How are you improving experiences for young dual language learners (DLLs)?

August 26, 2014

Welcome to the Learning Table, Alabama, Delaware, Oregon, South Carolina, Washington, and Wyoming!
Welcome

Kelly Perez
Director, Equity Initiatives
BUILD Initiative
Session 4: Webinar

How are you improving experiences for young dual language learners (DLLs)? This session will highlight evidence-based practices for supporting young DLLs in early childhood settings. The importance of grounding educators, consultants, and leaders in evidence-based practices related to language acquisition will be emphasized. Examples of system components (e.g., competencies) and effective models for supporting young DLLs will be shared.

******Tuesday, August 26th from 2 pm to 4 pm EDT on-line******

Conference Number:
986.740.1280

Participant Code:
7803705

Web Link

Pre-Session Assignments:

1. By August 15, please get together with members of your team to identify one question or challenge your state is facing with regard to supporting your dual language learners (DLLs) and their families. For example, I recently spoke with a group from a state that has solid and current data about effective programs for K-12 DLLs. The state was wondering if they could use those data to extrapolate what might be the most effective and appropriate ways to support younger children (birth through five). That would be a great example of a question facing that state. Please send me your challenge or question so I may forward them to Linda and Milam well in advance of the webinar. This will give them time to share strategies that will support each state’s interests and needs.

2. By August 21, please submit possible targets for change related to diversity and equity using Diversity and Equity Learning Table Targets for Change Form.docx. Only the green section is requested by August 21. A draft of the orange section (your actual plan) will be due on September 12. BUILD staff and Learning Table content experts will provide feedback on your draft plans, after which you will be able to create a final version for implementation. NOTE: If your team has been using a different planning form, please feel free to continue to use that one.

3. By August 26, please take Challenging Common Myths About Dual Language Learners Quiz.docx before you launch into this month’s reading. To check your answers, go to this month’s reading, Pre-3rd: Challenging Common Myths About Dual Language Learners: An Update to the Seminal 2006 Report, at http://fcfd-us.org/sites/default/files/Challenging%20Common%20Myths%20Update.pdf. Be sure to give yourself major snaps if you answered all the questions correctly.
Who’s here?

When your state is called, please say your name.
Supporting Dual Language Learners

National Resources

Linda M. Espinosa

Miriam Calderon
Topics for Today

- Who are young dual language learners and what do we know about their development and achievement?
- Which ECE program features have evidence for improved achievement?
- Current state Early Learning Development Standards (ELDS) analysis and report.
- State questions and challenges.
- Resources to support your work.
“Dual language learners are children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.” (OHS, p.1)

- Includes simultaneous and sequential, successive
Who are young dual language learners and what do we know about their development and achievement?

Diverse group that is growing—in size and diversity of backgrounds
- 2009-2010, ELLs = 14% of K-12 enrollment in U.S., 29% in CA
  • 25% of all U.S. children in DL homes
- 2010, ~30% of Head Start children DLL
  • >140 different languages
  • <15% of Head Start programs serve only EO
Children from low-income and dual language families: Highly vulnerable to underachievement

- NAEP Scores (National Assessment of Educational Progress)
- State Achievement Data
- Kindergarten Entry Data
- High School Completion
- College Enrollment
The Road to School and Life Success for Dual Language Learners Begins with Knowledge about Development of ALL Children as Well as DLLs
How Much of Achievement Gap is Due to Language Status (DLL) vs. Poverty vs. Cultural/Linguistic Discontinuity???
Having a second language is sometimes linked to higher achievement in English...ECLS-K data analysis.

Espinosa, et al., 2007
What do we know about promoting development and improving achievement for young dual language learners?
Language, any language, is the foundation for literacy, and literacy in English is critical for school success.
Strong Reading Skills (in English) are Essential for Academic Success in U.S.!
How can science/research guide our policies and practices for young Dual Language Learners?
The Science of Early Bilingualism

1. Capacity

2. Benefits/Differences: Cognitive, Social, Linguistic, Executive Function Skills, Family Dynamics, Vocabulary

3. Need to Support Both Languages

4. Families are Critical Partners
Infant Brains & Bilingualism: Study Methods
At birth: Do ALL infants have the innate capacity to learn more than 1 language?

- Can perceive all phonemes whether or not important in native language;
- Two linguistic systems develop;
- By 10-12 months “phonemic pruning” has occurred.
The ‘critical period’ for language

Language Score

High

Low

Age of Acquisition of New Language

Native 3-7 8-10 11-15 17-39

- Timing
- Capacity; Separate Linguistic Systems
- Social & Statistical
- Early Language Environment is Critical
What do we know about language/literacy development of young DLLs?

- In what ways are young DLLs the same as...or different from monolingual English speakers?
- How does the child's home language influence development of English?
- Is there a typical developmental trajectory for English language development (ELD) during early years?...and how can we promote ELD without decreasing home language?
What is the knowledge base for young DLLs?

- Babies have capacity for learning multiple languages from first year: *linguistic geniuses*
- Balanced early bilingualism is possible with sufficient high quality input in both
- Cognitive, social, family, economic advantages to bilingualism
- Home language vulnerable to attrition
- Proficiency in home language linked to English acquisition: some home language knowledge and skills facilitate English learning
Some emerging knowledge for DLLs: Recent Scientific Findings

**Brain development**: looks different for bilingual babies: greater neural density in some areas; separate language systems

- Human brain is highly sensitive to sounds and features of language during first few years of life...decreases dramatically after age 7

- Human interaction is critical to learning *language during first two years*
Differences . . .

- **Vocabulary development** looks different: longer lexical retrieval time;
  - smaller vocabularies in each language;
  - conceptual vocabularies when combined in 2 languages comparable;
- **Speech production** somewhat slower;
- **Grammatical development** differed;
- **Vocabulary and grammar** correlated within language but not across languages;
- **Cross-language** (L1-L2) influences varied by similarities of 2 languages.
Preschoolers' **code-switching** demonstrates linguistic knowledge of 2 languages and serves several purposes.

Some **cognitive advantages** for bilinguals:
- executive function: working memory, inhibitory control; suppressing interference; mental flexibility;
- Alzheimer's protection...
- Some **social emotional** strengths: pro-social competencies
Bilingual Advantages Tied to Extent of Bilingualism

- Balanced bilingualism necessary for cognitive, linguistic benefits
- Bilingual advantages found across cultural and SES groups
Children need opportunities to hear, process, and use language during meaningful interactions.

Research suggests that I/T needs at least 25-30% of time in language to learn it.
Conclusions of Best Scientific Studies

- Using child’s primary language or L1 promotes achievement in English, L2

- During early childhood years continued language development in home language AND English language development is important for school readiness
What Does This Mean?

- DLLs should not be expected to perform like monolinguals; different patterns of development
- Initial differences may look like delays. DLLs need time and language learning opportunities to become proficient in both languages
- Bilinguals cannot be compared to monolingual norms when assessing children
- Staff need many PD opportunities
Questions, Reflections, Comments?
State Early Learning and Development Standards and Dual/English Language Learners

Linda M. Espinosa and Miriam Calderon
Set expectations for what children should know and be able to do at end of PreK program

Guide curriculum, instruction and assessment systems decisions

Informed by research on children’s development

Need to incorporate research on growing population of ELL/DLLs
State ELDS and DLL/ELLs Analysis and Report

Designed to answer the question,

“To what extent do the states’ ELDS reflect the current research and address the learning needs of preschool-aged dual language learners?”
ELDS and DLLs Analysis

1. Selection of states
2. Documents reviewed
3. Approaches to serving DLLs
4. Program criteria
5. Exemplary standards or supporting documents
6. Preliminary findings
Selection of States and Documents Reviewed
State Approaches to Serving DLLs

- 1. Dual Language
- 2. English Language Development
- 3. English Immersion
- Other
Program Criteria

- Statement of Philosophy
- Method for Identification
- Separate Language Domain for DLLs
- DLLs addressed in Language, Literacy, Communication Domain
- Instructional and Assessment Recommendations
- Family Engagement Strategies
- Teacher Qualifications
Preliminary Findings

- State Approaches
- Program Criteria
Implications for ELDS Development

- Advisory or expert work group
- Clear consensus within state about approach and criteria that is based on research
- Needs multi-level, systematic PD
- Look for missed opportunities throughout standards and supporting material
Exemplary Standards, Approaches or Criteria

- Clear Statement of Philosophy
  - California - Preschool Curriculum Framework

- DLL Identification Procedures
  - Illinois - Illinois Administrative Code: Section 228.15 Identification of Eligible Students

- Family Engagement Strategies
  - Hawaii - Family Partnership Guidelines
To best serve the needs of the children and families who enter our programs with so much hope and potential, we must design curriculum, assessment, and accountability systems that accurately and fairly represent the capabilities and educational needs of all our children.

Espinosa, 2010
Questions, Reflections, Comments?
Quick Poll

How did you do on the true/false quiz?

A. All answers correct
B. Missed one or more answer
Since we’re all in a learning curve regarding how to support young DLLs and they’re families, let’s learn together!
Our state has current data about effective programs for K-12 DLLs. Could use those data to extrapolate what might be the most effective and appropriate ways to support younger children (birth through five)?
One of the biggest challenges we face is a lack of awareness around the languages that are within our state. What might be some effective approaches for changing that?
How can we offer encouragement to early care and education programs to enroll DLL, and then once they do, how can we continue to support them? I would really like to have a training like “Yes, You Can Teach and Care for DLLs!” For example, our community has a very large Latino population and Russian population. I think our directors would feel more equipped and our families would feel more accepted if the directors knew basic phrases in those two languages and had a broader understanding of cultural differences. Even to the point that paperwork was available in the languages found in the communities.
What are strategies to support dual language learners in infant & toddler programs?
One of our challenges is the lack of training to the Early Learning Community on the specific topic of dual language learners. Early learning practitioners may be operating early learning environments based on some of the myths of dual language learners. What sequence of professional development might change that?
For those of us in technical assistance or coach roles, how do we equip teachers, many whom are also DLLs themselves, to elevate their practices in the “classroom” around language use in order for children in birth – 5 settings to be exposed to ‘best practices’ (i.e., what the CLASS is measuring)? The idea of ‘bathing children in language’ is often contradictory to some of the cultural values or norms that our DLL children (and providers) are accustomed to in their community’s understanding of education and teacher roles.
Questions & Challenges

What early childhood professional development self-assessment tool in cultural and linguistic diversity could be offered for higher education students along with current classroom child care teachers to build self-reflection/awareness on diversity?
What recommended standards would be on the QRIS to reflect what early childhood educators need to know in developing effective programs for linguistically and culturally diverse children and families? (Including items that really would represent all children and families – special needs, tri-language learners, single parents, low-income, high-income, etc.) Should we establish standards for this area that all should meet or do we provide parameters within the context of DLL (or diversity) and providers design their own ways to meet them...?
Questions & Challenges

What would be effective ways to include early intervention and young DLLs with special needs in QRIS standards?
Questions, Reflections, Comments?
Resources on Supporting DLLs and their Families

Landing Pad on Dual Language Learners
This landing pad offers research (Just the Facts, Ma’am), publications (Read All About It), web materials (Find It Online), and resources (See For Yourself, Tools You Can Use) to design, implement, and evaluate intentional efforts to support young dual language learners.

Just the Facts, Ma’am

Center for Early Care and Education Research — Dual Language Learners (CECER-DLL) Research Briefs
This initiative has developed a number of useful evidence sources for professionals who work with children who are dual language learners (birth-age 5) and their families across settings, as described below.

- Approaches to Assessing the Language and Literacy Skills of Young Dual Language Learners
- Assessment Tools for Language and Literacy Development of Young Dual Language Learners
- The Cognitive Development of Young Dual Language Learners: A Critical Review of the Research
- Development of Infants and Toddlers Who Are Dual Language Learners
- Evaluating Early Care and Education Practices for Dual Language Learners: A Critical Review of the Research
- Examining the Use of Language and Literacy Assessments with Young Dual Language Learners
- Language and Literacy Development in Dual Language Learners: A Critical Review of the Research
- Social-Emotional Development in Dual Language Learners: A Critical Review of the Research
  http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/images/%232817_Brief%2327_Finalv7-2.pdf

California’s Best Practices for Young Dual Language Learners: Research Overview Papers
This series of six papers offers evidence-based perspectives on key aspects of supporting young dual language learners (DLLs). The first two research overviews focus on different aspects of dual language development. Paper 1 (“Neuroscience Research: How Experience with One or More..."
Read All About It

Strategies specifically designed for monolingual teachers to use in supporting the literacy development of young dual language learners
California Early Childhood Educator Competencies

The California Early Childhood Educator (ECE) Competencies describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families. The California ECE Competencies are organized into twelve overlapping areas: (1) Child Development and Learning; (2) Culture, Diversity and Equity; (3) Relationships, Interactions, and Guidance; (4) Family and Community Engagement; (5) Dual-Language Development; (6) Observation, Screening, Assessment, and Documentation; (7) Special Needs and Inclusion; (8) Learning Environments and Curriculum; (9) Health, Safety, and Nutrition; (10) Leadership in Early Childhood Education; (11) Professionalism; and (12) Administration and Supervision. The term early childhood educator includes everyone responsible for the care and education of young children.

The California ECE Competencies are research-based, and are aligned with the California Preschool Learning Foundations and the California Infant/Toddler Learning & Development Foundations to guide professional development and related quality improvement activities.

This revised version of the California ECE Competencies now includes a second section (Focus 2) that displays the same information found in Focus 1 in an alternate grid format. The Focus 1 section gives us a grid-format chapter for each of the 12 competency areas (12 chapters). The Focus 2 section provides an alternate grid chapter for each of the 4 competency contexts (4 chapters).

Development of the California ECE Competencies began in June 2008 in collaboration with First 5 California, and has involved expert advisors including representatives from the California Community Colleges and California State University systems to ensure that the competencies are based on current research and practice.

ECE Competencies Videos

An Introduction to Early Childhood Educator Competencies

- Child Development and Learning
  - This video addresses “Knowledge About Child Development and Learning” and “Facilitating Child Development and Learning.”

- Culture, Diversity, and Equity
  - This video addresses “Respect for All Differences and Similarities,” “Culturally Responsive Approaches,” “Culture and Language Development and Learning,” and “Culturally Inclusive Learning Environments.”

- Relationships, Interactions, and Guidance
  - This video addresses “Supporting Children’s Emotional Development,” “Social-Emotional Climate,” and “Socialization and Guidance.”

- Family and Community Engagement
  - This video addresses “Communication with Families,” “Relationships with Children and Families,” and “Community Resources.”

- Dual-Language Development
Find It Online
Tools You Can Use

LAUSD Transitional Kindergarten Family Languages and Interests Survey

Today’s Date: ______/_______/_______

Month Day Year

CHILD’S NAME (first, middle, last): ____________________________________________

Gender: Boy [ ] Girl [ ] Child’s Date of Birth: ______/_______/_______

Month Day Year

1. Who are the members of your family? ________________________________________

2. How many family members live with you and child? __________________________

3. Who is the primary caregiver of your child? _________________________________

4. What language does the primary caregiver speak most often with child? ______

5. What language did your child learn when he or she first began to talk? ______

6. Does anyone in your home speak an indigenous language? Yes [ ] No [ ] Identify: __________________________

7. Can you tell me what language(s) each of the following people in your household speak to your child?

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<th>Mostly English, some other language (identify)</th>
<th>Mostly other language (identify), some English</th>
<th>Only other language (identify)</th>
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<tr>
<td>Mother (or you)</td>
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<td>Father (or you)</td>
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<td>Older siblings</td>
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<td>Aunt/Uncle</td>
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<td>Others, after school, community members</td>
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Tools You Can Use

Culture, Diversity, and Equity

Dual-Language Development
New Resource

- Classroom vignettes
- Child-teacher interactions
- Shows stages of second language acquisition
- Strategies for working with dual-language learners in preschool settings
- Facilitators guide on CD-ROM
Questions, Reflections, Comments?
Reminder: Due September 12

Diversity and Equity Learning Table Action Plan

Use this orange section of the planning tool to identify the objectives you will be addressing as a result of your participation in the Learning Table.

- Use as many pages as you need to draft your plan to change.
- You may find it helpful to recreate the template in a legal-sized (8 ½ x 14) format to allow more space for writing. Adjust the size of the boxes as needed.
- You may find that you want to identify objectives in each of the aforementioned content areas or in only a few.
- Plan on submitting a draft of your plan by September 12. BUILD staff and Learning Table content experts will provide feedback that will support you in finalizing your state action plan.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action Steps</th>
<th>Team Member(s) Assigned</th>
<th>Resources Needed</th>
<th>Desired Completion Date</th>
<th>How will we know when we've arrived?/What will it look like when you get there?</th>
<th>Peer/State Resources and Other Thoughts</th>
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Growing the capacity of your work force and consultants to support young children who are culturally, linguistically, and socio-economically diverse with Aisha Ray

Tuesday, September 23 2 – 4 PM Eastern
References


Thank You

Landing Pad:
http://qrisnetwork.org/lt/2014-diversityequity-learning-table/overview

Follow-up Contacts:
Camille Catlett, camille.catlett@unc.edu
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