

F5CA DLL Pilot Expansion

DLL Professional
Development Models



Monday, July 20, 2020

 @EarlyEdgeCA |  EarlyEdgeCalifornia.org



EARLY EDGE
CALIFORNIA





Agenda

Welcome

Presentations from CPIN, CSU-CI, Language Learning Project, Preschool GLAD, and SEAL

Q & A

Wrap-up



CPIN

Mindy Brookshire
WestEd



DESCRIPTION OF OUR MODEL

Consists of **6 hours** of professional learning for teachers and caregivers and **2-8 hours** of professional learning for administrators



Administrator module is intended to provide information to administrators on **how to support early learning and care providers** in their work with children



Intended audiences are caregivers, teachers, and administrators providing early learning and care to Dual Language Learners 0-5





CPIN DELIVERY MODEL

Asynchronous CECO modules with instructor led virtual sessions, used in conjunction with virtual classrooms



OUR DELIVERY MODEL

- **Modules include:**
 - research
 - videos to illustrate strategies
 - action plans, and
 - the virtual learning classrooms
- **Virtual sessions include:**
 - theory to practice discussions (including how the strategies are working)
 - problem solving
 - new thoughts, and
 - examples



OUR DELIVERY MODEL



Virtual classrooms are available
on CECO for use at any time



Virtual classrooms show
strategies in action throughout
the day



Connections to other models
such as POLL, Sobrato, and
Preschool Glad are included





Q & A



CSU-CI

Dr. Carola Oliva-Olson
California State University - Channel Islands



DUAL LANGUAGE LEARNERS

Coursework and Practice-Based PD

Carola Oliva-Olson, Ph.D.

SRI International

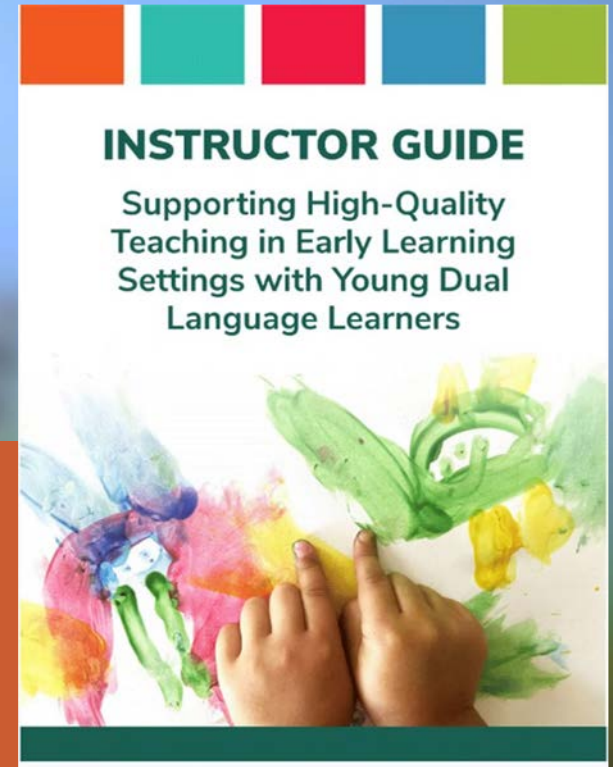


OVERVIEW: PROJECT MODEL

DUAL LANGUAGE LEARNERS ONLINE UNDERGRADUATE COURSE

- 3 transferable academic units from CSU Channel Islands
- Covid-19 Adaptations
- The Virtual Teacher Orientation
- Communities of Practice

- Infants, toddlers, and preschool children
- State funded programs
- Early Head Start
- Head Start
- Migrant Head Start
- American Indian and Alaskan Native Head Start
- Family, Friends, and Neighbors
- Family child care home providers
- Private care





The Virtual Teacher



**A guide to support
the early childhood
community during
shelter in place.**

LED BY

Gigi Muñoz, Lygia Stebbing,
Todd Wanerman & Kirsten Hove

CONTRIBUTORS

Tawny Peek, Izzy DeHaro,
Christine Nevarez, Kelley Wheatley,
Stephanie Estrada, Krystle Dandridge,
Brett Collins & Laura Engel

LEARNING OUTCOMES ★

FAMILY ENGAGEMENT	PROGRAM MANAGEMENT	POLL STRATEGIES	DIALOGIC READING	SPANISH LECTO-ESCRITURA
Reciprocal Engagement with DLL Families	Planned Language Approach	<ul style="list-style-type: none">• Family Supports• Environmental Supports• Instructional Supports	Dialogic Reading with POLL	Bridging Languages
The Bilingual Family Journey	Language Models		Dialogic Reading with Families	Pedagogical Approaches
Communication and Co-teaching	School Readiness Goals for DLLs	(Pedagogical Adaptations, Effective Oral Language Interactions, and Assessment of Language Development)	Children's Books in home languages	Spanish Language and Literacy Development
	Assessments			Child Assessments

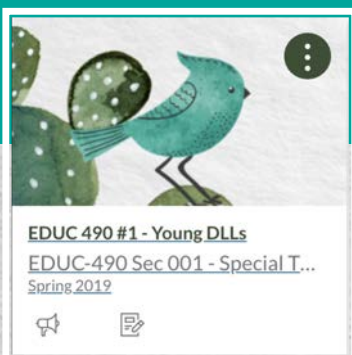
COURSE DESCRIPTION & TOPICS

PART 1: DUAL LANGUAGE LEARNERS

SESSION 1

Research, Context and Rationale

Family Reciprocal Engagement



SESSION 2

Multilingualism

DLLs with Special Needs

Stages of Language Acquisition

SESSION 3

Self-Reflection: Cultural Competence

SESSION 4

Child Assessments

Classroom Quality Assessments

SESSION 5

Addressing Myths through Advocacy

This part of the 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 DESCRIPTION & TOPICS

PART 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) Family Supports

SESSION 3

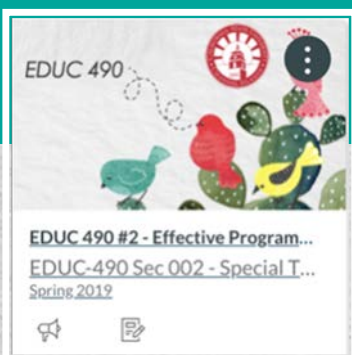
Community of Practice 1 Culture and Environment Supports

SESSION 4

Personalized Oral Language Learning (POLL) Instructional Supports

SESSION 5

Community of Practice 2



This part of the 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.

COURSE DESCRIPTION & TOPICS

PART 3: SPANISH LANGUAGE & LITERACY DEVELOPMENT (OPTIONAL)

SESSION 1

Introduction to
Lecto-Escritura

Family Reciprocal
Engagement

SESSION 2

Continuum of
Spanish Language
Development

Pedagogical
Approaches

SESSION 3

Bridging:
Differences and
Similarities

SESSION 4

Personalized
Oral Language
Learning (POLL)

Spanish Instruction

SESSION 5

Child Spanish
Language
Development
Assessment

This part of the course focuses on essential concepts and pedagogical approaches to support Spanish language development in dual language preschool classrooms (Balanced Dual Language Models).

COURSE DESCRIPTION & TOPICS

PART 3: ANTI-BIAS TEACHING (OPTIONAL)

SESSION 1

Introduction to
Anti-Bias and Equitable
Teaching

SESSION 2

Personal Identity
and Attitudes

SESSION 3

Culture, Race, and
Gender

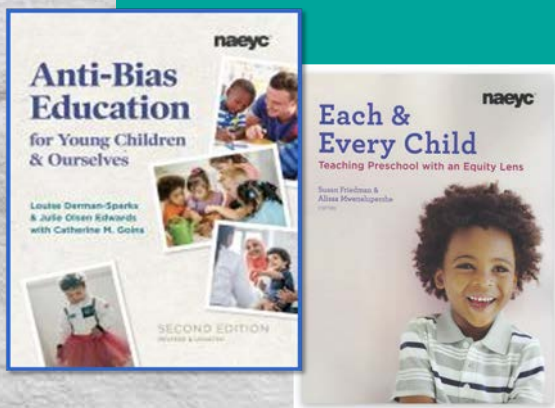
Responsive
Conversations,
Relationships, and
Environments

SESSION 4

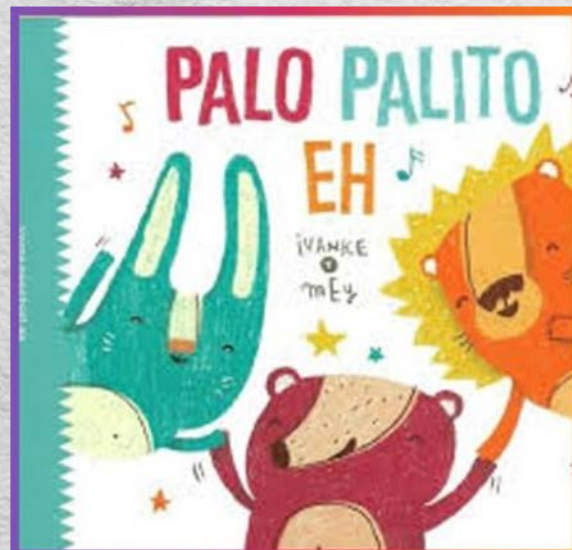
Personalized
Oral Language
Learning (POLL)
Strategies and the
Anti-Bias
Curriculum


SESSION 5

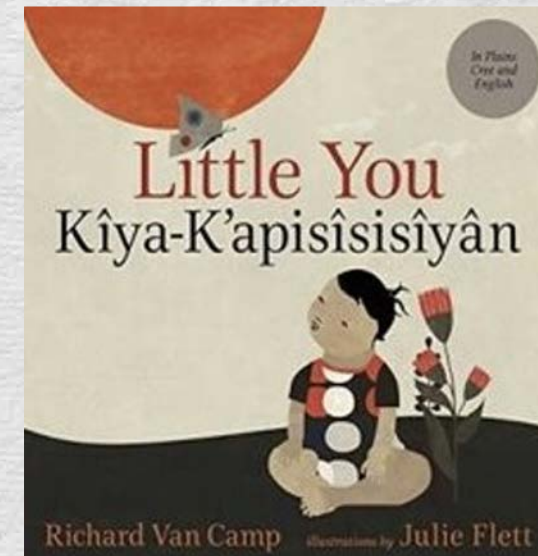
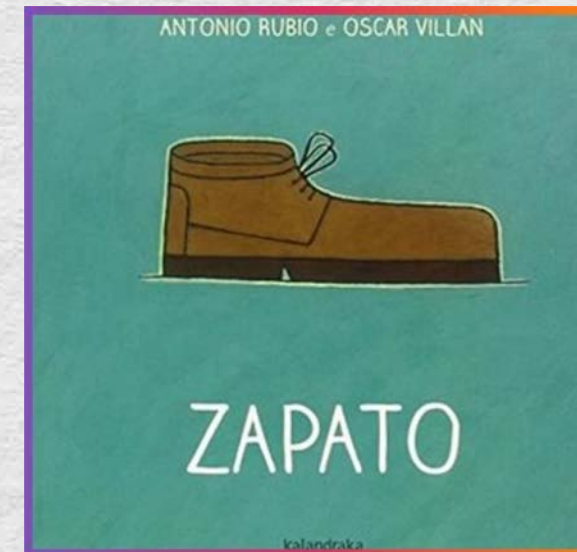
Exploring STEM
projects through
Fairness and
Activism

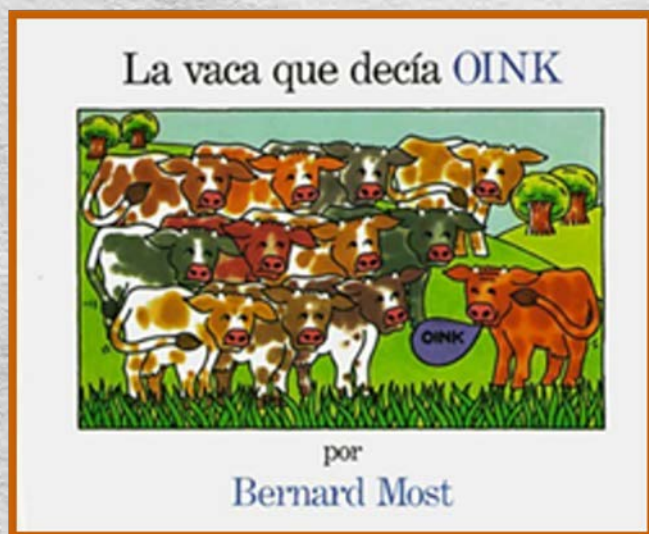
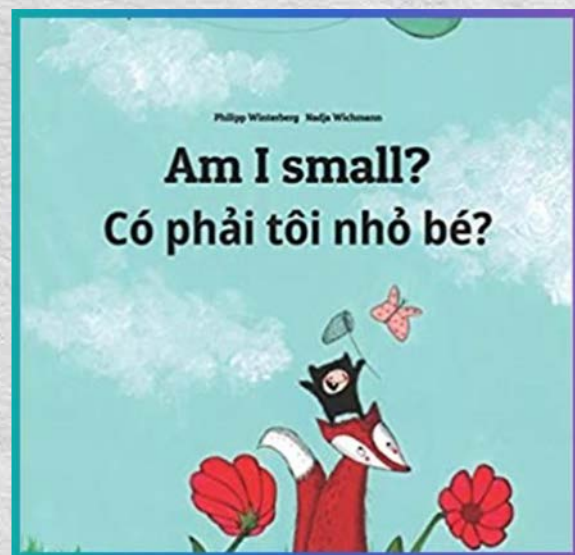


This part of the course focuses on essential anti-bias concepts and pedagogical implications for teaching in early learning settings with young dual language learners.

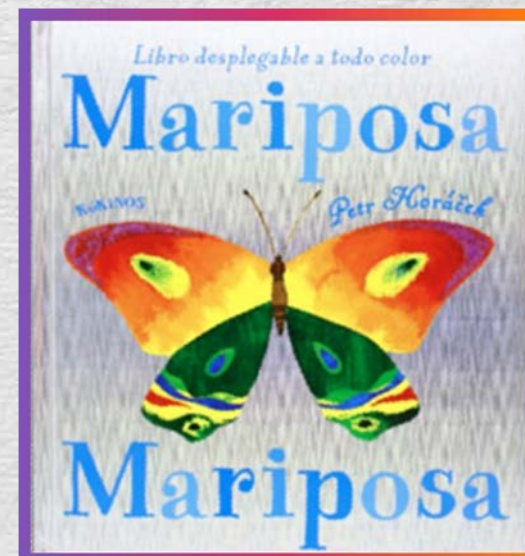


Personalized Oral Language Learning (POLL) STRATEGIES IN PRACTICE	
Infant and Toddler Settings	
Key Vocabulary Words sun, moon, low, bright, high, low	Choose at least three to five key vocabulary words to introduce throughout the week (keep in mind the stages and ages of the children). Use photographs, pictorial cognate charts, and word walls to introduce new concepts and vocabulary as well as to deepen comprehension.
Intentional Message The moon shines at night.	Embedded with content vocabulary, this written message sets the purpose of each lesson. The message can be pre-written or co-written depending on the instructional purpose. Think about verbally cuing the words in home languages to support concept development.
Anchor Text & Experiences 	Picture books are selected intentionally and used repetitively to foster vocabulary and concept development.
Family and Community Engagement Invite family members or community members into the classroom.	Invite family members or community members into the classroom to reinforce the concept development (refer to the Family Language and Culture Interview for support).
Songs and Chants The sun in the sky is bright, bright, bright. The moon in the sky is up so high, up so high, up so high. Me and you are low, low, low, low, low, low. (Tune: The Farmer in the Dell)	Academic and content vocabulary is woven into familiar rhythm, songs, and chants to encourage repetition.
Center Extensions Plan center-based opportunities for independent and/or small group time indoors and outdoors to explore the concepts presented and practice the language being learned. These learning times are child initiated and teacher facilitated.	<ul style="list-style-type: none"> Library or reading area Science or discovery area Block area Dramatic play area Sand and water area Art or painting area





Personalized Oral Language Learning (POLL) STRATEGIES IN PRACTICE	
Preschool Settings	
Key Vocabulary Words <ul style="list-style-type: none"> • Meteorologist • Weather • Forecast 	Choose at least three to five key vocabulary words to introduce throughout the week (keep in mind the stages and ages of the children). Use photographs, pictorial cognate charts, and word walls to introduce new concepts and vocabulary as well as to deepen comprehension.
Intentional Message Meteorologists , today we will observe the weather.	Embedded with content vocabulary, this written message sets the purpose of each lesson. The message can be pre-written or co-written depending on the instructional purpose. Think about verbally cueing the words in home languages to support concept development.
Anchor Text <div></div> <div></div>	Picture books are selected intentionally and used repetitively to foster vocabulary and concept development.
Center Extensions During outdoor exploration ask the children: Do you think the day is going to be sunny, windy, cloudy, cold, or hot?	Plan center-based opportunities for independent and/or small group time to explore the concepts presented and practice the language being learned. These learning times are child initiated and teacher facilitated.
Family and Community Engagement Invite a meteorologist from your local news station to visit the classroom.	Invite family members or community members into the classroom to reinforce the concept development (refer to the Family Language and Culture Interview for support).
Songs and Chants All children turn their bodies into a small ball and move as everyone says the word <i>meteorologist</i> . me (body looks like a small ball) te (body grows a little) or (as it grows, it turns around) ol (body is almost standing up) o (keep on turning! jump high!) gist (arms high up and jump!)	Embedded with content vocabulary, this written message sets the purpose of each lesson. The message can be pre-written or co-written depending on the instructional purpose. Think about verbally cueing the words in home languages to support concept development.



PLANNED LANGUAGE APPROACH



Program Self-Assessment



DLL School Readiness Goals



Language Model



Family Goals & Home Visits



Parent Conferences



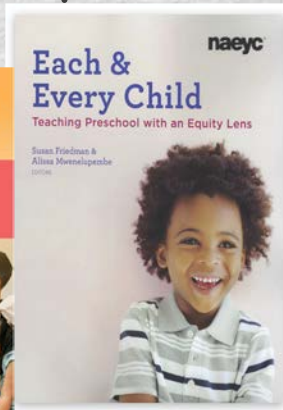
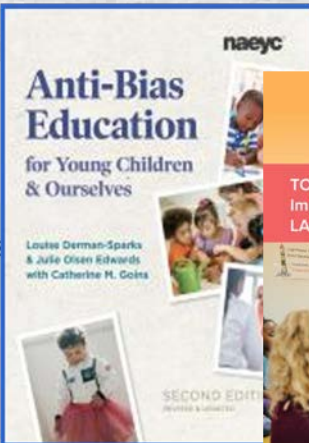
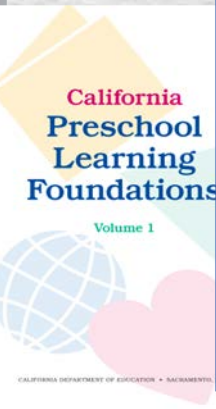
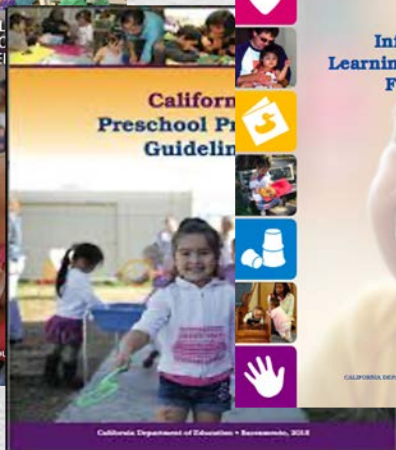
Professional Development



POLL Strategies



Family Engagement

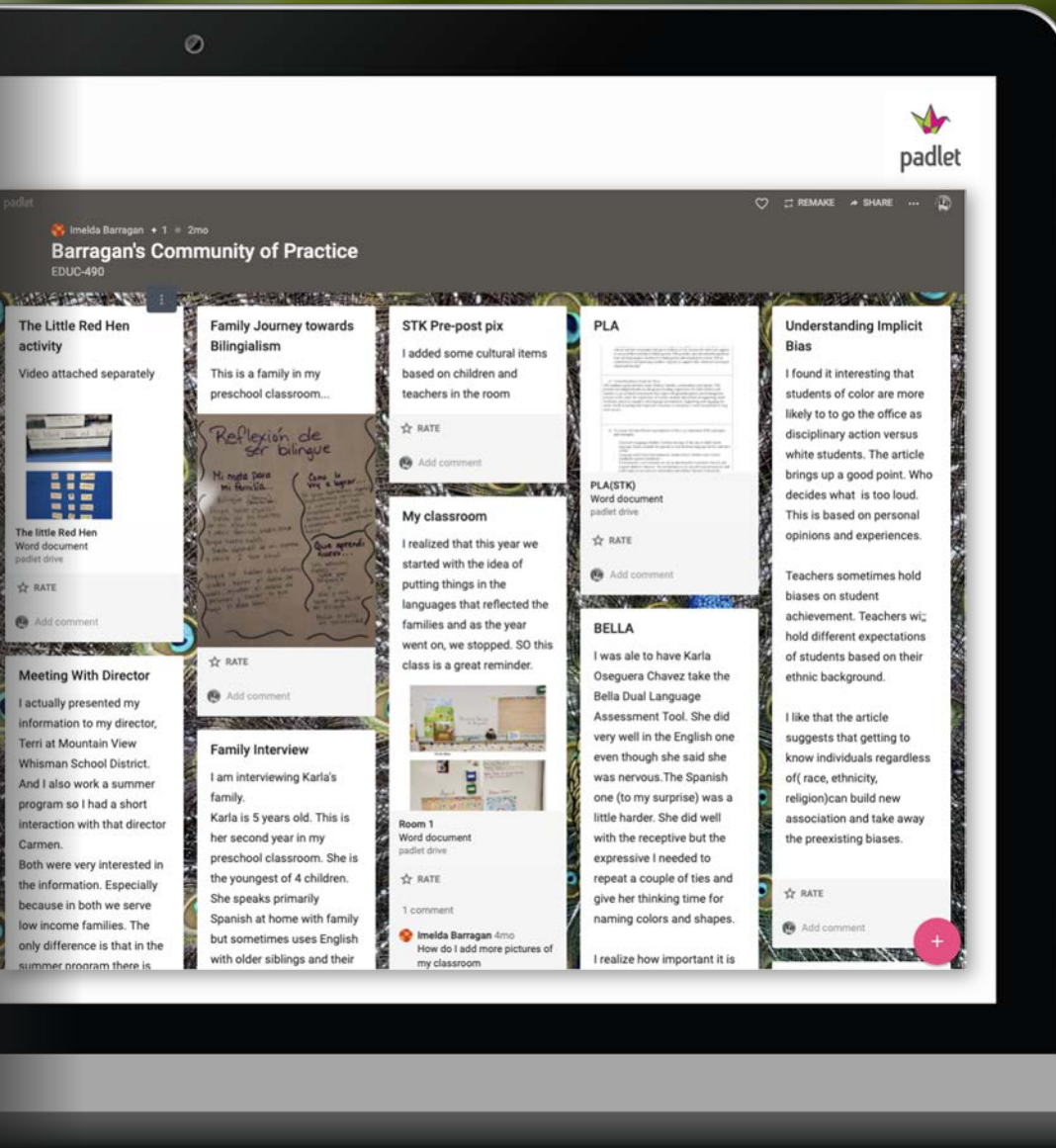


COURSE SESSION STRUCTURE



Padlet Virtual Bulletin Board

- Student progress and materials exploration is documented in Padlet
- Students are invited to Padlet. Encouraged to open “free account” to track their posts





A self-reflection tool for early childhood educators

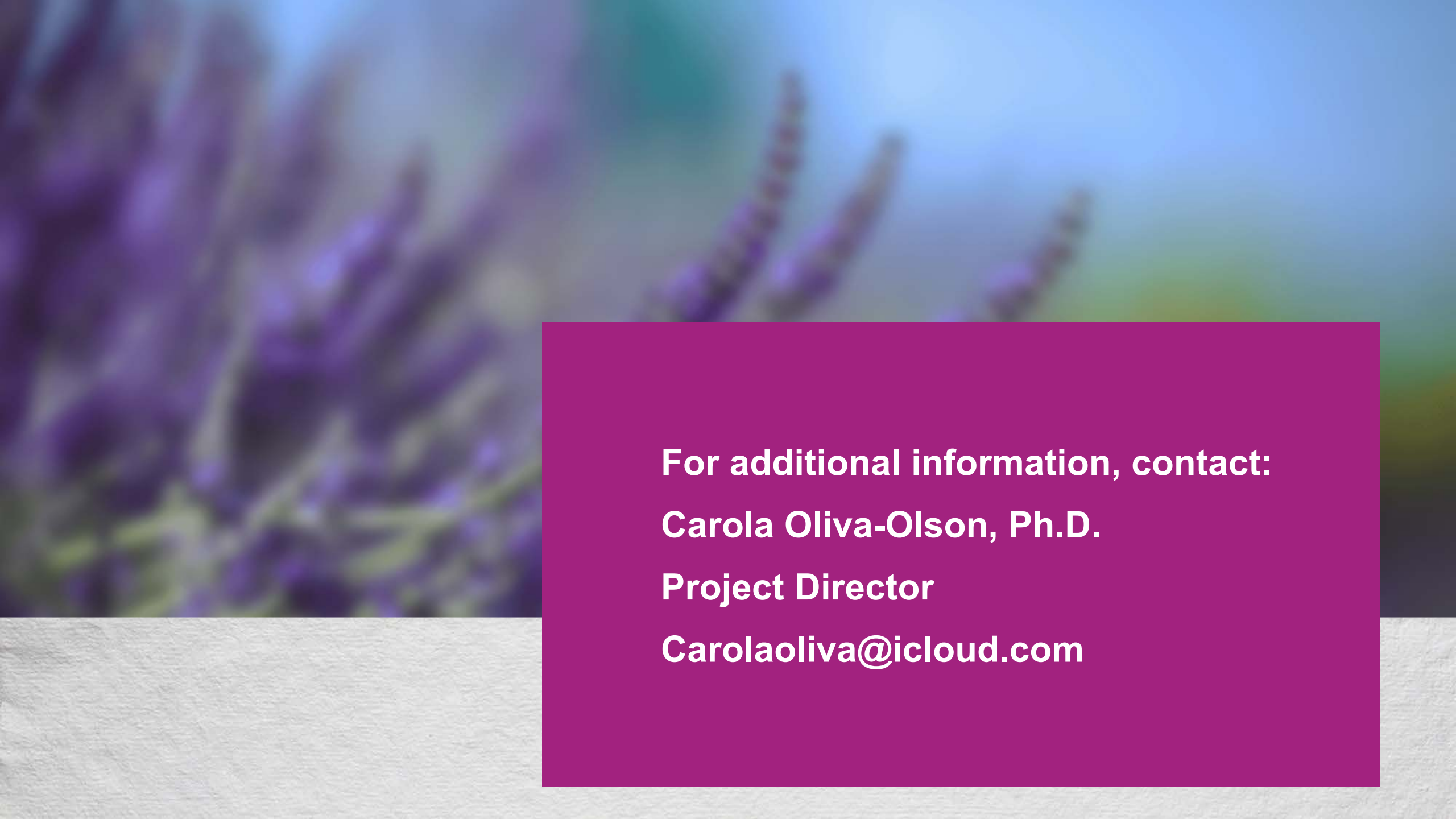
Take this evaluation and generate a tailored approach to your current setting:

INFANT & TODDLER SETTINGS

PRESCHOOL SETTINGS

HOW TO USE THIS TOOL



A background image of purple lavender flowers in bloom, slightly out of focus, against a soft blue and green sky. A white, textured rectangular area is at the bottom of the image.

For additional information, contact:
Carola Oliva-Olson, Ph.D.
Project Director
Carolaoliva@icloud.com



Q & A



Language Learning Project

Maria Ceballos Tapia
Fresno Unified School District



LANGUAGE LEARNING PROJECT

OVERVIEW



LANGUAGE LEARNING PROJECT MODEL

- Interagency professional development approach for Early Learning Educators to better support the needs of young Dual Language Learners (DLLs).
- Implementation of innovative concrete practices which support language learning in multiple environments including center-based, home-based and Family, Friends and Neighbor (FFN) care.
- Based on the Personalize Oral Language(s) Learning (POLL) strategies developed by nationally renowned early childhood experts Dr. Linda Espinosa, Dr. Carola Oliva-Olson and Elizabeth Magruder.
- Includes professional development sessions and ongoing coaching support .



AGE AND SETTINGS

❖ **Children birth to 5** (infants, toddlers and preschoolers)

❖ **Setting Include:**

- Birth to 5 Child Care Centers
- California State Preschools (CSSP)
- Family Child Care (FCC)
- Family, Friends, Neighbors (FFN)
- Head Start and Early Head Start



FAMILY ENGAGEMENT

- ❖ Developed by Dr. Linda Espinosa, the Family Language and Interest Interview tool sets the foundation for:
 - Learning about the child's early language learning environment
 - Establishing a bond with families based on mutual trust and respect
 - Sets the stage for future collaboration
- ❖ POLL guides educators in creating environments that reflect children and families including their languages and culture.
- ❖ Educators share ongoing POLL activities with families for use with their children at home (i.e. songs, chants, stories)
- ❖ Families are encouraged to share their home language through activities in the learning settings.



MODIFICATIONS/ADAPTATIONS TO COVID-19

- ❖ Ongoing distance learning Professional Development Trainings via Zoom including breakout groups and videos
- ❖ Ongoing coaching sessions via Zoom and telephone



EVIDENCE OF IMPROVE TEACHER PRACTICES

❖ Data Sources:

- Quantitative Evaluation by Engage R+D
- Qualitative Evaluation by New America
- Student Outcome Data FUSD Equity and Access Department

❖ Evaluation Indicate:

- 91% of teachers agree or strongly agree that they feel comfortable with dual language children in their classroom.
- 81% of teachers agree or strongly agree that they feel comfortable meeting the language development needs of all children.
- Second grade academic outcome higher to participating children.





Q & A

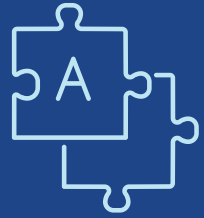


OCDE Preschool Project GLAD® Model

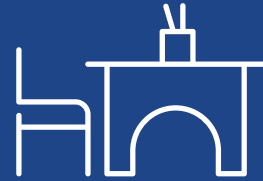
Dr. Nicole Chavez, Dr. Christie Baird, and Catalina Sanchez, M.S.
Orange County Department of Education



DESCRIPTION OF OUR MODEL



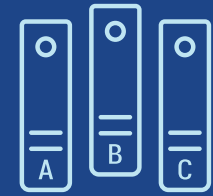
**A continuum of
learning and
support activities**



**Developing and
sustaining quality
early learning**



**Supporting dual
language and
biliteracy
development**



**Culture of ongoing
professional
growth in
individuals and
systems**





OCDE PRESCHOOL GLAD PROFESSIONAL DEVELOPMENT MODEL

The professional development program model consists of four parts:

- Leadership Ensemble for administrators and teacher leaders
- Preschool GLAD training for educators
- Follow-up mentoring and coaching
- Opportunity to participate in Trainer of Trainers



AGE GROUPS AND SETTINGS



- Toddlers
- Preschoolers
- Transitional Kindergarten
- K-2



- Applicable in all types of settings, including: public and private
- The model can be used with any curriculum
- Applicable to support all children, including those with special needs





FAMILY ENGAGEMENT

- Offer families opportunities to actively participate in their child's learning experiences
- Validates the importance of the family as a contributor to child outcomes and academic success



STRATEGIES DESIGNED TO HELP TEACHERS AND FAMILIES

Bridge cultural and linguistic differences

Gain deeper understanding of a child's development

Recognize the importance of preserving the home language and culture

Bridge the diverse cultural worlds of home and school



ADAPTATIONS DUE TO COVID

- Moving toward an online format option
- Foundations Training
- Opportunities to provide and access resources on a wider scale
- Leadership
- Coaching
- Teacher Supports



EVIDENCE OF EFFECTIVENESS

- In schools implementing Preschool GLAD strategies:
 - QRIS Quality Rating of 4 or 5 (maximum rate is 5)
 - Quality Ratings of 3 – 5 in Teacher effectiveness
 - Leadership satisfaction
 - Teacher satisfaction
 - Family/Parent satisfaction





Q & A



Sobrato Early Academic Language (SEAL) Model

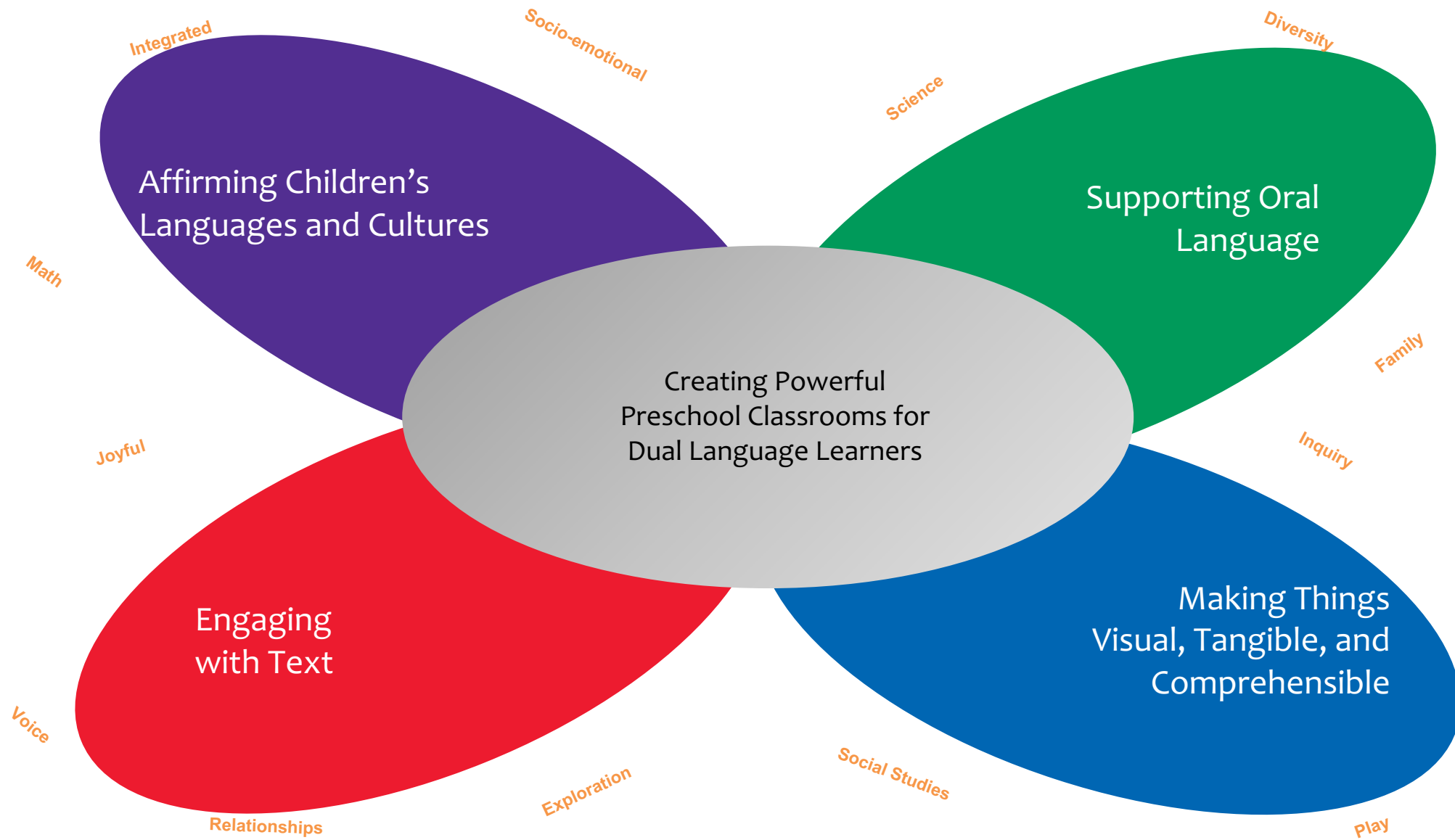
Anya Hurwitz, Ed.D.
SEAL





Sobrato Early Academic Language

Mission: to prepare all Dual Language/English Learners in California to learn, thrive, and lead



SEAL's Comprehensive Change Strategy

Student
Achievement



Teacher professional
development and
collaboration



Family partnership



System (articulation,
consistency)



Core Components of PD

- Partnering with families to affirm & support children's languages, cultures, & identities
- Complex oral language, including the role of integrated thematic learning experiences (units)
- Making language visible, tangible, and comprehensible, including the role of the environment
- Early literacy – engaging with text

SEAL within COVID-19 Context

- Adapting all content to be responsive and relevant to pandemic context
- Hybrid professional learning format- asynchronous and synchronous
- Sustained and spiraling, time for reflection and collaboration

PROFESSIONAL DEVELOPMENT

After receiving SEAL professional development, teachers report frequently implementing effective strategies for teaching English learners.

Teachers' use of effective strategies before and after SEAL training³

"I create activities that engage children with their families in connection with the thematic content I am teaching"

32%

86%

"I teach complex, high-level language vocabulary and discourse — including a focus on language functions related to academic content"

38%

96%

"I regularly structure oral interaction activities."

51%

96%

■ **Before:** Always/Often

■ **After:** Always/Often



Q & A



THANK YOU

CPIN

Mindy Brookshire
mbrooks@wested.org

CSU-CI

Carola Oliva-Olson
carolaoliva@icloud.com

Language Learning Project

Maria Ceballos Tapia - Maria.CeballosTapia@fresnounified.org

Preschool GLAD

Dr. Nicole Chavez - NChavez@ocde.us
Dr. Christie Baird - CBaird@ocde.us
Catalina Sanchez, M.S.- CSanchez@ocde.us

SEAL

Anya Hurwitz, Ed.D.
anya@seal.org

