F5CA DLL Pilot Expansion

DLL Professional Development Models

Monday, July 20, 2020

@EarlyEdgeCA EarlyEdgeCalifornia.org
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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
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.
CSU-CI

Dr. Carola Oliva-Olson
California State University - Channel Islands
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
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CONTRIBUTORS
Tawny Peek, Izzy DeHaro, Christine Nevarez, Kelley Wheatley, Stephanie Estrada, Krystle Dandridge, Brett Collins & Laura Engel
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<td>Communication and Co-teaching</td>
<td>School Readiness Goals for DLLs</td>
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<td>Assessments</td>
<td>(Pedagogical Adaptations, Effective Oral Language Interactions, and Assessment of Language Development)</td>
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<td>Child Assessments</td>
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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.
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.
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).
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**

**Preschool Settings**

**Key Vocabulary Words**
- Meteorologist
- Weather
- Forecast

Choose at least three key vocabulary words to introduce throughout the week (keep in mind the stages and ages of the children). Use photographs, pictorial cognates charts, and word walls to introduce new concepts and vocabulary as well as deepen comprehension.

**Intentional Message**

*Story: Meteorologist* 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 sing the words in home language(s) to support concept development.

**Anchor Text**

Picture books are selected intentionally and used repeatedly 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 if someone says the word meteorology or *mi* body looks like a small ball (tiempo parece un boli). Concentrate on the term sound: "tiempo" rhymes with "izquierda" (left).

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 sing the words in home language(s) 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

Head Start Early Learning Outcomes Framework
Using the ECI's English Language Learning Foundations
Californa Preschool Learning Foundations
Anti-Bias Education for Young Children & Ourselves
TOOLKIT for Implementing the LANGUAGE LEARNING PROJECT
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

Funding to enhance this project was provided by the Dual Language Learners Professional Development Grant, California Department of Education, Early Learning and Care Division from the Child Care and Development Fund.
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Language Learning Project

Maria Ceballos Tapia
Fresno Unified School District
LANGUAGE LEARNING PROJECT

OVERVIEW
• 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.
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

1. A continuum of learning and support activities
2. Developing and sustaining quality early learning
3. Supporting dual language and biliteracy development
4. Culture of ongoing professional growth in individuals and systems
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
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
Creating Powerful Preschool Classrooms for Dual Language Learners

Affirming Children’s Languages and Cultures
Supporting Oral Language
Making Things Visual, Tangible, and Comprehensible
Engaging with Text

Diversity
Science
Inquiry
Family
Play
Joyful
Voice
Exploration
Social Studies
Math
Relationships

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

<table>
<thead>
<tr>
<th>Teachers’ use of effective strategies before and after SEAL training³</th>
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<tr>
<td>“I create activities that engage children with their families in connection with the thematic content I am teaching”</td>
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<tr>
<td>Before: Always/Often</td>
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<tr>
<td>After: Always/Often</td>
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<tr>
<td>“I teach complex, high-level language vocabulary and discourse — including a focus on language functions related to academic content”</td>
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<tr>
<td>Before: Always/Often</td>
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<tr>
<td>After: Always/Often</td>
</tr>
<tr>
<td>“I regularly structure oral interaction activities.”</td>
</tr>
<tr>
<td>Before: Always/Often</td>
</tr>
<tr>
<td>After: Always/Often</td>
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Q & A
THANK YOU

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