



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 1-10: 50-60 minutes

Slides 11-16: 40-50 minutes

Slides 17-19: 35-45 minutes

Slides 20- end: 60 minutes- But can be extended multiple times in different settings (Staff meeting, PLC, PD session, etc.) to work on different content areas, different needs of students, etc.

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?

From last module, we discussed how important it is to talk about norms with ELs. What have you worked on with your students to clarify norms? Do you every discuss norms with students who are not newcomers? What strategies do you use to teach norms? (some options may include: role play, images, discussion, analysis of how norms differ from home countries or cultures, etc.)

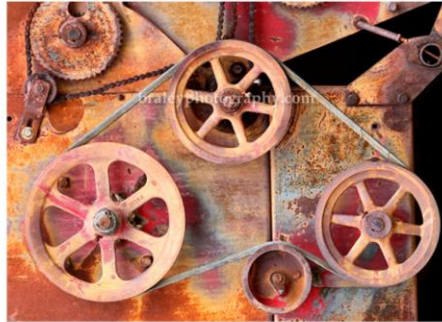
Learning Outcomes

- Increased familiarity with The Connecticut English Language Proficiency (CELP) Standards
- Ability to apply the CELP Standards to practice
- Increased capacity to collaborate with general education teachers to meet the needs of ELs



Planning Process

**Determine Individual
Student Needs**



**Teach and
Progress
Monitor**

**Plan, using
appropriate
CELP and
Common Core
standards**

**Create supports appropriate
to English proficiency level**



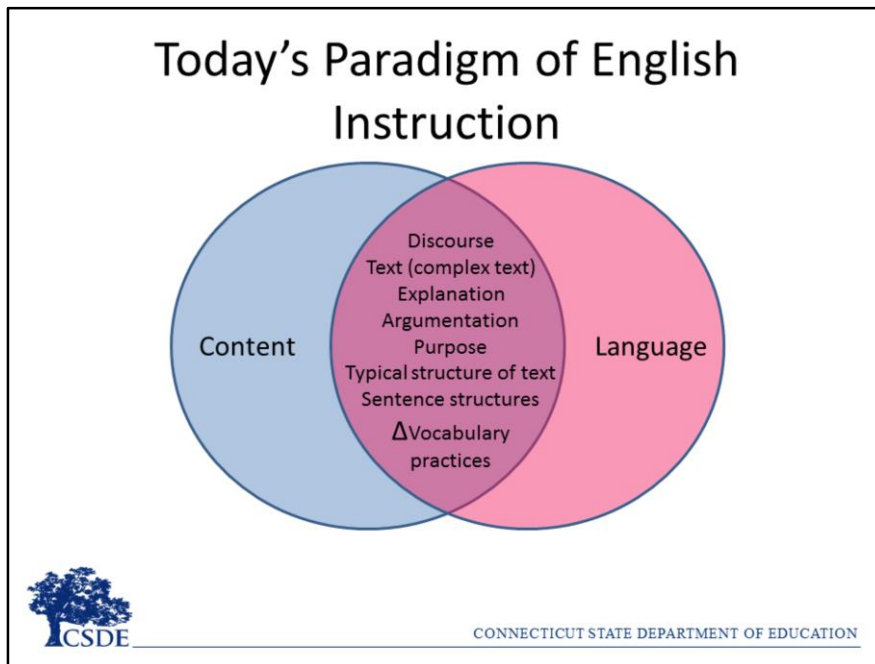
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What comes to mind when you see this visual?

(Have learners clarify)

This is not a static cycle. It is a recursive process that is determined by the individual learner. As English Language Proficiency increases, the educators need to collaborate to determine what are the current needs of my ELs and what data helps them to understand the needs.



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

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 complicated, 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.

This does not mean for certain students/groups of students we need to stop giving them direct English instruction in pull-out environments. However, students English instruction (in or out of the classroom) needs to be more closely tied to the language and content instruction being done in the classroom.

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



https://upload.wikimedia.org/wikipedia/commons/b/b7/Lorimerlike_framework.JPG



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Again, when reflect on what we have already covered in the CELP Standards, we have the gained the general understanding of the major components of the standards, and now we are going to focus on what they look like in practice.

Glossary of Terms

- Defines terms used to describe the language learning process and English Learners
- Refer to pgs. 249-250 in the *State of Connecticut English Language Proficiency (CELP) Standards (2015)* draft document.
- Read the paragraph on Prompting and Supports vs. Guidance and Supports.
- What is the principal difference?
- In your classroom:
 - What are some examples of prompting?
 - What are some examples of guidance?



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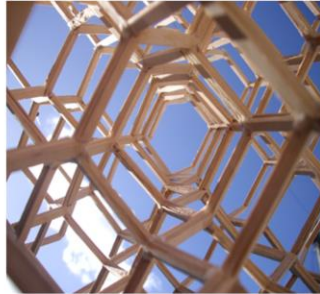
10 minutes

In each one of the proficiency descriptors in Kindergarten and for all levels 1-3 in all the other grade level, the descriptor reads: *With prompting and supports* or *with guidance and supports*. The “supports” are the linguistic supports we have already examined and will examine further in Module II. However, it is important that teachers know the difference between “prompting” and “guidance.”

In the glossary, not the difference between guidance and supports and prompts and supports. The difference between prompting and guidance is something kindergarten teachers understand, but beyond grade 2, it becomes a little fuzzy. Basically, it has to do with the level of intervention the teacher is using to help the student complete the task at hand. Prompting- think hand over hand. Guidance help to begin, continue, or finish a task.

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Linguistic Supports

- Describe teacher actions to support student language growth
- Hyperlinks to definitions, examples, and videos that explain the supports at various levels of language and in various content areas.
- Refer to pg. 260 in the *State of Connecticut English Language Proficiency (CELP) Standards (2015)* document.



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p. 260 Linguistic Supports- Do not have participants reference the supports just yet. For trained ESL professionals, the linguistic supports will look very familiar in terms of best practices for ELs. The list is by no means exhaustive. The research-base for these linguistic supports are listed on the last page of this document. They describe what teachers/educators will do in order to support the language growth of English Learners in their classrooms.

We are going to look at some samples of the supports, but we are not going to spend a lot of time on them in this session because most EL professionals have done extensive study about these approaches.

Linguistic supports are organized by general supports for all ELs, by language proficiency level—not sorted by modality, and then by content areas—ELA, math, science, social studies, CTE, art, music, physical education, library media, resources for dually identified (EL/SPED) students and a small list of resources for ELs in the SRBI process.

In terms of the EL professional using these strategies to work with general educators or tutors, the hyperlinks provide videos, examples, resources, materials, definitions, and explanations of the approaches and strategies to meeting the needs of the ELs in the

class. It would be advantageous for teams of teachers to explore those links together, especially those appropriate to particular learning needs of particular students.

While we will not be focusing on the content-area specific linguistic supports in this training, it may be helpful for ESL professionals to explore these links together with content area teachers to get a sense of what different fields of education express as needed to support ELs. However, many of the supports listed under each content area are general supports for ELs, so some consideration should be made for what is needed for particular proficiency levels of particular students and what they need when determining the best supports.

Linguistic Supports Sort

- What supports are appropriate for which English proficiency level?
- Sort the cards to determine the proficiency level of the student the support was designed for.
- Debrief the process



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Have participants do the sort into groups: Beginning (level 1), developing (level 2), intermediate (level 3) advanced ELs (levels 4 and 5) and general supports ELs. Remind participants that individual supports may fall into several levels. It is not so important about getting it right, as it is determining what supports are necessary for all ELs as opposed to differentiated supports.

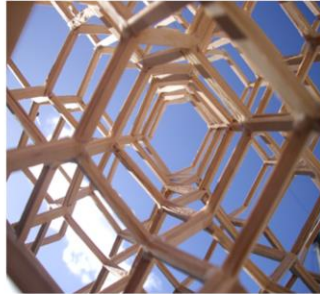
Presenter note: The goal is to see how more structured supports are more appropriate for lower English proficient ELs, while the more self-awareness and self-monitoring are more appropriate for higher English proficient ELs.

Have participants work in groups of 2-4. Have groups do a gallery walk to determine how other were grouped and then discuss.

It is easier to sort when these cards are printed on cardstock.

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How Do the CELP Standards Align with the Connecticut Core Standards and Content-Area Practices?



<http://varshadaswani.com/wp-content/uploads/2012/06/strategic-alignment.jpg>



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Correspondences to Connecticut Core Standards

- Each CELP Standard for each grade level has correspondences to content area practices and 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 Connecticut Core Standards.
- Refer to pgs. 71-238 in the *State of Connecticut English Language Proficiency (CELP) Standards (2015) draft* document.



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The CELP Standards describe correspondences to the CCS and content-area practices. It is not a one-to-match. Just like in instruction using the Connecticut Core Standards, not every CCS Standard listed in the correspondence documents needs to be used in order for the teacher to use the CELP Standard to determine the abilities and needs of students participating in the classroom. The same goes for the fact that just because a content-area practice or CCS Standard has correspondences to multiple CELP Standards, the content of the lesson determines what standards are being used in the lesson, not the correspondence matrices.

Acronym key explains what a “practice” is. The practices for ELA and Social Studies were developed differently than the others. Standards for Mathematical practice appear in the CCS. The science practices come from the NGSS science and engineering practices. For ELA, researchers at Stanford University conducted research to create standards of practice that are linked to the anchor standards. For the CT Inquiry Practices, the work was done in collaboration between the committee and the CSDE State consultant for social studies and come from the Inquiry Objectives from the CT Social Studies Frameworks. If you note the numbering on the Inquiry Practices, they may be combinations of multiple inquiry objectives and are therefore numbered as such.

Correspondences to CCS


K-12 Practices Matrix
Use the K-12 Practices Matrix to identify a practice and its corresponding L.P. Standard.

Practices	L.P. Standards									
	1	2	3	4	5	6	7	8	9	10
ELA Practices (EP)										
EP1. Analyze a range of grade-level complex texts with evidence, and writing to which the developmental appropriateness to task, purpose, and audience is considered and utilized the reasoning of	EP1	EP1								
EP2. Conduct research by integrating, evaluating, and articulating his or her own when										
EP3. Use various media to communicate content-specific messages.	EP3	EP3	EP3	EP3	EP3	EP3	EP3	EP3	EP3	EP3
Mathematical Practices (MP)										
MP1. Make sense of problems and persevere in solving them.	MP1	MP1	MP1	MP1	MP1	MP1	MP1	MP1	MP1	MP1
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.										
MP4. Model with mathematics.										
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.	MP6	MP6	MP6	MP6	MP6	MP6	MP6	MP6	MP6	MP6
MP7. Look for and express regularity in repeated reasoning.										
Science Practices (SP)										
SP1. Ask questions and define problems.	SP1									
SP2. Develop and use models.										
SP3. Plan and carry out investigations.										
SP4. Analyze and interpret data.	SP4	SP4								
SP5. Use mathematics and computational thinking.										
SP6. Construct explanations and design solutions.	SP6	SP6	SP6	SP6	SP6	SP6	SP6	SP6	SP6	SP6
SP7. Engage in argument from evidence.										
SP8. Obtain, evaluate, and communicate information.	SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8

Content area practices (arrow pointing to ELA Practices)

Correspondences to CELP Standards (arrow pointing to L.P. Standards)

While engaged in content area 'practices,' ELs will be using English in these ways within these particular CELP standards

 English Language Proficiency Standards with Correspondence to the K-12 Practice and Common Core State Standards 34
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Correspondence match activity- Being more familiar with the CELP Standards and having some familiarity with CCS and content-area practices, match what CELP Standards correspond to the content area practices

For the ELA practices, they are created specifically for the document. The language should be familiar to ELA teachers. They come from the ELA Anchor Standards from CCS. However, when thinking about individual standards, you may want to use the next slide as an option or additionally

Group teachers by a content area.

For the Science - If they are not yet familiar with the NGSS Science and Engineering practices, it may be more challenging to complete this activity

For the Social Studies, If they are yet not familiar with the CT SS Frameworks or the C3 Framework, it may be more challenging to complete this activity. For the social studies inquiry practices, the numbering aligns to the Inquiry Objectives from the CT SS Frameworks.

As an alternative for those who are not familiar with the NGSS and CT Social Studies Frameworks, see next slide. For those working with math (pushing-in, co-teaching, etc.), it will be much more beneficial doing this activity, as opposed to the following

slide because math teachers do not generally have much familiarity with the Literacy in Content Area Standards or the ELA Standards, unless they are elementary teachers who teach all subjects.

It may be helpful to do one or both of these activities with the general educators on teams in order to build collaboration and understanding. Also, you may want to work together as a group on one content area at a time, rather than dividing in content area groups.

Steps in the activity:

1. Participants discuss what CELP Standards correspond to the content area practices and mark the boxes where the CELP Standards correspond to content area practices.
2. Hand out the completed matrix or refer participants to pgs. 71-72 in the CELP Standards document and talk about any discrepancies between participant work and the published correspondences.
3. As a whole group, discuss how understanding the correspondence between CELP and content area practices can be helpful for planning and practice?

Correspondences to CCS

Grade 9-10 ELA Standards Matrix

Use the Grade9-10 ELA Standards Matrix to identify a CCS for ELA Standard and its corresponding CELP Standard. Click on the CELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

CELP Standards		Corresponding CCS for ELA Standards				
		RL	RI	W	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	Read and write appropriate complex literary and informational texts					
4	Write informative/explanatory texts and support them with relevant evidence					
5	Analyze and critique the arguments of others orally and in writing		8			
6	Adapt language choices to purpose, task, and audience when speaking and writing				6	6
7	Determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
8	Create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
9	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

CELP Standards

CCS Literacy in the Content Area Standards or ELA Standards



Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

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Correspondence match to CCS ELA or Literacy in the Content area Standards.

The correspondences show how the CELP Standards describe the language necessary to be successful in the corresponding CCS. However, because the CCS and CELP Standards are so broad, individual lessons may not address all of the standards referenced in a correspondence matrix.

Group teachers by grade level.

Teachers determine what Common Core Standards correspond to which CELP Standards. (participants will need to reference ELA CCS on their devices)

Steps in the activity:

1. Handout the incomplete matrix
2. Participants determine what standards align to which CELP Standards for the grade level (referencing CCS) and write the CCS standard in the matrix.
3. Handout the completed matrix from the CELP Standards document (relative to the appropriate grade level or ELA/Literacy in the Content Area correspondence matrix).

4. Talk about any discrepancies between participant work and published correspondences
5. As a whole group, discuss how understanding the correspondence between CELP and CCS can be helpful for planning and practice.

ELA Correspondences to CELP Standards Sample

CELP Standard by grade band

Grade 6: Standard 1 (w/ELA Correspondence)
 ELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing...

By the end of each English language proficiency level, an EL can:			
Level 1	Level 2	Level 3	Level 4
use a very limited set of strategies to...	use an emerging set of strategies to...	use a developing set of strategies to...	use an increasing range of strategies to...
...the words and...	...the main topic and...	...the overall idea or...	...the main idea or...
			... summarize a simple text.

Language proficiency descriptors—specific to CELP standard

when engaging in one or more of the following content-specific practices:

<p>SP1. Support analysis of a range of grade-level complex texts with evidence.</p> <p>SP2. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>SP3. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>SP4. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>SP5. Make sense of problems and persevere in solving them.</p>	<p>CCP 3.4. Compare and critique solutions that advance the theme.</p> <p>CCP 3.5. Develop valid arguments to answer questions.</p> <p>CCP 3.6. Gather and analyze a range of evidence.</p> <p>CCP 3.7. Develop claims and substantiate using evidence.</p> <p>CCP 3.8. Construct and critique and arguments.</p> <p>CCP 3.9. Construct and critique explanations.</p> <p>CCP 3.10. Ask questions and solve problems.</p>
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when engaging in tasks aligned with the following Grade 6 CCS ELA Standards:

Reading	Language
<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Analyze how major characters in a story react and explain how it contributes to a story, text, or issue under study.</p>	<p>L.6.1. Analyze a central issue or text and how it is conveyed through particular details, providing a summary of the text based on general opinions or judgments.</p> <p>L.6.2. Analyze in detail how a key individual, event, or idea is introduced, simulated, and sustained in a text (e.g., through comparison or contrast).</p> <p>L.6.3. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>

English Language Proficiency Standards with Correspondences to the K-12 Practice and Connecticut Core Standards 1

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This slide shows how to read the document. The proficiency descriptors are exactly the same as those we already looked at. These are divided by grade level, as each one of the CCSs are slightly different depending on the grade level.

The acronym key on **pg. 270 of the CELP Standards** helps participants become familiar with the acronyms used on the correspondence pages. In addition, there is a key on each correspondence page.

Steps in reading the correspondence pages:

1. On the first line is the grade level CELP Standard. The second line reads as follows: "CELP.6-8.1" This is "CELP, grade 6-8, standard 1"
2. Then comes the proficiency descriptors which are identical to the proficiency descriptors in the beginning of the CELP Standards document.
 - **The proficiency descriptors show what a student can do "WHEN ENGAGING IN" the content area practices and CCS grade level standards in the bottom section (marked with the arrows on the right)
3. Note: The standard is written out at the top of the page, and the sentence can be follow to the bottom section "when engaging in..." to show that the language standard supports success in the listed content-area practices and CCS.

For planning lessons:

1. Use the correspondence matrix or practice matrix (previous slides) to determine which CELP Standards align to the content area practices or CCS standards for the content
 - ** For content other than ELA in secondary, what literacy in the content area standards correspond to the particular standards, or what content area practices correspond to what is being taught?
2. Identify which CELP Standards correspond to the particular lesson you've brought. (Not all CELP Standards listed in the correspondences will be used in every lesson).
3. Turn to the correspondence page for the appropriate grade level CELP Standard
4. Determine what CCS Standards and content area practices are applicable to the lesson
5. Identify what particular EL students are able to do as related to the CELP Standards
6. Plan appropriate linguistic supports and expectations for students to learn as related to the grade-appropriate content

Application

How do the
CELP
Standards
align with the
planned
program of
instruction?



<http://varshadaswani.com/wp-content/uploads/2012/06/strategic-alignment.jpg>

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Different districts have different configurations of how they implement instruction for ELs. The state is not prescriptive in terms of how ESL is implemented.

What are the responsibilities of ESL service providers?

- Read the CSDE position statement about Effective English Learner Programs
- What does the state define as the responsibilities of ESL Teachers and General Educators? If you are a tutor, where are your responsibilities?
- What am I already doing? Where are the gaps in my practice?



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<http://www.sde.ct.gov/sde/LIB/sde/pdf/board/esl.pdf>

Note: In the SDE position statement, Substitute “CELP Standards” where it currently reads “ELL Framework” because the CELP standards have replaced the Framework.

There may be cases where teachers providing ESL services are not TESOL-certified (e.g. tutors, paraprofessionals, reading specialists). Where do they see as their responsibilities?

Utilizing CCS, practices and CELP in ESL instruction

Guiding Questions, given your service model(s):

- How do you use the CCS and content area practices to inform your ESL instruction?
- What successes and challenges do you anticipate in implementation of the CELP standards?
- How will you use the CELP standards document to support instruction of English language proficiency and academic content area practices / standards?

District facilitators discuss the service delivery approach(s) used in their district. (For example: push-in, pull-out, co-teaching, published ESL or ELA program/anthology, dual language, bilingual classes, etc)

These guiding questions should lead your team(s) in a discussion about how your instructional model currently uses the CCS and content area practices to inform ESL instruction and how the CELP document will support your instruction of language acquisition and content area standards.

You will want to identify what will be easy for you and what will be difficult as you implement the CELP Standards. The last question gets participants to look at how the CELP document will help to support the challenges you will face.

Main message: No matter what approach you are using, you will need to know and use CCS, content practices and CELP to inform your ESL instruction.

The CELP document is a tool that links these 3 together to help teachers support the linguistic demands of the CCS and content area practices.

“Given this analysis of our alignment and gaps between CELP Standards and CCS, we

are now going to look at a typical lesson plan and talk specifically about how the CELP standards and document components will help teachers support the learning of ELs.”

Using CCS Correspondences in Planning for English Learners

- Choose a grade level and content area for your group
- Using a lesson for that grade and content area, determine what the ELs in the class can do and might need in terms of supports.
- Use the graphic organizer to plan what different level ELs may need to gain access to the content and the language.



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Materials:

Practice Matrix

Grade Level correspondences matrices

Unmodified lesson description for various grade levels/content areas depending on the audience. If possible, use lessons that teachers will actually be teaching in future lessons

Graphic organizer for planning

Handout of planning steps (how to refer to matrices) **FROM SLIDE 16**

Linguistic Supports (pgs. 263-267 CELP Standards Document)

“Given this analysis of our alignment and gaps between CELP Standards and CCS, we are now going to look at a typical lesson plan and talk specifically about how the CELP standards and document components will help teachers support the learning of ELs.”

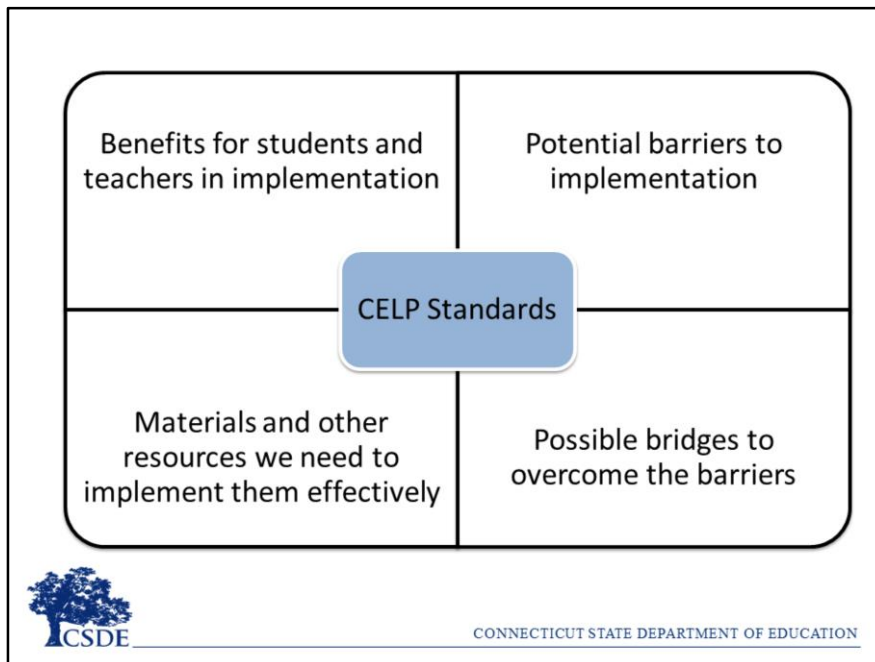
The ToT will use a mainstream sample lesson for this activity. Trainers, back at their districts, should request that teachers bring an up-coming lesson or “day” from their instructional program to make this learning more meaningful.

The expectation for this activity is that teachers will use the CELP document to go

beyond their comfort level. We want them to specifically use and reference the matrices and supports listed in the CELP document when enhancing the lesson.

Teachers should look at the lesson and:

- Determine what CELP Standards and content area standards/practices are the focus of the lesson.
- Describe ELs in the class. Groups may need guidance on this. Encourage groups to “make up” a few ELs to guide their analysis of the lesson. Teachers with large numbers or percentages of ELs in their classes should list trends in strengths and areas of development rather than needs of individual students.
- Determine what language is necessary to be successful for the lesson (language objectives/ phrases/vocabulary/structures/constructs you want to see in student writing and/or hear in student speech)
- Determine what background knowledge or cultural understandings students might need to build ahead of the lesson
- Determine what visual supports or opportunities for student discourse you might include
- Determine how to make the lesson more engaging to the students- (hands-on, inquiry-based, flexible student groups, etc.) and what supports may be required (sentence frames, supported texts, native language peer buddies, bilingual dictionaries)
- Determine how you are assessing students and if assessments are appropriate to students’ English language proficiency levels.



Together, ask participants to brainstorm ways to think about each category. Ask to share ideas. This will be helpful in thinking about in the future.

Questions



<http://www.germin8.com/wp-content/uploads/2015/02/faqs.png>



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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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