

Supports for Classroom Language Models for All Children: Step by Step Guide



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INTRODUCTION

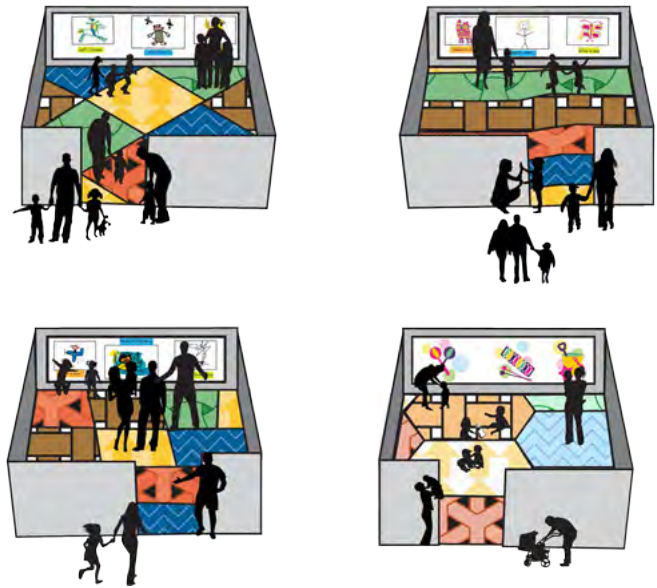
Classroom language models (CLMs) help programs plan to ensure full and effective participation of children who are dual language learners (DLLs). Classroom Language Models: A Leader's Implementation Guide helps Head Start and Early Head Start (HS/EHS) programs develop a coordinated approach to supporting children who are DLLs and their families. The CLMs manual highlights four intentional and systematic ways staff can organize a classroom to comply with the Head Start Program Performance Standards [(HSPPS)—see box]. Implementing CLMs are important to meet the individual needs of all children, from birth to age five, by supporting high quality instruction and promoting school success. CLMs are a part of a [Planned Language Approach](#). A Planned Language Approach—or PLA – is a comprehensive, systemic, research-based way for Head Start, Early Head Start, and child care programs to ensure ideal language and literacy services for children who speak English and for those who are DLLs.

While this guide is focused primarily for Head Start audiences, other early childhood education programs can benefit from the information. Though CLMs are for center-based programs, the guidance may support family child care providers and home visitors to be intentional about the languages they use with children and families.

This resource—Supports for CLM for All Children: Step by Step Guide—offers sequenced guidance for programs to use as they implement the recommendations in the CLM Leader's Implementation Manual. It also helps programs adapt the CLMs to fit their unique circumstances.

The goals of the CLMs align with the Head Start/ Early Head Start commitment to continuously develop children's home languages and establish language diversity as an asset and source of identity. The recommendations in the CLM manual are based on research supporting the use of home language in combination with English for optimal child outcomes for young DLLs.¹

The CLM manual helps Head Start and Early Head Start programs make determinations about the implementation of approaches and in the U.S. Department of Health and Human Services (HHS) and Department of Education (DOE) [policy guidance](#) regarding DLLs. Head Start Program Performance Standards do not require the use of Classroom Language Models, but they are a suggested practice. Identify an intentional approach to provide a rich language environment. Programs can use this step-by-step guide to determine which model will work best.



For [dual language learners](#), a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:

- (i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;
- (ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,
- (iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.

HSPPS 1302.31(b)(2)

SUPPORTS FOR CLASSROOM LANGUAGE MODELS FOR ALL CHILDREN: A STEP BY STEP GUIDE PURPOSE

This document supplements the CLM manual by providing further guidance on selecting a model that fits your needs and reflects the language needs and assets of your children, teaching staff, and families. Several factors must be considered when selecting a model, including the following:

- children's ages
- home languages
- new languages
- the language capacity of bilingual staff

Each classroom will have a unique profile based on these factors, and programs can modify the models they choose to fit the needs of the children, families, and staff. This guide describes how the different models might look by outlining research-based strategies and suggestions. Supports for CLMs promote the acquisition of a new language while also reinforcing home language development. This approach not only supports developing language skills, but also helps children build background—or concept knowledge—which is essential for learning.

Conversation Starters to Begin Planning Classroom Language Models

Choosing and implementing a CLM for each classroom in Early Head Start and Head Start programs is an important part of a system-wide coordinated approach. It doesn't have to be an overwhelming task—start with a single step. Here are five conversation starters to begin your individual and team planning process.

- What is your purpose for implementing a CLM?
- What do we know about the languages spoken by families and staff in our program? How can we use that information to inform our planning?
- What features of the CLMs will be effective in supporting the children we have now and those that will join us in the future?
- What resources do we currently use to support children who are DLLs and their families? What resources do we need?
- How can we prepare current staff and hire new staff to make our classroom language model plan work?
- Who and what can help us in this planning process?
- What are your expected outcomes?

As you begin your planning conversations, the Supports for Classroom Language Models resource will help you put your plan into action.



CURRENT RESEARCH

Recommendations in the CLM Manual are based on research. To read more about this background, turn to the comprehensive report, *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*, (2017).ⁱⁱ It highlights the following research-based instructional practices considered best for young DLLs:

- (a) Explicit development of vocabulary in both languages
- (b) Small-group instructional opportunities in both languages
- (c) Opportunities for oral language development in both languages
- (d) Interactive reading in both languages
- (e) Frequent assessment of progress in both languages
- (f) Strategies that promote English comprehension by leveraging the home language as a bridge
- (g) Use of home culture to increase engagement and interest

The consensus study also suggests strategies for engaging families and learning from them about their home languages and cultures. Families are critical partners in actively supporting children's language learning. The report's recommendations and the [research base](#) closely align with the components of a Planned Language Approach (PLA), including the Big 5 for ALL, and practices that support growth and development as described by the Head Start Early Learning Outcomes Framework (ELOF).

Research cited in the report demonstrates the importance of the linguistic interactions that children have with teachers in both languages and teachers' knowledge and preparedness to engage in effective interactions. Accomplishing this requires system-wide preparation and implementation. Head Start requires that programs develop coordinated approaches to supporting children who are DLLs. Coordinated approaches include the development of strategies and implementation plans related to recruiting, hiring, and onboarding new staff. They also include ongoing coaching and professional development for education staff, developing partnerships with families and the community, and creating policies about curriculum implementation, developmental screening, and ongoing child assessment. Teachers need to know the developmental trajectory of language learning for DLLs to intentionally use strategies that allow children to maximize their understanding of the new language as teachers introduce words and concepts used in everyday, meaningful activities, routines, and learning experiences

Here are the steps programs can take to prepare, establish, and support CLMs as part of their coordinated approach for DLLs.

STEP 1: GATHER DATA AND INFORMATION ABOUT FAMILIES

- Identify the languages spoken by families and children.
- Identify the languages spoken by education staff.
- Identify language proficiency levels of available education staff.
- Use multiple data sources. (The current wording of the Program Information Report (PIR) questions do not provide the specific language information needed to plan for classroom instruction. Programs often turn to their community assessment to identify languages in their community and their program.)
- Use community assessment, enrollment, and ongoing assessment data to set relevant language goals for your program. The [Dual Language Learners Program Assessment](#) (DLLPA) or [Foundations for Excellence](#) can support you with this.
- Consider using the [Gathering and Using Information That Families Share \(Planned Language Approach\)](#).



STEP 2: MATCH THE CLASSROOM LANGUAGE MODEL TO THE NEEDS AND RESOURCES IN EACH CLASSROOM

In the planning of the CLMs, it is important for staff to use age and developmentally appropriate practices that meet the cultural and linguistic needs of all children in the program.

	ENGLISH WITH HOME LANGUAGE SUPPORT	DUAL LANGUAGE*	HOME LANGUAGE AS A FOUNDATION FOR ENGLISH DEVELOPMENT	ENGLISH
What are the language goals?	<p>English speakers develop skills in all areas of the Big 5</p> <p>DLLs develop age-level English skills in each area of the Big 5 and continue to develop their home languages with support at home and school</p> <p>DLLs experience their home languages as assets and sources of strength and identity</p> <p>Families of DLLs receive information, training, and encouragement in their ability to help their children learn in their home language</p> <p>All children learn to respect and admire other languages</p>	<p>All children will become bilingual</p> <p>Staff and families work to support children so they can thrive in a multicultural/multilingual world</p>	<p>All of the children are DLLs learning the same home language with English introduced gradually in the classroom</p> <p>Effective practices help children develop solid foundations in the home language</p> <p>Education staff embrace home languages as an important asset</p> <p>Children experience their home languages as positive sources of strength and connection between home and school</p> <p>Staff support age-level development in English, including Big 5 skills</p>	<p>Children develop age-level language skills in English and in each area of the Big 5</p> <p>Staff use the Multicultural Principles for Head Start Programs</p> <p>Intentionally infuse diversity into classrooms</p>
What languages do the children in the classroom speak?	<p>Some children speak English as their home language. Other children may speak one or more languages</p>	<p>Many children speak one language (e.g., Spanish), others speak English, and a few may speak a third language</p>	<p>All children speak one home language</p>	<p>All children in a classroom speak English</p>
How are children with different language backgrounds mixed/arranged?	<p>Not specified</p>	<p>Even number of children of each language background are placed together in the same classroom</p>	<p>Not specified</p>	<p>Not specified</p>
What languages do the teaching staff bring?	<p>Teachers are both fluent and strong language models in both languages</p> <p>OR</p> <p>One teacher is fluent in English and one is fluent in a home language of many of the children</p>	<p>Teachers are both fluent and strong language models in both languages</p> <p>OR</p> <p>One teacher is fluent in English and one is fluent in the other language of instruction</p>	<p>All teachers are fluent in the home language of the children and in English</p>	<p>All teachers speak English well</p>

	ENGLISH WITH HOME LANGUAGE SUPPORT	DUAL LANGUAGE*	HOME LANGUAGE AS A FOUNDATION FOR ENGLISH DEVELOPMENT	ENGLISH
What is the language of instruction and communication?	<p>English is the language of instruction and communication</p> <p>Teaching staff, with help from others, can add children’s home languages to:</p> <ul style="list-style-type: none"> ▪ Comfort and support strategies <p>Depending on the balance of English and home language planned for the class, teachers might</p> <ul style="list-style-type: none"> ▪ Explore books/stories in their home languages ▪ Interact with their home languages in written form on lists, letters, menus, etc. ▪ Engage with families to support their languages at home and maintain their home culture ▪ Use specific strategies that promote language and literacy, including strategies that support DLLs as they learn English 	<p><i>There are two languages of instruction and communication. Each language is spoken during designated, equal, and predictable periods</i></p> <p><i>Lessons are taught with the same amount of review and context needed to connect children’s thinking from one day to the next</i></p> <p><i>Lessons are taught in one language only (and not retaught in the other language)</i></p>	<p>Instruction and communication are delivered in the home language.</p> <p>English is intentionally introduced with songs, stories, and activities</p>	English



PLANNING FOR A DUAL LANGUAGE MODEL

*A dual language model can be adjusted to fit the language needs and resources for each classroom. The most prominent underlying assumption is that instructional time in a home language occurs systematically in a planned way for specific periods of time. Further, the model aims to foster bilingualism in both native-English speakers and speakers of languages other than English. These are the factors that all dual language classroom models have in common:

- 1) Content is not repeated in English and the home language
- 2) The language of instruction being used is the only language allowed for that time
- 3) Native English speakers (children and staff) are present and involved during all instructional times
- 4) Teachers of each of the target languages (English usually being one) are fully proficient (speaking, reading, and writing) in the languages in which they are delivering instruction

The use of dual language models often varies in the amount of time and when exactly to use the home language for instruction. The amount of time allotted for use of home language can vary. For example, 90% home language to 10% English and 50/50 models are most common, but other scenarios can also be 80/20 or 60/40. These refer to portions of the day or days in the week. Modifications can include the following:

- Use of the home language to deliver instruction during only certain activity settings (e.g., small groups every other day)
- One teacher delivers instruction in each language on a schedule (e.g., all day every day for a week in English, then all day every day for a week in another language, or switch every other day, or every two weeks)
- Two teachers deliver instruction in each language respectively every other day or every two weeks (alternating—one teacher teaches in English every day for a week and another delivers instruction in the other languages every day for a week)

KEY CONSIDERATIONS

CONSIDERATION #1:

During instructional times in one language or the other, staff are not to code switch at all. This can be frustrating for both teachers and children, particularly at the beginning of the year when children are new to a language. While there may be some exceptions allowed for social and emotional purposes, such as soothing a crying child, the goal is to immerse children fully in a new language with little to no exceptions. Teachers must know the strategies for supporting language when translated materials or interpreters are not available.

CONSIDERATION #2:

It is essential to put specific professional development plans in place, including coaching. This includes training on:

- How DLLs learn two languages sequentially or simultaneously
- What the strategies are for supporting learners of a new language
- What-to-expect and how-to-address-it related to issues that may arise during times when children are not yet using the language being used in the classroom
- Where to find resources

Additional guidance on professional development and training can be found in the [Dual Language Learners Program Assessment \(DLLPA\)](#).

CONSIDERATION #3:

Ideally, supervision and coaching of teachers should be done by someone fluent in both languages used in the classroom. This ensures that quality can be observed when lessons and activities are conducted in each language.

STEP 3. CONNECT WITH RESOURCES

This table provides links to resources that will help you plan and implement Classroom Language Models. The Dual Language Learners Program Assessment (DLLPA) also contains resources to support integrating culturally and linguistically responsive practices using a systems-wide approach.

STEPS	REFLECTION QUESTIONS	RESOURCE NAMES
Identifying children’s home languages and cultures	<ul style="list-style-type: none"> ▪ How will you learn about children’s language backgrounds? ▪ How will you determine family language goals for children? 	<i>Gathering and Using Information That Families Share (Planned Language Approach)</i>
Identifying teaching staff home languages and cultures for recruitment	<ul style="list-style-type: none"> ▪ How will staff attitudes and beliefs about language learning and home language development impact the implementation of your chosen model? ▪ How will you learn about the attitudes and beliefs of your staff and how will you address your findings? ▪ How will this information affect introductory training and ongoing professional development? 	<i>Community Assessment</i>
Gathering language information from the community	<ul style="list-style-type: none"> ▪ How will you gather information about the language(s) of the members of the community that can serve as visitors or volunteers? ▪ How will you use the information you collect? 	<i>Community Assessment</i>
Hiring teaching staff	<ul style="list-style-type: none"> ▪ Will you have interview procedures to assess a candidate’s native language abilities? ▪ Will you use any written proficiency assessment? ▪ How will you determine whether candidates have the language proficiency to execute a specific CLM? 	<i>DLLPA- Human Resources</i> <i>Strategic Use of Consultants: An Interactive Guide for Head Start and Early Head Start Leaders</i>
Providing training and professional development for educational staff	<ul style="list-style-type: none"> ▪ What training and professional development will you offer relative to dual language acquisition? ▪ What resources will be used? ▪ Who will provide training? ▪ What training and professional development will you offer relative to the CLM? ▪ How will supervisors, coaches, and others support education staff to build their competency in the CLM plan? 	<i>DLLPA- 3. Training and Professional Development</i> <i>Using Coaching to Support the Use of PLA’s Big 5 Skills</i> <i>Ready DLL Mobile App</i>

STEPS	REFLECTION QUESTIONS	RESOURCE NAMES
Aligning CLM implementation to our program goals	<ul style="list-style-type: none"> ▪ What are your program’s language goals? ▪ How will f teachers plan to use each language? (e.g., Spanish for morning message, English for small group time) ▪ How will all members of the classroom education staff contribute to and be aware of this plan? 	<p><i>Same Different and Diverse</i></p> <p><i>Important to Know: DLL Facts, Figures, and Findings</i></p> <p><i>We Have a Responsibility to Teach Children Specific Skills</i></p> <p><i>Key Research Directs Our Work</i></p> <p><i>DLL Research to Practice Briefs: Primed and Ready to Learn</i></p>
Providing appropriate language supports throughout the day	<ul style="list-style-type: none"> ▪ How will you use information about children’s family linguistic and cultural backgrounds with your staff? ▪ How will you ensure that it is used in planning the implementation of curricula within the classroom language model? ▪ How will teachers use strategies from the Big 5 across the daily schedule? ▪ How will you communicate with those in the classroom about the language support, strategies, and activities to be delivered intentionally each day? 	<p><i>Introduction to the Big 5 for ALL (PLA)</i></p> <p><i>Oral Language & Vocabulary</i></p> <p><i>Highly Effective Teachers Use Key Language and Literacy Strategies All Day, Every Day, With Every Child (Tip Sheet- PLA)</i></p> <p><i>Supporting English Language Development When Children Have Little Experience with English (Tip Sheet)</i></p> <p><i>Including Children’s Home Languages and Cultures (Tip Sheet)</i></p> <p><i>Code Switching: Why it Matters and How to Respond</i></p> <p><i>Highly Effective Teachers Use Key Language and Literacy Strategies All Day, Every Day with Every Child! (Tip Sheet)</i></p> <p><i>Hearing Language is Learning</i></p> <p><i>Sample Needs Assessment- Oral Language</i></p> <p><i>Sample Needs Assessment- Background Knowledge</i></p>
Providing appropriate literacy supports throughout the day	<ul style="list-style-type: none"> ▪ How will teachers intentionally incorporate what they know about children’s language proficiencies to support print and literacy concepts throughout the day? 	<p><i>Introduction to the Big 5 for ALL (PLA)</i></p> <p><i>Selecting Culturally Appropriate Children’s Books in Languages Other than English</i></p> <p><i>Selecting and Using Culturally Responsive Children’s Books</i></p> <p><i>Book Knowledge and Print Concepts</i></p> <p><i>How to Use Bilingual Books</i></p> <p><i>Sample Needs Assessment- Phonological Awareness</i></p> <p><i>Sample Needs Assessment- Book Knowledge and Print Concepts</i></p>
Setting up a responsive classroom	<ul style="list-style-type: none"> ▪ How will you ensure that children’s cultural and linguistic backgrounds are integrated in the classroom practices and environments? ▪ How will everyday activities reflect children’s cultures, languages, and interests? ▪ What or who are the resources you can use to ensure that the learning environment reflects children’s cultures and languages? 	<p><i>Creating Environments that Include Children’s Home Languages and Cultures (PLA)</i></p> <p><i>Including Children’s Home Languages and Cultures</i></p> <p><i>Multicultural Principles for Early Childhood Leaders</i></p> <p><i>Supporting Dual Language Learners With Classroom Schedules and Transitions</i></p> <p><i>Teaching and Learning Environment (DLLPA)</i></p>

STEPS	REFLECTION QUESTIONS	RESOURCE NAMES
Engaging families	<ul style="list-style-type: none"> ▪ How will you communicate with families about the chosen CLM? ▪ What key components do families need to understand? ▪ How will you incorporate family language goals for children into the plan for the classroom? ▪ How will you communicate and plan with families about content and language strategies being used in the classroom? 	<p><i>How Parents Support Oral Language and Vocabulary</i> <i>Partnering with Families of Children Who Are DLLs</i></p>
Monitoring and evaluating strategies in use	<ul style="list-style-type: none"> ▪ How will you help teachers be intentional about their language use throughout the day? ▪ How will you ensure that the chosen model and general strategies to support DLLs are being implemented? ▪ How will the model practices and strategies be embedded into PBC? 	<p><i>Dual Language Learners Program Assessment</i></p>

STEP 4. IDENTIFY GOALS FOR RECRUITING, HIRING, AND TRAINING STAFF FOR CLM

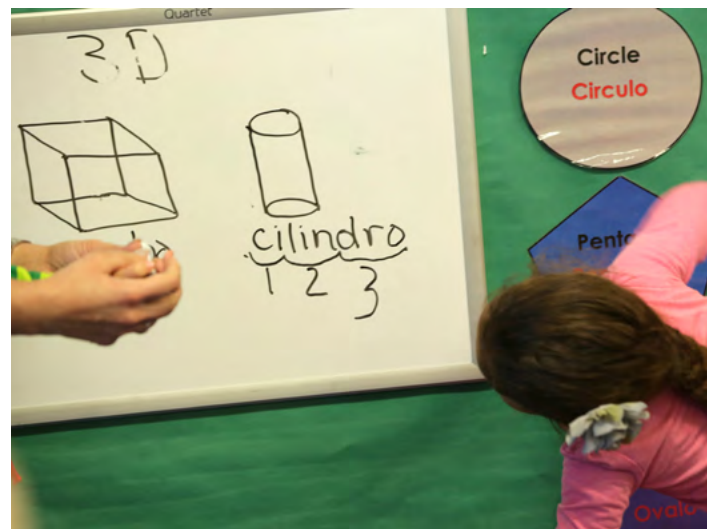
Decisions about a CLM for each classroom depend on the availability and capacity of staff. Research has shown that, in addition to cultural competence, teachers who receive professional development about teaching and learning for DLLs can have positive effects on children’s language development.ⁱⁱⁱ In an English with Home Language Support model, for example, the HHS and DOE policy statement suggest education staff “should be fluent in English and should be proficient in the home language of most of the children in their care or recruit the assistance of other qualified staff or volunteers who are proficient in children’s home language”.^{iv} A few tips to consider in accomplishing this task are the following:

- 1) Use your program’s community assessment to understand which languages are spoken in the surrounding community.
- 2) Involve families and other community members in recruiting potential bilingual staff members and volunteers.
- 3) Consider hiring a *consultant* or interpreter who can conduct interviews with candidates in required languages to gauge conversational proficiency.
- 4) Ask explicit questions during the interview about attitudes, beliefs, and comfort with teaching and learning in English and a language other than English.



- 5) Use a language proficiency test or self-rating assessment. For example, *On a scale of 1 to 5, rate your receptive language proficiency in English, your expressive language abilities in English, your written abilities in English, your receptive language proficiency in your home language, your expressive language abilities in your home language, your written abilities in your home language.* You might also use a self-rating assessment to determine teacher candidates' comfort with teaching in each language. Questions of this nature can gauge comfort in delivering early-academic instruction in each language. (e.g., *On a scale of 1 to 5, how comfortable do you feel reading out loud in English/home language, conducting a lesson about science in English/home language, with communicating with families verbally/written, etc.*)
- 6) Ask candidates to conduct a model lesson and/or read aloud in the other language with an observer who is proficient in the language.
- 7) Reach out to local education agency (public school) leaders to inquire about tests and procedures that they use to identify appropriate job candidates and whether they can be borrowed or shared.
- 8) Ask candidates to write a sample letter to families about a mock situation regarding concerns about use of home language or English for the classroom.
- 9) Use the guidance of the [DLLPA](#) to ensure that staff recruitment and hiring practices account for HSPPS related to culturally and linguistically responsive practices.
- 10) Be prepared to articulate the program's commitment to ensuring appropriate supports to retain linguistically diverse staff so that they feel included as part of the staff community, but also have a smaller group of colleagues to brainstorm and reflect with about bilingual teaching and learning.

Research has also demonstrated that teachers' understanding of and appreciation for children's languages and cultural lives and communities supports responsive teaching.^v To support this understanding, programs must carefully consider how to best meet the needs of the classroom, particularly when staff must use the languages spoken by the children served. Programs must also provide professional development opportunities related to DLLs and language use in the classroom. Training should largely focus on how children develop and learn first and second languages, as well as the specific strategies that can support the maintenance of home language and the acquisition of a new one. A useful resource for guidance on this is [The Connection, Head Start Early Learning Outcomes Framework: Ages Birth to Five and WIDA Early English Language Development Standards](#), which is intended to "...help practitioners identify and understand the receptive and expressive language that DLLs need in order to meet performance benchmarks/indicators across the Head Start Early Learning Outcomes Framework: Ages Birth to Five."^{vi}



STEP 5. IMPLEMENT A CLM: PLAN FOR LANGUAGE OF INSTRUCTION AND COMMUNICATION

UNDERSTANDING DUAL LANGUAGE LEARNING AND DEVELOPMENT.

For teachers to be as intentional as possible about building children’s language skills in a new language and their home language, it is important to *understand the basics of learning a second language* when the first is not yet fully developed. Further, as addressed in the training and professional development section of the *DLLPA*, teachers must understand that there are key *differences between the ways that monolingual and dual language learners acquire new languages*. The implications for this are significant because the strategies teachers use are determined by where children are in their developmental trajectory of language learning. The *WIDA and ELOF standards* should be carefully considered while planning for professional development opportunities and ongoing, job-embedded professional development strategies such as coaching.

IMPORTANCE OF PLANNING.

Adult-child interactions are important for all children, but efforts to support DLLs in each of their languages require different strategies. Knowing about children’s linguistic backgrounds is key so that interactions and content can be introduced to children based on what they already know and what they will soon need. Everything requires planning—from the choice of books, to words that will be introduced, to questions from teachers. Teachers who are not native speakers of the other languages of children in their class may include translating words or concepts prior to a lesson to support children’s learning in their home language.

SUPPORTING MULTIPLE LANGUAGES IN ONE CLASSROOM.

When children in a classroom do not speak the language being used for instruction (at any moment), it is important to scaffold language with other ways for children to understand what is being said. Teachers must use a *variety of strategies* to not only say, but also show what they mean. Strategies that support this include the use of gestures, pictures, videos, books, and objects to provide visual cues for children of other languages in a classroom. Additionally, to help children understand a story before hearing it read in English, a volunteer or staff person who speaks the child’s home language can read the story to children or summarize the story, picture-by-picture, in their home language. This allows for better understanding as new words or concepts are supported visually.

WHEN THE PARAPROFESSIONAL IS THE HOME LANGUAGE SPEAKER.

The presence of a paraprofessional or assistant teacher to support the home languages of children in the classroom is a wonderful asset. However, anyone in this role who might work with children must know explicitly that they are needed for this purpose. Three critical elements to ensure this happens effectively include the following:

- (1) Understanding the goals of the chosen CLM and that their language inputs/teaching will be relied upon to implement the model effectively. This is crucial so that staff recognize the importance of intentionally using home language to support children’s development and learning.
- (2) Co-planning with the lead teacher and knowing what books, lessons, etc. will be shared in advance. This allows the para to practice and plan. This is particularly important if a chosen CLM includes the use of a home language for only certain parts of the day (e.g., morning meeting or small group time).
- (3) Attending professional development opportunities or receiving information from PD or coaching the lead teacher has participated in, particularly related to DLLs, language and literacy development, teaching practices, etc.



CURRICULUM IMPLEMENTATION AND CLASSROOM LANGUAGE MODELS.

Use the following chart to understand the ways different CLMs impact daily routines, transitions, and learning opportunities and interactions. Teachers should consult their chosen curriculum for specific guidance related to routines, transitions, and learning opportunities and interactions, as well as any recommendations for supporting children who are DLLs. They can use the chart to understand how their chosen CLM will impact implementation/fidelity.

Distinctions are made for morning meeting, small group time, free play time, reading or book discussions, transitions, and routines. Please note that the following are examples and some activities (i.e., morning meeting) will not be being relevant for infant and toddler classrooms.

	ENGLISH WITH HOME SUPPORT MODEL	DUAL LANGUAGE	HOME LANGUAGE AS A FOUNDATION FOR ENGLISH DEVELOPMENT	ENGLISH
MORNING MEETING				
<p>This overview of the day can help reinforce the day’s schedule and routine so that DLLs can focus on their play and work.</p>	<p>Gestures, pictures, and objects help convey meaning for children who are DLLs.</p> <p>Picture schedules with clear, relatable illustrations and a focus on key vocabulary words in English and home languages reinforce the flow of the day’s activities.</p> <p>Music and movement experiences in home languages can provide needed supports for learning even when the education staff don’t speak the additional language.</p> <p>Songs in English provide engaging practice for DLLs.</p> <p>Adults who speak the children’s non-English language may meet in smaller groups with children until they are ready to meet as a whole group.</p>	<p>Picture schedules with clear, relatable illustrations and a focus on key vocabulary words in English and home language reinforce the flow of the day’s activities.</p> <p>An established schedule for conducting morning meeting in both languages is key, but it should not be a translation.</p> <p>Traditional songs and rhymes for specific languages should be used—not translations. As you’re teaching language, you are also teaching culture. Remember, the two go hand-in-hand. When songs are part of a curriculum to teach a skill, consider how to teach the skill in the other language.</p> <p>Families, visitors, and volunteers can share songs or stories in children’s home languages.</p>	<p>Picture schedules with clear, relatable illustrations help children become familiar with the flow of the day’s activities.</p> <p>Songs in English can be fun and meaningful for children who need to practice their emerging English language skills.</p> <p>Families, visitors, and volunteers can share songs or stories in children’s home languages.</p>	<p>Pictures and objects convey meaning when the teacher is introducing new words or concepts.</p> <p>Picture schedules with clear, relatable illustrations and a focus on key vocabulary words in English and home language reinforce the flow of the day’s activities.</p> <p>Music and movement experiences can easily incorporate children’s home languages.</p> <p>Families, visitors, and volunteers can share songs or stories in children’s home languages.</p>

	ENGLISH WITH HOME SUPPORT MODEL	DUAL LANGUAGE	HOME LANGUAGE AS A FOUNDATION FOR ENGLISH DEVELOPMENT	ENGLISH
SMALL GROUP TIME				
Plan activities and interactions for content learning (e.g. science, math, literacy). When planned intentionally, children can engage in interactive, concept-building learning opportunities.	<p>When possible, plan some instruction in the home language or alternate it with English in a consistent way when there are adults who speak the children’s languages, though English will be used more often.</p> <p>Plan to use self-talk in English or other languages while preparing an activity or conducting a routine so DLLs hear new words and concepts.</p> <p>Read a story or do a picture walk in the home language that will later be read in English to provide meaning and background information.</p> <p>Introduce new vocabulary in English by explaining the connection to familiar words in home languages.</p> <p>Learn to ask some open-ended questions in home language to facilitate DLLs’ higher-level thinking skills.</p> <p>Choose small group activities that have plenty of nonverbal supports so that DLLs can comprehend and learn new concepts and skills.</p> <p>Prepare with a co-teacher, or assistant teachers and volunteers to provide high-quality language support in English or home languages as each adult works responsively with a small group of children.</p>	<p>Groupings for planned interactions should include children who speak English and the other classroom language.</p> <p>An established schedule for conducting small group instruction in the two languages is key (e.g., every other day, every week).</p> <p>Children do not need every learning activity to be repeated in both languages, but there should be continuity so what they begin to learn during the English period continues in the other language period.</p>	<p>All small group interactions will be conducted in the home language of the children, but these are good opportunities to introduce English words and phrases in connection with the home language activity. Experiences that expose infants and toddlers to English are required by the HSPPS.</p>	<p>Even though instruction is conducted completely in English, small group times are good times to provide stories or games that support the home languages of children who are DLLs.</p> <p>Diversity is still intentionally introduced in an English-only model, honoring Multicultural Principles, particularly #6.</p>

	ENGLISH WITH HOME SUPPORT MODEL	DUAL LANGUAGE	HOME LANGUAGE AS A FOUNDATION FOR ENGLISH DEVELOPMENT	ENGLISH
FREE PLAY TIME				
<p>This time offers teachers the most opportunity and flexibility to engage in back-and-forth conversations and interactions with children individually, responding intentionally to children about their interests. Teacher responsiveness to child-initiated interactions are important for all children. Recent research has shown when children who are DLLs direct their own learning and the teacher follows their interests, they achieve better language outcomes.^{viii}</p>	<p>Paraprofessionals, or assistant teachers, volunteers, or visitors might engage with children in their home languages to encourage sustained, meaningful conversations that build the language informally but intentionally.</p> <p>Teachers who speak only English should be responsive when children initiate an interaction by speaking slowly, giving sufficient wait time, and even calling over other children to help when needed with translations that can help them communicate.</p> <p>Teachers should engage in sustained conversations and interactions with each child every day, using some home language when possible and using props, pictures, and nonverbal communication to support interactions.</p>	<p>Teachers should engage in sustained conversations with each child every day, using the non-English language when scheduled and using props, pictures, and nonverbal communication to support interactions during English periods.</p>	<p>This is a great time for teachers to engage with children in English to label words and play materials in English and encourage conversations that build the language informally but intentionally.</p> <p>Teachers should engage in sustained conversations with each child every day, using some home language and using props, pictures, and nonverbal communication to introduce English.</p>	<p>Teachers should engage in sustained conversations with each child every day, using props, pictures, and nonverbal communication to support interactions.</p>
READING/BOOK DISCUSSIONS				
<p>Book reading is important for both language and early literacy development. As with the Big 5 for All early literacy skills, the development of book knowledge and print concepts are important to support both the new language and the home language. Further, book reading and discussions introduce new vocabulary words in each of the child's languages.</p>	<p>Components of the Big 5 can be pointed out by teaching staff or volunteers in children's home languages.</p> <p>Volunteers, assistant teachers, or paraprofessionals can do a home language picture walk with children before reading the same book in English at another time.</p> <p>Introduce new vocabulary in the home language and translate new words before introducing them in a new book in English. Use pictures that can be left in the room for later reference.</p>	<p>Components of the Big 5 can be pointed out by the teaching staff or volunteers in both languages depending on the designated period.</p>	<p>Components of the Big 5 can be pointed out by the teaching staff or volunteers in children's home languages and introducing some English when children are ready.</p>	<p>Components of the Big 5 can be pointed out by teaching staff in English. Audiobooks and bilingual visitors may be used occasionally to support home language.</p>

	ENGLISH WITH HOME SUPPORT MODEL	DUAL LANGUAGE	HOME LANGUAGE AS A FOUNDATION FOR ENGLISH DEVELOPMENT	ENGLISH
TRANSITIONS, MEALS, AND OTHER ROUTINES				
<p>Daily transitions and routines are opportunities for intentional or informal conversations. Mealtimes are natural moments to engage children in conversations about their families, weekends, etc. These can also be times for teachers to share pieces of their home life with children to build relationships.</p>	<p>Teaching staff can name objects and actions in English during routines and explain connections to some home language words.</p> <p>Teachers who do not speak children’s native languages might ask children short questions about the food they are eating and model language while they serve food.</p> <p>Bilingual volunteers or visitors can participate with children during these times to maintain home languages.</p> <p>Repeating commonly used words and phrases can support children as they learn English and home languages. These words should include vocabulary that supports two-way conversations, provide information, or guide behavior.</p>	<p>Teaching staff can name objects and actions in English or other designated language during daily routines.</p> <p>When interacting with children during periods when the designated language is not familiar to them, teachers may ask children short questions about the food they are eating and model language while they serve food.</p> <p>Repeating commonly used words and phrases during daily routines such as transitions and mealtimes can support children as they learn English and home languages at designated times.</p>	<p>Teaching staff can name objects and actions in home languages during routines and explain connections to English words.</p> <p>Repeating commonly used words and phrases during daily routines such as transitions and mealtimes can support children in learning English and home languages.</p>	<p>Teachers can engage children in informal or intentionally planned conversations about their families, weekends, activities, etc., in English, while accepting their responses in home language to support communication.</p>



STEP 6. TRACKING THE IMPLEMENTATION AND PROGRESS OF THE CLM

As with any educational intervention, the measurement of growth and progress is key to successful implementation. While there is not currently any specific tool that can assist with monitoring the fidelity of implementation of any of the CLMs, it is important to note that many of the strategies in this document are closely related to more global measures of classroom quality, such as the Classroom Assessment Scoring System (CLASS Pre-K®), Early Childhood Environment Rating Scales (ECERS®) and Family Child Care Rating Scale (FCCRS®). As an example, within the Instructional Supports domain of the CLASS Pre-K®, these include:

Concept Development: The degree to which instructional discussions and activities promote students' higher-order thinking skills versus a focus on rote and fact-based learning.

Quality of Feedback: Teachers' provision of feedback focused on expanding learning and understanding (formative evaluation) and not correctness or the end product (summative evaluation).

Language Modeling: The quality and amount of teachers' use of language-stimulation and language-facilitation techniques during individual, small group, and large group interactions with children. Components of high-quality language modeling include self and parallel talk, open-ended questions, repetition, expansion/extension, and use of advanced language.

Some tools average the interactions of teachers. So, you may have a strong lead teacher speaking one language and a less strong teacher speaking another language. The tool does not differentiate the quality of language children are experiencing in each language. Therefore, it is important that the observer or coach speaks the languages spoken by the teaching staff to support staff in all languages and adequately measure the language experiences in the classroom.

For infants and toddlers, consider connections to Infant/Toddler Environment Rating Scale® (ITERS), Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT), and/or Infant CLASS® and Toddler CLASS® measures. For the Infant CLASS® measure (for children 6 weeks to 18 months), there is one domain—Responsive Caregiving—and a dimension called Early Language Support looking at the quality and quantity of communication. For toddlers (15 -36 months), the domain splits into two. Under Engaged Support for Learning, there is Facilitation of Learning and Development, Quality of Feedback, and Language Modeling. While there are some similarities in the names of the dimensions between the three CLASS® measures, adults use different strategies and interactions with the children, such as amount of teacher talk and opportunities for children to express themselves. Adults are building on children's vocabulary, asking questions, and expanding on language as children develop language.

The Q-CCIIT measures how caregivers support and extend children's language development by encouraging children's language use in the Support for Language and Literacy Development subscale. ITERS includes the Listening and Talking subscale with the following three items:

- 12. Helping children understand language
- 13. Helping children use language
- 14. Using books



All CLMs will support the language and literacy indicators in these measures.

Further, research-based coaching strategies, such as the Practice-Based Coaching (PBC) model, could be used to support teachers as they implement the various strategies outlined in this document to roll out a CLM.

Finally, the *Dual Language Learners Program Assessment (DLLPA)* can help manage a coordinated approach across management systems, including communication, human resources, training and professional development, and program planning and service systems design. In addition, it includes program service areas, such as teaching and the learning environment, curricula, child screenings and assessment, health program services, family and community engagement program services, and transition services. The self-assessment allows programs to engage in continuous improvement cycles related to their culturally and linguistically responsive practices for children who are DLLs by reflecting on a variety of questions and arriving at a score.

FAQS

CAN THE CLASSROOM MODEL CHANGE DURING THE YEAR?

Consistency and persistence are important to the success of any language model. Do not change models unless circumstances significantly change, such as the departure of a teacher or change in enrollment. Some factors to consider include:

- *Is it too early in the year to know if the model is working for each group?* A new language may cause frustration at the beginning of the school year when routines and activities (in addition to language) are new and when children are younger. It's critical to give it time (beyond December for year-round programs) to adjust and allow children to learn new words and routines in a new language.
- *Is the language of instruction leading to children behaving in ways that challenge the teachers because children do not understand the language being used?* When teachers use the strategies in step 5, children receive the supports they need, which helps them understand and maintain their engagement when learning a new language. All behavior has meaning. While some behavior may indicate frustration with not understanding the language, children's behavior may communicate other things as well.
- *Is the language of instruction challenging because materials or books are not readily available?* This challenge can be very real, and so should be carefully thought through before committing to a CLM. For example, a language that has no or limited written form may not support a 50/50 Dual Language model because the books and materials required by the curriculum aren't available.
- *Is the language of instruction presenting a challenge because it requires too much translation?* This is another consideration to think through before committing to a CLM. There may be budgetary implications for the types of activities (including translation) needed to ease the process. For example, a program might consider budgeting for a consultant or translation service so that translation work does not have to fall onto a teacher as part of weekly lesson planning.



DO ALL CLASSROOMS IN A BUILDING OR A GRANTEE PROGRAM HAVE TO ADOPT THE SAME CLASSROOM MODEL?

It is not required that all classrooms in a building or a grantee program adopt the same CLM, though doing so could help with professional development efforts and the use of volunteers or planned guests when needed. Of course, given that the population of children being served dictates a big part of the decision about which model to implement, it could be reasonable to implement different models to accommodate speakers of different languages more efficiently. For example, if a program has only 2 or 3 children who speak a particular language, it may make sense to group them with one teacher who is bilingual in that language to support the home language in just one classroom.

HOW DO DIFFERENT STAFF SUPPORT DIFFERENT LANGUAGES? AND WHEN?

Program leaders and teachers who implement the model should make this decision. Some important considerations include which staff are, or will be, trained to implement which portions of the chosen model. The key is that whatever staffing and implementation choices are made, they need to be implemented systematically and fully incorporated into the daily schedule. Once the program determines which staff will implement the CLM, it is critical to ensure (through training, coaching, and regular classroom team check-ins) that the staff member responsible for an activity or time of day is prepared to use the strategies that are most crucial to supporting DLLs' content learning.

WHAT IF WE REALLY CAN'T FIND TEACHERS OR VOLUNTEERS?

Classroom language models can only be implemented by staff that fit with the model. If the program is unable to find staff that speak the needed languages, they may choose English with Home Language Supports and bring in bilingual volunteers to support home languages. The program may also consider using technology to offer language supports to children. If those are not available, an English-only model might have to be adopted, but home language supports must still be offered in the form of books, songs, recordings, and culturally relevant materials.

WE HAVE SO MUCH TURNOVER IT'S HARD TO KEEP GOOD TEACHERS WHO SPEAK A SPECIFIC LANGUAGE IN ADDITION TO ENGLISH. HOW DO WE ENSURE EVERYONE IS USING CLMS APPROPRIATELY?

To support effective participation of children who are DLLs and their families, a coordinated approach with system-wide supports is required under the HSPPS. Careful planning with the help of the DLLPA will guide programs as they establish a comprehensive plan for recruiting, onboarding, retaining, and supporting staff that contribute to this effective participation. Information about the CLMs should be available in specified professional development and embedded in all other PD supports such as workshops, links to recorded webinars, and printed resources. Program directors, education managers, and coaches should be well-prepared to support the nuances of classroom language model implementation for each teacher and each classroom, using the CLM manual and this supplement (Supports for CLMs).



WHAT ARE THE HSPPS REQUIREMENTS VS. THE SUGGESTED GUIDANCE AND RECOMMENDED PRACTICES FOR EHS/HS?

HSPPS REQUIREMENTS	GUIDANCE AND RECOMMENDED PRACTICE
<p>For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. 1302.31 (b) 2. Teaching and the learning environment.</p>	<p>Selecting a Classroom Language Model for each classroom is one way to ensure the implementation of research-based practices that support bilingualism and biliteracy.</p>
<p>For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English; 1302.31 (b) 2 (i). Teaching and the learning environment.</p>	<p>The Home Language with Support for English Development model provides guidance for implementing this requirement.</p>
<p>For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language 1302.31 (b) 2 (ii). Teaching and the learning environment.</p>	<p>Dual Language, Home Language with Support for English, and English with Home Language Support are three models most closely align with this requirement.</p>
<p>Include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. 1302.31 (b) 2 (iii). Teaching and the learning environment.</p>	<p>Dual Language, Home Language with Support for English, and English with Home Language Support are three models most closely align with this requirement.</p>
<p>Programs must work to identify volunteers who speak children’s home language/s who could be trained to work in the classroom to support children’s continued development of the home language. 1302.31 (b) 2 (iii). Teaching and the learning environment.</p>	<p>The Community Assessment and DLLPA Human Resources and Training and Professional Development sections can help with this requirement. Step 3 also provides resources.</p>
<p>Adaptation. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. 1302.32 (b). Curricula.</p>	<p>The DLLPA Curricula section can help with this requirement.</p>
<p>If a program serves a child who speaks a language other than English a program must use qualified bilingual staff, contractor, or consultant to: Assess language skills in English and the child’s home language, to assess both the child’s progress in the home language and in English language acquisition; 1302.33 (c) 2 (i). Child screenings and assessments.</p>	<p>The Community Assessment and DLLPA Human Resources section can both help with this requirement. Step 3 above also provides resources.</p>

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