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Module 2: Differentiating for English Learners Using the CELP Standards

General Educators, K-12

Norms

Be an active participant:

Listen to understand

If you wonder, ask
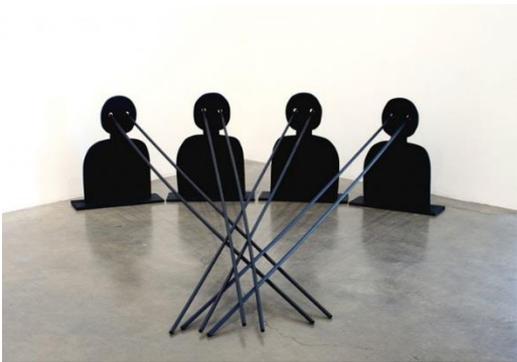
Honor all voices;
    invite different perspectives

Share airtime

Learning Outcomes

- Become more familiar with Connecticut English Language Proficiency (CELP) Standards

- Learn how to use the CELP Standards supporting documents to differentiate for ELs

- Apply the document in planning

A New Lens

Differentiating instruction is good for **all** learners...

http://www.firmoo.com/answer/tag_img/eye-exam-for-glasses-2.jpg

but

<u>necessary</u> for English Learners.

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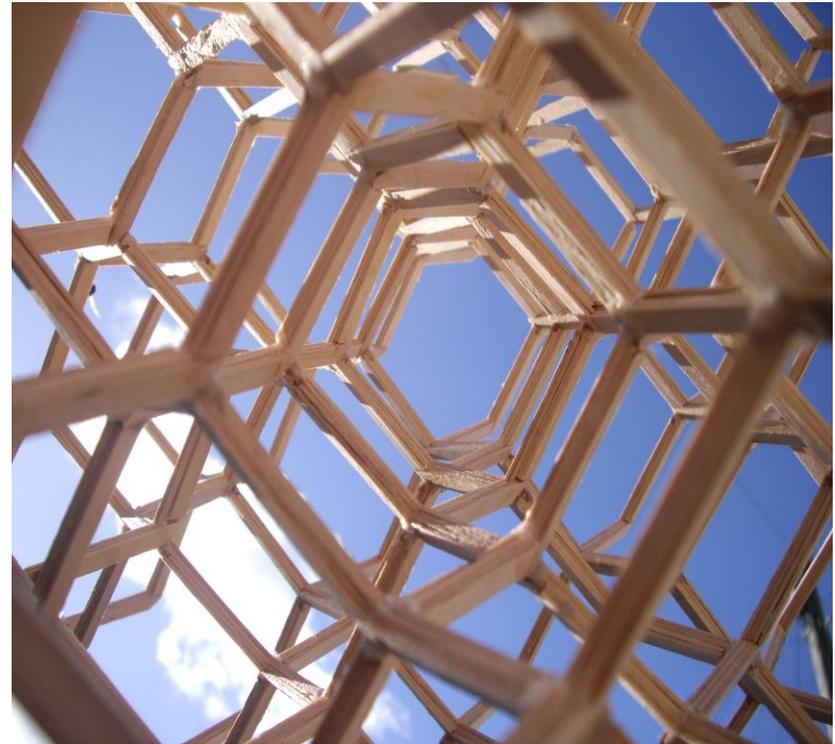
https://upload.wikimedia.org/wikipedia/commons/b/b7/Lorimerlite_framework.JPG

Introduction

- Read the Introduction and highlight something that stands out to you.

- Turn & Talk to a partner about what you highlighted

- Share out

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

http://cdn.c.photoshelter.com/img-get2/I0000dQTSifAXrdE/fit=1000x750/Gears-of-an-Old-Hay-Bailer.jpg

What can my ELs do?

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Proficiency Descriptor Reminder

Use the Proficiency Descriptors to navigate the CELP standards to see what students can do.

How Can I Differentiate for My ELs?

https://themarryingtypedotcom.files.wordpress.com/2013/12/img_1117.jpg

- Plan your instruction to meet their needs

- Teach the language (vocabulary, structures, modes of communication) of the content area

Effective Differentiation for ELs

- How do we define differentiation for ELs by language level?

- What materials and resources do we need to differentiate?

- What questions or concerns do you have?

- What does it look like in the classroom?

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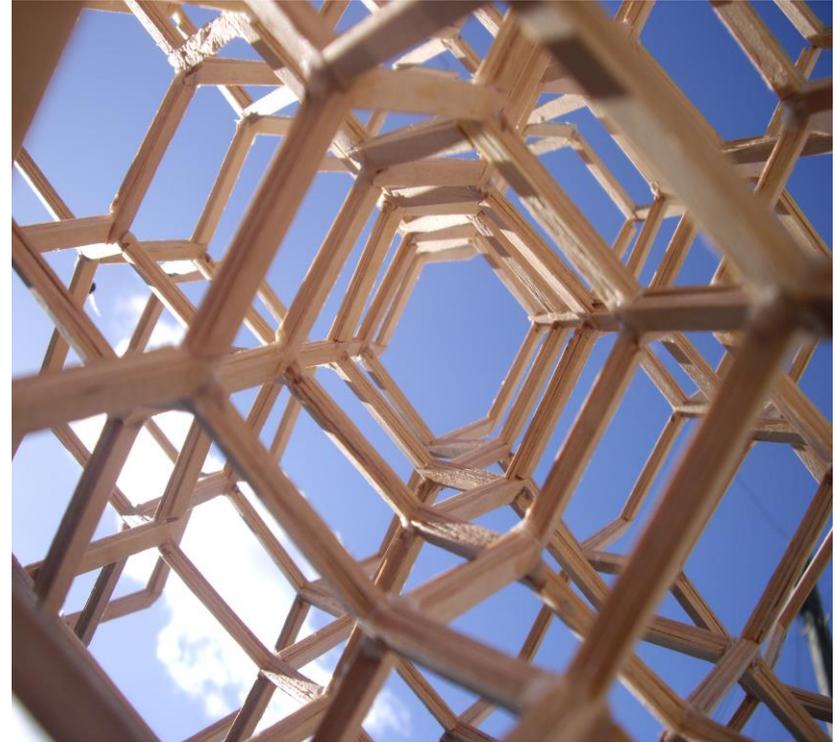
Glossary of Terms

- 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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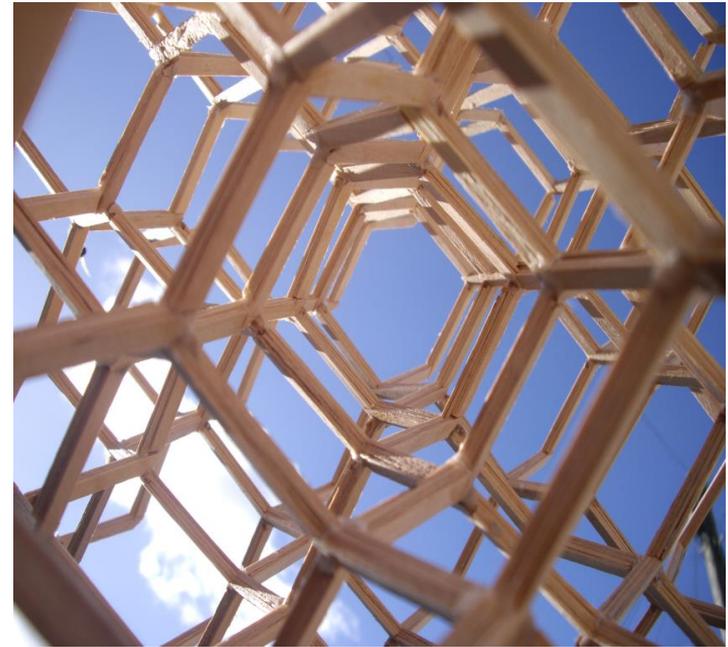
Differentiated Linguistic Supports

- 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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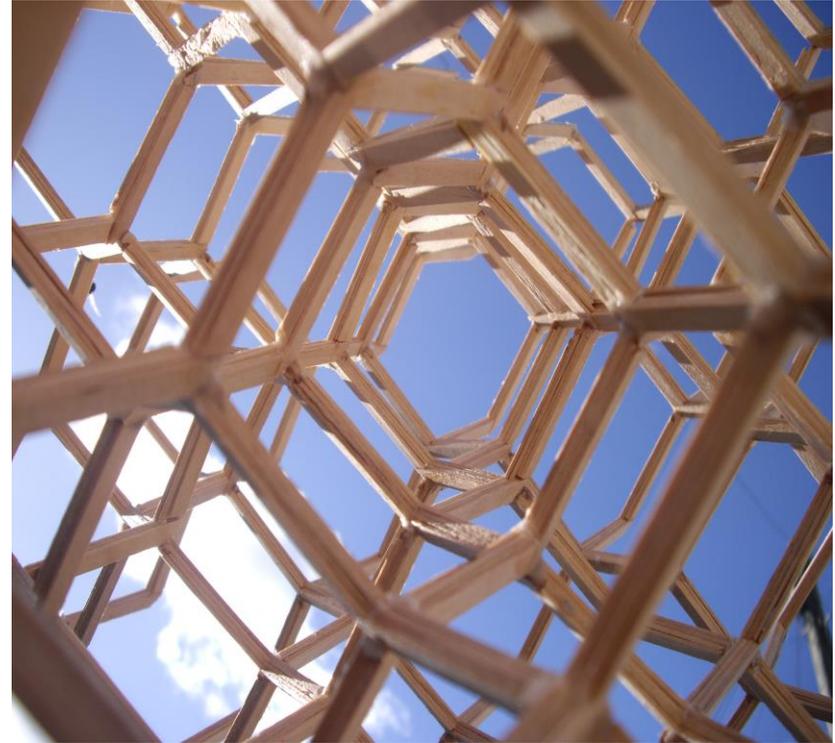
Using CCS Correspondences in Planning for English Learners

- Revisit 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.

Diversity of ELs

Student with Interrupted Formal Education

Beginner

Dually Identified with Special Needs

Intermediate

Long-Term EL

Bilingual

Advanced

Newcomer

https://currentissues-language-dialectdiversity.wikispaces.com/file/view/ell.jpg/174267121/ell.jpg

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Questions

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

Thank You!

Feel free to contact us with questions.

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