Preparing the Workforce to Serve Dual Language Learners

New Models from Communities in California

July 24, 2020
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Expanding reach. Enhancing impact. Advancing equity.
How to Make the Most of This Webinar

• Choose Your View.

• Nonverbal Feedback.

• Chat With Us.

• Participate in Polls.
Presenters

Elvira Armas, Center for Equity for English Learners, Loyola Marymount University

Thena Gee, Educare California Silicon Valley and Santa Clara County Office of Education

Anya Hurwitz, SEAL

Carola Oliva-Olson, California State University Channel Islands

Moderator Amaya Garcia, New America
A Quick Look at Terms

**Dual Language Learner (DLL)**
A dual language learner (DLL) is a child between the ages of birth and eight years old who is in the process of learning English in addition to her or his home language(s). These children may or may not be formally considered English Learners (ELs) by their schools, depending on their performance on states’ English language proficiency assessments.
A Quick Look at Terms (continued)

**English Learner (EL)**

English learner means any student in pre-K through grade 12, whose home language is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with:

- The ability to meet the state's proficient level of achievement on state assessments.
- The ability to successfully achieve in classrooms where the language of instruction is English.
- The opportunity to participate fully in the school setting.
Areas of Focus

- Education & Policy Briefs
- Assessment Tools & Protocols
- Co-constructed research design and inquiry

- Curriculum/ Program Design
- Technical Support
- Contract & Grant Partnerships

- Certificate Programs
- Professional Learning Institutes
- Fellowships & Scholarships
- Featured Speaker Series
- Online Open Access Resources & Modules

- Professional Learning

- Policy & Advocacy
- Legislative Briefings
- Bilingual Teacher Pipeline Leadership
- Multilingual Program Implementation
- Expert Testimony
Educare Silicon Valley

Number of Children Enrolled in 2018-19

169

Child Gender
46% Female

Children Who Are Dual Language Learners
85.6%

Children who have an IEP
11.8%
Ensuring full Access and Effective Participation of Vietnamese and Spanish-Speaking Preschoolers at Educare California Silicon Valley

Carola Oliva-Olson, California State University Channel Islands
Thena Nguyen Gee, Educare California Silicon Valley

Teachers, Children & Families

More than half of the children at ECSV are Dual Language Learners
Pilot: Cottonwood 3 Preschool Classroom
Teachers: Anna Herrera, Tammy Phan, Francis Hernandez, Monica Mendez and Annaliza Jimenez
Coaches: Thena and Adele Cruz
Lead Consultant: Carola Oliva-Olson
Funder: Hering-Simons Foundation
Packard Foundation (Evaluation: Engage R+D)

Dual Language Activities

Ongoing professional development for all staff
One-on-one coaching (for coaches)
One on one coaching (for teachers)
Documentation on Padlet
Visit to Fresno Language Project
Program self-assessment of systems/services using Head Start’s DLLA (ECSV’s Leadership Team)
Community Engagement through Distinguished Speakers
CSUCI DLL Coursework

POLL Strategies and Coaching Tool

ECSV’s Classroom Language Model: English Instruction with Home Language Support

POLL Strategies:
Environmental & Cultural Support
Family & Community Supports
Oral Language Supports
A self-reflection tool for early childhood educators

Take this evaluation and generate a tailored approach to your current setting:

INFANT & TODDLER SETTINGS

PRESCHOOL SETTINGS

HOW TO USE THIS TOOL
Pillars of SEAL

1. Rich, powerful, precise, expressive, academic language across the curriculum
2. Affirming and enriched environment
3. Articulation across grades and alignment between preschool and elementary school
4. Strong partnerships between families and schools
SEAL’s Comprehensive Change Strategy

Student Achievement
Teacher Professional Development and Collaboration
Family Partnership
System (articulation, consistency)

Expanding reach. Enhancing impact. Advancing equity.
California Policy Shifts and Markers of Progress

- PreK-3 Alignment and Coherence
- Research and Evidenced Practices
- Funding
- Program Quality and Improvement

Responsive Programs and Practices for California’s Dual Language Learners
DLL Professional Development Grants: CSUCI

- Online modules.
- Served 460 educators.

California Dual Language Learning Professional Development Project
California State University Channel Islands

INSTRUCTOR GUIDE
Courses #1 and #2
OVERVIEW: PROJECT MODEL

DUAL LANGUAGE LEARNERS PROFESSIONAL DEVELOPMENT GRANT

Two sequential undergraduate courses (1 academic unit each) offered through CSU Channel Islands Extended University focused on teaching young dual language learners, birth to five, in diverse settings.

- Course: EDUC 490 Special Topics

Zero cost for participants + stipend and textbook

ECE Director involvement

REQUIREMENTS

- Mandatory orientations for ECE Directors and participants
- Commitment to a pre- and post-program self-assessment
- Participants must be actively teaching in a classroom
- ECE program will allow and support teachers to implement new practices and document their experiences via photo and video

STRUCTURAL HIGHLIGHTS

- Co-Teaching Model + Lead Instructor
- Reflective Communities of Practice
- In-Person and Online, English and Spanish
This course introduces early childhood professionals to the development of young dual language learners in early learning settings. The course responds to a growing need for teachers and early learning professionals to develop skills and knowledge to implement optimal learning experiences in high quality learning environments for all children. The focus of this course is on current education policies and demographic trends, children’s bilingual language development and assessment, and on teachers’ cultural competence.
Course 2: Effective Programming for Dual Language Learners

Session 1: Introduction to Effective Programming
- Program self-assessment
- Language Plan, Infant/toddler and preschool classrooms

Session 2: Personalized Oral Language Learning (POLL)
- Culture and Environment

Session 3: Community of Practice 1
- Environment

Session 4: Personalized Oral Language Learning (POLL)
- Language and Families

Session 5: Community of Practice 2
- Classroom Language Interactions

This course focuses on effective instructional and programmatic practices that ensure full and effective participation of young dual language learners. Topics that will be covered include: Classroom Language Models, Planned Language Approach (PLA), Personalized Oral Language Learning (POLL) principles and strategies, and program self-assessments.
### Personalized Oral Language Learning (POLL)

**STRATEGIES IN PRACTICE**

<table>
<thead>
<tr>
<th>Infant and Toddler Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Vocabulary Words</strong></td>
</tr>
<tr>
<td>The chicken is in the coop.</td>
</tr>
<tr>
<td>The moon shines at night.</td>
</tr>
<tr>
<td><strong>Intentional Message</strong></td>
</tr>
<tr>
<td>The chicken is in the coop.</td>
</tr>
<tr>
<td>The moon shines at night.</td>
</tr>
<tr>
<td><strong>Anchor Text &amp; Experiences</strong></td>
</tr>
<tr>
<td>Picture books are selected intentionally and used repeatedly to foster vocabulary and concept development.</td>
</tr>
<tr>
<td><strong>Family and Community Engagement</strong></td>
</tr>
<tr>
<td>Invite family members or community members into the classroom.</td>
</tr>
<tr>
<td><strong>Songs and Chants</strong></td>
</tr>
<tr>
<td>The sun in the sky is bright.</td>
</tr>
<tr>
<td>The moon shines at night.</td>
</tr>
<tr>
<td><strong>Center Extensions</strong></td>
</tr>
<tr>
<td>Plan center-based group以ures for independent and/or small group learning and exploration.</td>
</tr>
</tbody>
</table>

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### Palo Palito

**Eh, Where Are They?**

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### Zapato

**Little You Kîya-K'apisisisiyân**

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### Cada Oveja con su Pareja

Estrella Ortiz y Paloma Valdivia

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### PALO PALITO

**EH, WHERE ARE THEY?**

---

### ZAPATO

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### Little You Kîya-K'apisisisiyân

Richard Van Camp, illustrations by Julie Flett
Deep dive for 6 cohorts across the state of about 30 teachers.

Four institutes and Communities of Practice.

Able to reach many more teachers, a total of 361.
Questions for the Audience

• Does your state or locality offer targeted professional development in supporting DLLs to early educators?

• What types of professional development are offered or still needed?

Please write your responses in the chat box.
Partnerships to Support DLLs

• CEEL at Loyola Marymount and SEAL
Video Clip 1

https://www.youtube.com/watch?v=yytwzTycVeM
Project ROYAL
Rigorous Opportunities for Young-children to Accelerate Language:
Effects of the Sobrato Early Academic Language (SEAL) Model

Goals
• Improve and increase the use of evidence-based and research-based strategies in grades TK-3 classrooms to improve outcomes for English Learners and other students.
• Conduct evaluation and research to support continuous improvement of the program and support a replicable model.
Systems-Level Leadership and Professional Learning

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1:</strong> Oral Language</td>
<td><strong>Module IV:</strong> The World in the Classroom &amp; Authentic Writing</td>
</tr>
<tr>
<td><strong>Module II:</strong> Intentional, Academic &amp; Complex Language</td>
<td><strong>Module V:</strong> Meaning Making &amp; Effective Expression</td>
</tr>
<tr>
<td><strong>Module III:</strong> Collaborative Practices &amp; Teamwork</td>
<td><strong>Module VI:</strong> Celebration &amp; Joy in the Classroom</td>
</tr>
</tbody>
</table>

- **Summer Bridge**

- **SEAL 2-day Launch Session** – Prior to Year 1
- **Grade-level Unit Development Days** – Yrs. 1, 2, and beyond (4 per year)
- **Classroom coaching and support** – Years 1, 2, and beyond

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**District and Site-Level Leadership Development**

**Coach Facilitator Leadership Development**
Quasi-experimental Design (QED)

• Measure outcomes for program participants and non-participants without random assignment.
• Define comparison group.
• Criteria for baseline equivalency:
  o Geographic proximity.
  o EL population in TK-3.
  o Site-level coaches.
  o EL Program Offering.
A comprehensive, systemic, research-based approach to ensure optimal language and literacy experiences for ALL children.
Planned Language Approach

- Self-Assessment (DLLPA)
- DLL School Readiness Goals
- Language Model
- Family Goals & Home Visits
- Parent Conferences
- Professional Development
- POLL Strategies
- Family Engagement
SECTION II. QUALITY TEACHING AND LEARNING

Preschool Classroom/Home Observation Background Information (complete with educator during observation visit)

Observation completed by: Click or tap here to enter text. Date: Click or tap to enter a date.
Classroom: Click or tap here to enter text. Age group: Click or tap here to enter text.

<table>
<thead>
<tr>
<th>Total Number of DLLs Present</th>
<th>Children’s Home Language(s)</th>
<th>Activities and Routines Observed:</th>
<th>Languages Used by Each Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click or tap here to enter text.</td>
<td>Click or tap here to enter text.</td>
<td>Click or tap here to enter text.</td>
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<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

Record languages used during the day (times, teachers, DLL child with disabilities):

Observed Language(s) Interactions

Educators meet with families using the Family Language and Culture Interview to learn about the child’s language experiences and cultural background.
- Undecided or not applicable
- Evolving
- Integrating

Educators share with families the benefits of bilingualism and the importance of using the home language for everyday interactions.
- Undecided or not applicable
- Evolving
- Integrating

Educators display on a Family Board the theme, storybook, songs, chants, and words for families to share and discuss with their children in their home language.
- Undecided or not applicable
- Evolving
- Integrating

Educators ask families for support with translating commonly used words, vocabulary words, and/or concepts in their home language.
- Undecided or not applicable
- Evolving
- Integrating

Educators invite parents/family members to volunteer to read books, sing songs, facilitate a small group activity in their home language.
- Undecided or not applicable
- Evolving
- Integrating

Educators reassure parents that children with special needs benefit from having a strong home language foundation.
- Undecided or not applicable
- Evolving
- Integrating

Implementing with Consistency
Educator's/Coaches Dialogue

What do we want to strengthen? (Coach)
- To increase effectiveness of the use of home languages through movement, music, and collaborative teaching time.
- To show evidence of equity and use of English and home language in the classroom's environment.

Add new families pictures to our wall.

Draft—Brushing Teeth Steps:
A few of the Vietnamese words (‘’ need to be edited by hand. Team will go over before finalizing.

CW3_ OBSERVATION 1

Avatar of Gee, Thena

Labels
- Is it needed? Why?

Process

Choosing an Anchor Text
Why did your team pick The Very Hungry Catepillar as your Anchor Text to begin developing the POLL strategies? (Coach)

How to pick key vocabulary words? (Coach)
We read the book aloud, then each team member wrote down 1-3 words that stood out for them as a key vocabulary words. We shared our words, then from that list narrowed down to 3-5 words for the week.
Ana, Tammy and Frances, also will observe and listen for words from the children when teachers read the book aloud.

What is your intention by making the board visible for

Post

Feeling Chart in 3 languages.
We enhanced the Feeling's chart by making sure that all languages reflect our classrooms.

POLL strategies

Song/Chant about the life cycle of a silkworm.

Feeling chart only in English

Extended
Family Supports

Your Home Language Is Welcome Here

Hello! Chào! ¡Hola!

Family Language and Cultural Interview

CHILD’S NAME (first, middle, last): __________________________ Date: __________________

Other names you use with your child (if applicable): __________________________

Child’s Date of Birth: __________/_______/________

1. What language(s) does your child speak? __________________________
2. How much experience (exposure) has your child had with each language? __________________________
3. Can you tell me about your child’s use of English (if at all)? __________________________
4. Did your child grow up learning two (or more) languages from birth? __________________________
5. How old was she when each language was introduced? __________________________
6. Who are the persons your child interacts with regularly? __________________________
7. Who lives with you and your child? __________________________
8. Who is the primary caregiver of your child? __________________________
9. Which language does she/he use more often? __________________________
10. What language(s) did your child learn when he or she first began to talk? __________________________
11. About how much time does your child spend using English (speaking, listening, comprehending)? __________________________
12. Does your child use one of his/her languages more often than the other(s)? __________________________
13. When your child wants to communicate, which language does he/she use? __________________________
14. Who are the people in your child’s life who speak the home language to him/her? __________________________
15. Who are the people in your child’s life who speak English to him/her (e.g., the librarian during weekly story hour; older brother in the evening; community members)? __________________________
16. What language(s) do each of the following people in your household speak to your child?

<table>
<thead>
<tr>
<th>Only English</th>
<th>Mostly English, plus another language (identify)</th>
<th>Mostly another language (identify), same English</th>
<th>Only another language (identify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother (or you)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father (or you)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grandmother/Grandfather</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary caregiver other than parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others, such as siblings and cousins</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Family Engagement: Video Clip 2
DLL Strategies: The SEAL Model

Language Development through an integrated thematic curriculum

Expanding reach. Enhancing impact. Advancing equity.
High-Leverage Pedagogical Practices

• Complex, Academic Vocabulary Development.
• Structured Oral Interactions and Academic Discourse.
• Exposure to Rich Literature and High-Level Informational Text.
• Purposeful, Interactive Read-Alouds and Meaningful Text Engagement.
• Authentic Writing for Purpose.
• Dramatic Play and Hands-On, Inquiry-Based Learning.
• Graphic Organizers and Visuals.
• Continuous Checks for Comprehension and Performance Tasks.
• Collaborative Practice and Skills of Teamwork.
• Language Development Through Arts Infusion.
• The World in the Classroom.
• Home-School Connection.
Complex, Academic Vocabulary Development

This is a big, gray dolphin splashing and jumping out of the blue ocean with white clouds in the sky.
Structured Oral Interaction

Authentic Writing for Purpose

Expanding reach. Enhancing impact. Advancing equity.
Dramatic play and hands on, inquiry-based learning.
Opportunities for Parent Engagement

Honoring Family and Culture

Expanding reach. Enhancing impact. Advancing equity.
Professional Learning and DLL Research-based Strategies

• **Transitional Kindergarten/Early Childhood Education Certificate Program:**

  • Course 1 – Designing Modified Curricula for ECE/TK.
  • Course 2 – Fostering Family/Community Engagement in ECE/TK.
  • Course 3 – Using Assessment to Support Early Learning and Development in ECE/TK.

• **Dialogic Reading for Teachers and Families of Dual Language Learners.**

• **Lectura Dialógica, Ciencias, y Colaboración Entre la Escuela y la Familia.**
Question for the Audience

Which DLL strategies do you want to learn more about?

Please write your responses in the chat box.
SEAL through Distance Learning

- Oral language development.
- Joyful learning.
- Thematic- integrated language/literacy with content.
- Small group instruction.
- Socio-emotional, trauma informed.
- Family partnership:
  - Tools, strategies for home-school connection.
  - Relationships, regular “home visits” even via phone.
Video Clip 3
Supporting Personalized Oral Language Learning At Home

• Distance Learning: Storybook reading and POLL strategies for infants/toddlers and preschoolers.

• Focus on teaching vocabulary related to emotional health and using gestures, songs, rhythms and movement.

• Simple extended activities at home that build on children’s interest and curiosity and focus on mutual engagement.

• Follow the CAR: dialogic reading with families.
Video Clip 4
LMU-CEEL Communication Series:
English Learner Supports during COVID-19

Voices from the Field, Resources, and Research

● Social and Emotional Learning.
● Designated and Integrated English Language Development.
● Developmentally Appropriate Practices for Dual Language Learners.
● Family-School Partnerships.

Equitable Distance Learning for English Learners Design Principles

1. Explicit Goals, Outcomes, and Digital Modes.
5. Differentiated Reflection and Assessment.
Evaluation

Please respond to the two questions that pop up on your screen.

Also, please tell us in the chat box what was useful, significant, or new and how we can improve the webinar.