

SEAL info for First Five DLL Pilot Presentation

- **Brief description of your model**

The SEAL model is designed to build the capacity of preschools and elementary schools to powerfully develop the language and literacy skills of young Dual Language/English Learner children, to support development, and to close the academic achievement gap. It is a model of language-rich, joyful and rigorous education for all children. SEAL develops rich, powerful language and literacy in the context of delivering a full curriculum. SEAL classrooms are alive with language! Language and literacy education is woven into all aspects of the school day. Children use high-level, complex language to talk about what they are learning, express their feelings and thoughts, ask questions, make predictions, and think through solutions to academic and social problems and tasks. Teachers model rich, expressive language and create environments where vocabulary and concepts come to life. Children learn through active hands-on, play-based, project-based, inquiry focused opportunities to engage with their world.

For young Dual Language Learners, SEAL creates the learning conditions that build language and literacy skills necessary for participation in their multiple language and cultural worlds, the academic world and their communities. Whenever possible, SEAL promotes the development of biliteracy, affirming and supporting home language for Dual Language Learner children and families, and developing high levels of proficiency in both Spanish and English. For all children, the SEAL classroom brings to life the rigor and richness called for by the California Preschool Curriculum Framework, the Learning Foundations, and the Preschool Program Guidelines, and the new California English Learner Roadmap Policy.

- **age groups (e.g., infants/toddlers, preschoolers, TK, K-3) and settings (center-based, CSPP, FCC, FFN) the PD model can be implemented in**

SEAL can be implemented in preschool, TK and K-6th grade settings

- **describe the family engagement component of the model**

SEAL is fully grounded in the understanding that strong partnerships between families and schools support academic success and overall healthy child development. This is particularly true for young DLLs/ELs for whom the school's language and cultural environment differs from that in their home. Teachers need to understand the cultures and communities of their students, and create an environment that integrates home and school contexts. This ensures that children and parents feel accepted, included, and

celebrated. As their children's first teachers, parents need information to support learning at home and to be active in their child's schooling.

In a SEAL school, parents are encouraged and supported to foster their child's academic, social, and language development, to involve themselves with the school, and to develop their own literacy. SEAL supports teachers and leaders to develop the following strategies:

- Providing workshops for parents on: supporting language and literacy development at home, raising dual-language learners, and the importance of home language and culture
 - Offering a book bag loan program that sends literature and non-fiction books home with children to read with their parents
 - Instituting volunteer systems that recruit and train parents as classroom volunteers
 - Designing visitation opportunities that regularly invite parents to visit the class or school to see children perform, to view children's work, and to participate in various family activities
 - Utilizing regular and multiple forums for teacher-parent communication including weekly newsletters, posted photos of class activities, bulletin boards, home visits, family homework projects related to themes being studied, and parent-teacher conferences
 - Offering guidance for teachers in creating classroom environments and activities that incorporate the cultures and community experiences of their students, and that allow students to connect their life at home to their life at school
 - Displaying photos of children and their families on the walls of the classrooms
 - Planning family science and literacy nights that bring whole families to school to engage in interesting, fun, and high-level academic activities
-
- **describe what adaptations to COVID-19 have been made (e.g., delivery model, content, etc.)**

Given the realities of COVID-19 we are adapting both our content and our delivery model to ensure our approach is as relevant and context-responsive as possible. Overall SEAL's professional learning model focuses on sharing critical information-- research, best practices, strategies, curriculum considerations, etc.-- using effective adult learning pedagogy. Furthermore, we understand that educators are best supported to

implement new practices when professional learning spirals and includes time for collaborative planning, practice, and reflection.

Within the COVID-19 context we have shifted to hybrid professional learning formats that include both synchronous and asynchronous activities. Furthermore, we are committed to building the internal systemic leadership and capacity of county offices and programs. As such our approach includes the building of regional communities of practice (networks of learning) where we employ a train-the-facilitator model.

SEAL's preschool professional development series focuses on these four components:

- 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
-
- **What evidence exists to show that the model is effective in improving teacher practice to support DLLs?**

In 2014, SEAL completed an external evaluation of our pilot which was implemented within three preschools and their feeder elementary schools. SEAL students (across cohorts and grade levels) consistently made statistically significant growth (gaining at least one level and usually more) on each measure of language and literacy (in Spanish and in English), as well as cognition and social skills on the CDRDP-PS California preschool assessment, the California English Language Development Test (CELDT) and the PreLAS assessment of language. They made good progress towards English proficiency. All cohorts surpassed state set accountability targets for moving up levels on CELDT towards English proficiency. We will have an external evaluation of our replication efforts completed later this fall 2020. Nonetheless, teachers throughout SEAL replication report frequently implementing effective strategies for teaching DLLs/ELs that:

- Foster oral language development, student engagement, and deep understanding of the content
- Teach complex, academic vocabulary
- Engage families in their children's content learning

