for that claim. My students, who are English Learners will be able to do what is listed here, these are the CELP standards proficiency descriptors that are aligned with this particular CELP standard. I know that my students at Level 1 will need more support because as listed this is what they are able to do. As students' progress in English Language proficiency, they are able to use a broader range of language and language skills. In planning this lesson, I have to determine what my English Learners are able to do based on their English Language proficiency levels and build supports that correspond to those English language needs.

Slide 14:
I am determined that the task I am focused on uses the domain of reading. In addition, it uses CELP standard 6 so that I know what language my students are using associated with this task, as well as the domain they will be using in order to process that language. Now, I need to think about the text that is being used in the lesson. Are they appropriate for the

English language proficiency levels of my students and what background knowledge or vocabulary might students need to fully comprehend the task and employ the language in explanation of their thinking associated with the task.

Slide 15:
Here is a sample argument text about graffiti. Take a moment to read through, consider what language might be challenging for your particular language learners.

Slide 16:
I have highlighted some particularly difficult language that English Learners may be not be exposed to. This is just a sample of a particular text and in two paragraphs, you can see that there are a number of words and a number of concepts that might be challenging for my English Learners. I have to determine based on what I know about my particular students, what would cause them to have some difficulty based on the language. I have highlighted here, particular tier 2 vocabulary words. Those are academic words, words that have multiple meanings, words that in context would be challenging to understand for students learning another language. In addition, I have highlighted conceptual ideas or ideas that students may not previously have experience with. Out of these particular words, I have identified the ideas of graffiti, tagged, museum and property as most important words in this particular text. I know that those words are going to be repeated over various texts.

I may decide that the texts I have chosen for all my students to read may not be accessible for my lower level English Learners. I may decide to choose a text in the native language of my particular students. If that is not available, I may choose a different text or I may choose to re-write a text so that it can be particularly accessible for my students while maintaining the high conceptual ideas.

Slide 17:
I have identified the issues in the text that may cause my students not to be able to access the particular concepts or content ideas. Now, I need to determine what supports I need to provide for students to both understand the task and explain their thinking.

Slide 18:
The first place I am going to look is the Connecticut English Language Proficiency (CELP) Standards- Linguistic Supports section.

Let's go to the CELP Standards to take a look. In my left hand toolbar, I am going to scroll down to the Linguistics support section, it is the second to last hyperlink. Here, I will find CELP Standards linguistics supports that I can use to help support my students in tracing that argument about graffiti over several texts.

On the first page, we have general supports for English Learners that are appropriate for any English learner at any level. Following that I have linguistics supports for students that have various levels of English Language proficiency and finally I have linguistics supports based on particular students in content area classrooms.

Let's begin with the general supports. Because I know how important vocabulary is in the communication and the understanding about a particular concept or idea. I will provide

explicit vocabulary instruction for my students. For my higher level English Learners, I will encourage students to keep personal dictionaries that are bilingual that allow students to trace of their new vocabulary. In addition, I may also have graphic organizers to explain concepts like graffiti to students. I may find out some more information about building background knowledge, about both museums and graffiti. I may use sentence starters or sentences frames to help students explain their ideas about the argument and the evidence that supports them. I may use the native language text, or explicitly teach grammar rules based on what my students are able to do. For my lower level English Learners, levels 1, 2 and 3, I may use a native language text to help support their comprehension.

Slide 19:
Now that I have some particular ideas of how I might support my English Learners. I am going to make a plan. As you can see, this comes from the graphic organizer for supports for English Learners and lesson planning. You will find this graphic organizer on the Connecticut State Department of English Learner's page. I am going to note my content standards, in this case reading from information Grade 7, Standard 8. My content area practice, I have identified is EP 3 and my CELP standard I am going to use in order to access that particular content is CELP Standard 6. Here in this next row, I am going to identify the English Learners in my classroom. What are their levels? What are their areas of strength and what are their areas of need? Then I am going to identify what linguistic supports I will need in order to support those English Learners. I am going to use the Linguists support section of the document, in order to help me do so. After completing the graphic organizer, I am going to design those particular supports and I am also going to decide how I am going to monitor student performances. While I might use the CELP Standard proficiency descriptors to help determine what students can do and also use them as benchmarks. I am going to monitor student performances based on what I see in the CELP standard proficiency descriptors, I am going to provide feedback to students, so that the students can directly address the feedback I provide in their performance of that particular task.

As I think about the assessment for students, I am going to consider both my rubric for the task that I have designed for all students and the CELP standards proficiency descriptors to help me determine what's appropriate for my students in terms of what they are able to do around that particular CELP standard and content area standard. While planning for English Learners is not an easy task, it is important to consider that in order for students to get access to grade appropriate content curriculum materials it is essential that I differentiate for my English Learners. As you will note in the Linguistics supports document, it is not just the materials that I designed for English Learners that are important but also the actions that I do to support those particular English Learners. It will help them gain access to the grade appropriate curriculum materials.

Slide 20:
Thank you for joining us, for the Connecticut State Department of Education's online module for Planning and Differentiating Using the CELP standards. For more information visit Connecticut State Department of Education website for English learners on the address you will see on your screen.