Foundations of the CELP Standards Training Video
Transcript

Slide 1
Welcome to the Connecticut State Department of Education's Online Module, Foundations of the CELP standards. You will need to have the CELP Standards' document downloaded to your desktop or on a separate tab from this presentation, so you can navigate between this presentation and the CELP Standards' document.

Slide 2
This section will focus on the navigation of the CELP Standards, as well as understanding the foundations of the CELP Standards themselves. In 2005, a group of Connecticut Educators working with the Connecticut State Department of Education developed the Connecticut English language learner framework. This document was based on 1999 TESOL standards, which have since been updated in 2006. Since 2005, the State of Connecticut has approved a number of new content area standards and through these standards there is a demand for English Learners to participate more fully in the curriculum aligned to these standards and to develop both language and content simultaneously. Under the Every Student Succeeds Act, Connecticut is required to have new English language proficiency standards that are aligned to these new content area standards.

Slide 3
Previously, English language instruction was typically separate from content instruction as you can see in the Venn diagram on your screen. The overlap came in the instruction of discrete vocabulary words and discreet grammar structures. Now, due to the high demand of language for all students in the new content area standards, language and content has a much larger overlap. Language, which consists of speaking, listening, reading and writing is the vehicle used to communicate and understand complex concepts and ideas. While before we focused on discrete vocabulary words and discreet grammar structures, now the focus turns to the typical structures of texts and sentences and the analysis of those structures as well as vocabulary practices rather than just looking at memorizing discrete vocabulary words.

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The CELP standards, identify the language needed for students to be successful in all content areas.

Slide 5
As you can see on your screen, the CELP standards document is organized into these categories. The page number listed is the page number you'll find in the bottom right-hand corner of your CELP standards document, not the PDF page number. So if you're looking on your downloaded document, that's what you'll be looking for.

Slide 6
Now we're going to take a glimpse into the introduction. The statement that you will see on your screen comes from the introduction to the CELP standards. Take a moment to read through, feel free to pause your video. The CELP standards focuses on the accessing of language, knowledge about language and the skills using language that are present in content area standards.

In these content area standards, there's a focus of mastery of content area literacy skills. These skills are a priority and a precondition to school success and indicate college and career readiness. Students move from learning to read to reading to learn in school and beyond in college and careers. The complexity of content increases as students advance in

grades. Students are expected to learn to read, learn new words; facts, ideas, and concepts and processes from reading, interpret, critique, summarize, analyze, argue the content and the concepts present in all types of texts. Oral, visual, numeric, and written as such the standards required that English Learners use high level language skills. The CELP standards identify what an English Learner is able to do at different levels of English language proficiency around these high-level language skills.

Slide 7
Now we're going to examine the 10 CELP standards. Please refer to your CELP standards document.

Slide 8
Here on the screen, you'll see the CELP standards document in the left hand toolbar. There are hyperlinks to the different parts of the Connecticut English language proficiency standards. If you're viewing the CELP standards in your browser or on a tablet you'll have a drop down menu in the top right-hand part of your screen.

Slide 9
Click on the 10 CELP standards. Please take a moment to read through. Pause your video if you need more time.

Slide 10
As you read, consider the following questions:

What do you notice about the language of the standards?
What looks familiar to you?
What might seem new?
And in what ways does the language link to the Connecticut Core Standards and other content area standards?

It may not be immediately obvious, but the Connecticut English language standards individually represent multiple language modalities or domains. If you go back to your CELP standards document, you'll see that the bookmark underneath the 10 CELP standards has the organization of the CELP standards by language domain. In CELP standard one and eight, they're both of listening and reading standards and the other standards also represent and multiple modalities or language domains.

You may also notice there's a dark black bar separating standards one through seven from eight through ten. Standards one through seven are the macro level English language skills that students need to be successful in the content areas. Standards 8 through 10 are the traditional micro-level linguistic skills. Standards eight through ten really work in the service of standards one through seven. For example let's take a deeper look at CELP standard eight, it discusses the determination of meaning of words and phrases in all types of texts. Students master this skill in order to construct meaning from oral presentations and literary informational text as seen in CELP standard one. Students determine the meaning of words and phrases in order to use those words and phrases in grade appropriate oral and written exchanges of information as seen in CELP standard two. You may also note the words "grade appropriate" appears in many of the standards. Grade appropriate is different than grade level. Grade appropriate indicates that the content and the skill levels with which students are engaging in the content are appropriate to the grade and aligned to the particular content area standards. However, this is different from grade level appropriate materials. Students with the lowest levels of English language proficiency may not be able to access particular text. Look at the CELP standards proficiency descriptors to help guide

you in making decisions about the materials used for English Learners at different levels of English language proficiency.

Slide 11
Now we're going to look at the guiding principles. These are the research base understandings on which the CELP standards are based.

Going back to your CELP standards document in your bookmarks bar, on the left or your drop-down menu on the right click on guiding principles.

You'll see the nine guiding principles listed here. Please take a moment to read through and select one or two that's of a high interest to you.

Slide 12
As you focus on these guiding principles of interest to you consider these four questions in your analysis. Guiding principle one is of particular importance to the CELP standards as it focuses on the potential of English Learners to be as successful as their native English-speaking peers. English Learners, with appropriate supports, can access highly complex ideas like imperialism or ratios or condensation and employ particular high level skills like argumentation analysis. Our English Learners can be successful, but it is important we use the CELP standards to help us identify what English Learners at varying levels of English language proficiency can do. This idea of potential, anchors the understandings of the CELP standards. Keep this in mind as you go on to learn more about the CELP standards

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If you choose, take a moment to think about these self-check questions. Please feel free to go back in the video and review some of the ideas and concepts.

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Thanks for joining us today. Feel free to visit the Connecticut State Department of Education website English Learners page at the address you see on your screen.