



THE SEAL DUAL LANGUAGE LEARNER EARLY EDUCATION INITIATIVE

California Department of Education Grant

Professional Development and Implementation Support

The **Sobrato Early Academic Language (SEAL)** model is providing professional development throughout California using two different delivery models: an intensive 12-15 month “deep dive” approach including professional development modules and coaching and curriculum support, and a less intensive one-day Institute followed by Learning Network sessions throughout the year

The Intensive “Deep Dive”

The SEAL intensive “deep dive” 12- 15 month professional development series of four multi-day professional development modules leads to implementation of a comprehensive set of language-intentional strategies to support the development of dual language learners integrated into thematic curriculum units. These series are being offered in partnership with 14 county offices, districts, and other LEAs (Santa Clara County Office of Education, Azusa Unified School District Early Childhood Education Program, Cerritos College Child Development Center, Mexican American Opportunity Foundation College Child Development Center, Brea Olinda Unified School District, Visalia Unified School District State Preschool, Woodlake Unified School District, Porterville Unified School District Preschool Program, Lindsay Unified School District Preschool Program, Farmersville Unifies School District Preschool Program, Earlimart Elementary School District Preschool Program, Yolo County Office of Education, Woodland Joint Unified School District, Los Angeles Unified School District Preschool Program). Across six cohorts, the “deep dive” is reaching approximately 180 preschool teachers/educators.

The basic design involves:

- A one-day **Launch** laying a foundation for understanding young DLLs and research-based program design for DLL preschool classrooms, principles of quality early education for dual language learners, understanding integrated thematic curriculum, clarifying the approach and process of the SEAL model, and working collaboratively to establish the yearly plan of integrated curriculum units.
- Four, one to two day **professional development modules** spread across the year combine a focus on strategies, reading and discussing research, and planning for implementation of thematic units/studies, with sufficient time in between for teachers to try the strategies and apply them in the context of integrated thematic units. Each module engages participants in learning high-leverage language-intensive strategies through videos and modeling, reading and discussion of the research and pedagogical base for implementing these strategies with dual language learners, planning to adapt the strategies to upcoming thematic units and to meet the needs of their own students/children. The four Modules include:
 - *“Supporting Young Children to Develop Oral, Complex, Precise Language – getting them talking!” (two-day)* introducing the importance of oral language and strategies to support young children in using language in relationships, and in labeling and talking about science and social studies content. The importance of the physical environment and dramatic play are stressed. Participants learn about dual language/bilingual approaches and engage in planning for their own classrooms. An initial integrated thematic curriculum unit is provided as a basis for teachers practicing Module I strategies.



- *Developing Analytic Language and Thought (2-day Module)*. Once teachers have strategies to engage their children in talking, the focus in SEAL deepens to helping children use language for a variety of cognitive functions: compare and contrast, description, sequence, quantification, sorting/classifying. Key graphic organizers and manipulatives provide the tangible visual opportunities for children to put these cognitive/language functions to use as they learn about and talk about science, social studies, their feelings and experiences. Module I strategies are debriefed and clarified. Time is devoted to collaborative planning for implementing Module II strategies in a new integrated thematic unit.
- *The World in the Classroom, and Early Literacy (2-day Module)* While interactive read-alouds and some exposure to text has been incorporated in earlier Modules, it is Module III that focuses explicitly on early literacy skills in the context of learning ABOUT the world. This is also the Module that explicitly incorporates a focus on culture and the diversity of children’s lives and experiences. Module II strategies are debriefed and clarified. Time is devoted to collaborative planning for implementing Module III strategies in yet another new integrated thematic unit.
- *Joy in the Classroom! (1-day Module)* Module IV focuses on the role of joy, choice, play, engagement with nature, imagination and creativity. Time is devoted to debrief and clarify strategies teachers have been trying, and to planning collaboratively for one more integrated thematic unit. Participants reflect back on their journey and celebrate the changes they have observed in their own understanding and practices, and what they have observed in their children.

Teachers are further supported through **job-embedded Learning Labs**, participation in **collaboration** formats to share and support with other preschool educators, zoom meeting **check-ins** for clarification and support in between modules, **videos and descriptive materials** for all strategies that teachers can access as desired/needed, and **coaching support** provided by district and county office personnel with guidance from SEAL.

SEAL has created **science and social studies based integrated thematic units** that are used in the professional development and which are then adapted to the needs of the children and programs in local contexts. One set consists of “SEAL-ified” Creative Curriculum studies for those programs that have already invested in Creative Curriculum materials; the other set are thematic units wholly developed by SEAL based on Preschool Learning Foundations. These utilize high leverage pedagogical practices for dual language learners. Through Unit Preparation Days, coaches meet with teachers to clarify implementation of the thematic units/studies, plan for implementing strategies, and opportunities for “make and take” and adaptations to local contexts.

Regional Professional Learning Institute and Networks

The **Regional** model offers a one-day intensive professional development Institute delivered by SEAL to engage preschool educators in learning about the needs of Dual Language Learners. The one-day Institute provides an overview about young DLLs and language development as well as exposure to key strategies and approaches to address their needs. Through videos, sample strategies, and readings, emphasis is placed on the following seven core areas:

1. Affirming and supporting children’s language, culture and identity,
2. Making language visible, tangible and comprehensible,



3. Complex oral language,
4. The role of the environment,
5. Engaging with text,
6. Connecting with families, and
7. Language in and through content - *the role of integrated thematic units.*

The one day Institute is followed by four Learning Community Network sessions (3.5 hours each) dispersed across the 2019-2020 year. The Learning Community Network sessions are facilitated by an LEA or County Office of Education person supported with SEAL materials and suggested agendas to extend the learning, sharing and dialogue that was initiated in the one-day Institute. Materials provided by SEAL include: suggested/sample agendas, classroom videos to facilitate dialogue and learning, strategies to share, a discussion guide, readings, sharing protocols, and suggestions for extension activities/homework and for leading debriefing discussions.

Partnerships with Yolo County Office of Education, Santa Clara County Office of Education, Tulare County Office of Education, and Los Angeles Unified School District sponsor the one day Institute, and staff from these agencies facilitate the Learning Networks. Together, these institutes (and the Learning Networks that follow) serve approximately 150 teachers/educators.

Tools for the Field:

To support these professional learning opportunities, SEAL has created new tools in use during the training cohorts, institutes and learning networks, that will then will be available to the field:

- 4 new videos illuminating key components of best practices for dual language learners in early education: Affirming Children’s Languages and Cultures, Supporting Oral Language Development, Engaging Young Children with Text, and Making Things Visual and Comprehensible for Dual Language Learners.
- 4 Learning Network “packets” of articles, tools and activities that accompany the four videos listed above
- In addition to the planned four Learning Networks, upon dialogue with the county office partners, we have added an additional Learning Network packet and module specifically dealing with the impacts of immigration (and enforcement of immigration policy) on young children, and the role of early childhood educators in supporting children and families affected by those policies.



Preschool SEAL Strategies by Modules

<p>Module I (2-days) <i>Supporting Young Children to develop Oral, Complex, Precise Language</i></p>	<p>Module II (2-days) <i>Developing Analytic Language and Thought</i></p>	<p>Module III (2-days) <i>World in the Classroom and Early Literacy</i></p>	<p>Module IV (1-day) <i>Joy in the Classroom</i></p>
<ul style="list-style-type: none"> • Barrier Games • Choral Response • Content-Based Chants • Dramatic Play Area/Inquiry Center • Draw and Dictate • Draw, Tell, and Label • Family Conversations & Projects -Home-School Connections • Interactive Read-Alouds • Language Separation • Morning Message • Multiple-Exchange Conversations • Narrative Input and Retell • Parent Communication Regarding Oral Language and Home Language • Persona Dolls • Socio-Emotional Vocabulary • Teacher as Narrator • T-Graph for Partner Talk • Think-Pair-Share 	<ul style="list-style-type: none"> • Dialogic Read Aloud • Focal Language Function with Chants, and Sentence Frames (description, compare and contrast, sequence, sorting and classification, quantification) • Graphic Organizers • Inquiry Web/Chart • Persona Dolls stories that incorporate the language function 	<ul style="list-style-type: none"> • Arts Integration and Language Development through the Arts • Gallery Walks • Identity Activities (Self-Portraits, My Name, etc.) • Journals • Language Diversity • Literature of Mirrors and Windows • Living Wall • Observation Pictures • Persona Doll Stories Regarding Issues of Diversity and Bias • Super Duper Sentence Builder • T-Graph for Social Skills • Writing Center 	<ul style="list-style-type: none"> • Books and Talk about “Passionate People” • Comparing Books • Connecting & Engaging Children with Nature • I Am Joyful! Poetry, Dictation, & Drawing • Persona Doll Stories related to special interests/passion • Shared Research Projects • Story Telling, Story Acting